***State Council of Higher Education for Virginia***

**Program Proposal Cover Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Institution Enter full name of institution | 2. Program action (Check one):  New program proposal \_\_\_\_\_  Spin-off proposal \_\_\_\_\_  Certificate proposal \_\_\_\_\_ | | |
| 3. Title of proposed program  Enter only the title of the proposed program, not the  degree designation | | | 4. CIP code |
| 5. Degree designation  Spell out and abbreviate | | 6. Term and year of initiation | |
| 7a. For a proposed spin-off, title and degree designation of existing degree program  7b. CIP code (existing program) | | | |
| 8. Term and year of first graduates | | 9. Date approved by Board of Visitors | |
| 10. For community colleges:  date approved by local board  date approved by State Board for Community Colleges | | | |
| 11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) | | | |
| 12. Location of program within institution (complete for every level, as appropriate).  Departments(s) or division of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    School(s) or college(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Campus(es) or off-campus site(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Distance Delivery (web-based, satellite, etc.) \_\_ Do not leave blank \_ | | | |
| 13. Name, title, telephone number, and e-mail address of person(s) other than the institution’s  chief academic officer who may be contacted by or may be expected to contact Council staff  regarding this program proposal.  Include contact information for the institution’s SCHEV liaison and the faculty member. | | | |

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This is the template necessary to initiate new degree programs. Proposals for new degree programs must be submitted to the State Council of Higher Education for Virginia (SCHEV) **at least nine months** in advance of their implementation.

Some general guidelines:

* Proposal text should be Times New Roman or Arial (12 point font).
* The order of the appendices should follow the text references.
* Document sources with complete citations, such as footnotes, for referenced information. If a URL is included, be sure it links directly to the documentation.
* In using this template, please note that **black text** should remain in the proposal. **Blue text** should be replaced with proposal-related content.

This template is intended to serve as a guide for individuals preparing proposals for new degree programs. While the template details content that must be included in proposals, it is not intended to be comprehensive. At any time, SCHEV may request clarification of proposal content. In addition, SCHEV may request information beyond that included in the template.

# Description of the Proposed Program

## Program Overview (Background)

This section provides a description of the proposed program and its relationship to the mission of the institution. The following items must be included, but is not limited to:

\_\_\_\_\_ Type of degree

\_\_\_\_\_ Sponsoring unit, including school, department, and/or program

\_\_\_\_\_ Implementation date

\_\_\_\_\_ General description of program, including purpose or objective

\_\_\_\_\_ Status of field and/or discipline that warrants a new degree program

\_\_\_\_\_ Note if degree is emerging or interdisciplinary

\_\_\_\_\_ Relationship to institutional mission

\_\_\_\_\_ Specialized accreditation (if applicable), including accrediting body and timeline for seeking accreditation

\_\_\_\_\_ Description of online delivery (if applicable), including plan, courses, and available resources

## Mission

\_\_\_\_\_ Relationship to institutional mission

## Admissions Criteria

This section provides an inventory of the materials required of applicants and the general qualifications of applicants offered admission to the institution and, if applicable, the degree program. The following items must be included:

\_\_\_\_\_ Admission to the institution

\_\_\_\_\_ Application materials (e.g. transcripts, standardized tests, letters of recommendation, writing sample, etc.)

\_\_\_\_\_ Qualifications (e.g. minimum GPA, minimum percentile on standardized tests, academic degrees, experiences, special considerations, etc.)

\_\_\_\_\_ Admission to the degree program (if applicable)

\_\_\_\_\_ Application materials (e.g. transcripts, standardized tests, letters of recommendation, writing sample, etc.)

\_\_\_\_\_ Qualifications (e.g. minimum GPA, minimum percentile on standardized tests, academic degrees, experiences, special considerations, etc.)

## Target Population

\_\_\_\_\_ Target population

## Curriculum

This section provides a detailed review of the curriculum, including the general education curriculum for undergraduate degree programs. Per SCHEV policy, curricula must share a common core of courses. The common core requirements are as follows:

Bachelor’s degrees – 25 percent of total credit hours required for the degree, excluding the general education core.

Master’s degrees – 50 percent of total credit hours required for the degree.

Doctoral degrees – 25 percent of total credit hours required for the degree, excluding thesis or dissertation hours.

The following items must be included:

\_\_\_\_\_ Total credit hours

\_\_\_\_\_ Breakdown of curriculum and credit hours. For those items noted with an asterisk, list specific courses and credit hours. Indicate which courses are new and which, if any, courses are delivered via distance education.

\_\_\_\_\_ General education core (for bachelor’s degree programs)

\_\_\_\_\_ Required common core (including capstone courses)\*

\_\_\_\_\_ Restricted elective courses\* (typically, a short list of courses from which the student selects a defined number of credits)

\_\_\_\_\_ Other required courses (e.g. dissertation hours, experiential courses, etc.)\*

\_\_\_\_\_ Concentrations, tracks, and/or focus areas, including the purpose and courses

\_\_\_\_\_ Free elective courses, including the program(s) from which students may select courses

\_\_\_\_\_ Graduate degree programs (if applicable)

\_\_\_\_\_ Requirements (e.g., special project, comprehensive examination, thesis, dissertation, etc.)

\_\_\_\_\_ Process (e.g. committee requirements, program progression, what happens if student fails to pass a requirement, etc.)

\_\_\_\_\_ Accreditation (if applicable)

\_\_\_\_\_ Curricular requirements of accrediting agency (e.g. required credit hours, required courses, etc.)

\_\_\_\_\_ Effect, if any, of accrediting requirements on time-to-degree

*Curriculum Appendices*

\_\_\_\_\_ Sample plan of study for full-time and, if applicable, part-time students

\_\_\_\_\_ Course descriptions for new and existing required common core courses and restricted elective courses

See Appendix A for a sample plan of study appendix. See Appendix B for a sample course description appendix.

Spin-off programs. If the proposed degree program is a Spin-off, the existing curriculum and the proposed curriculum must be placed in the appendix. In text reference to the appendix is noted in the curriculum section. A two-column table format should be used to show the curriculum/ required courses of the current degree program and the curriculum/required courses for the proposed spin-off program. For bachelor-level programs, the general education courses are not listed in the table. Only the total credit hours required for general education coursework. All major courses and any additional required courses are listed. For PhD-level programs, dissertation credit hours are not listed in the table. All required courses, research credit hours, and content area requirements, if applicable are listed. All coursework for master’s-level programs is listed in the table. Narrative can be included to explain curricular changes to the existing degree program.

The table is placed in the appendix before the sample plan of study and course descriptions.

## Student Retention and Continuation Plan

\_\_\_\_\_ Persistence and completion (i.e. what mechanisms are in place to ensure students complete a program)

## Faculty

This section provides a brief overview of the depth and breadth of faculty involved with the program. Most importantly, it provides a description of full-time faculty committed to the program, particularly those involved with the common core curriculum. The following items must be included:

\_\_\_\_\_ Number of faculty in department

\_\_\_\_\_ Number of faculty dedicated to the required common core and restricted elective courses

*Faculty Appendix*

\_\_\_\_\_ Abbreviated curriculum vita for faculty dedicated to the required common core courses. Include faculty rank, degree, year degree completed, institution from which degree was earned, and area of expertise.

\_\_\_\_\_ If the proposed program is interdisciplinary, please distinguish faculty from different schools, units and/or departments in separate sections.

\_\_\_\_\_ Extramural funding secured by program faculty, including granting organization, name of grant, value of grant, and brief description of grant.

See Appendix C for a sample faculty appendix.

## Student Assessment

This section provides a description of student assessment. The following items must be included:

\_\_\_\_\_ Learning outcomes. Include specific outcomes, assessment methodology, and implementation timeline. Concentrations, tracks, and/or focus areas should have specific learning outcomes.

\_\_\_\_\_ Workplace competencies and employment skills. Using action verbs, include specific competencies/skills. Include specific skills for concentrations, tracks, and/or focus areas. Use employment announcements, collected for the employment demand section, to document necessary competencies and skills.

## Program Assessment

This section provides a description of program assessment, including plans for initial and ongoing assessment and evaluation. It also provides a description of the numeric benchmarks by which a program will be deemed successful, how such benchmarks will be applied, and what corrective measures will be taken to address deficiencies. The following items must be included:

\_\_\_\_\_ Program assessment

\_\_\_\_\_ Plan for initial program assessment and evaluation, including which unit will coordinate. New programs should be assessed after the first year of operation.

\_\_\_\_\_ Plan for systematic program assessment and evaluation, including sponsoring organization, assessment methodology and implementation timeline. Discuss integration of plan with institutional program review.

\_\_\_\_\_ Benchmarks of Success

\_\_\_\_\_ Benchmarks (e.g. job placement rates, employer satisfaction, student/alumni satisfaction rates, graduate school admission rates, etc.)

\_\_\_\_\_ Timeline for measurement

\_\_\_\_\_ Corrective measures, if benchmarks are not met

## Spin-Off

This section explains the purpose of a Spin-off degree program.

## Existing Programs

This section describes whether the program is an expansion of an existing program, such as a certificate, concentration, minor, or track. If it is not, the following statement is sufficient:

*“This program is not an expansion of an existing program.”*

If yes, the following items must be included.

\_\_\_\_\_ Description of existing program

\_\_\_\_\_ Status of existing program (e.g. modification, closure, etc.)

## Collaboration or Standalone

This section describes whether the program is a collaborative program with another institution or organization (e.g. non-profit, business, etc.). If it is not, the following statement is sufficient:

*“This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.”*

If yes, the following items must be included.

\_\_\_\_\_ Resources

\_\_\_\_\_ Contributions from partner(s)

\_\_\_\_\_ Allocation of resources from partner(s)

\_\_\_\_\_ Program administration

\_\_\_\_\_ Governance

\_\_\_\_\_ Degree conferral (i.e. which institution/organization awards the degree)

*Collaborative Program Appendix*

\_\_\_\_\_ Documentation (e.g. memoranda of understanding, articulation agreements, etc.)

Justification for the Proposed Program

## Response to Current Needs

**(Specific Demand)**

This section articulates the justification for the program and how it responds to current local, state, regional, national, and/or international needs. It is best to approach this section as one would approach the justification for a grant proposal. The reader should be convinced that the degree program responds to an existing or emerging need.

This section expands on the general description provided in the program overview section. Multiple distinctive sources of evidence should establish that the degree program will serve the needs, or will address emerging needs of the Commonwealth (and beyond). References to national and/or international publications (within the last 7 to 10 years) must be included. In addition, it should describe what specialized resources the institution possesses that will contribute to the success of the program (e.g. academic centers, research expertise, etc.).

This section should be a monograph of adequate length to demonstrate the general demand for the degree program. In addition, ensure the following are included: (1) complete citations for referenced information, (2) in-text citations for quoted information, and (3) links to Web-based resources, when possible. Paraphrasing relevant sources and/or using Internet links are acceptable. However, such links should direct the reader to the relevant literature, not simply to a Web page that references the source. If a source is not publicly available on the Internet (e.g. journal article, etc.), excerpt the source in an appendix. Include the primary reference page, the page prior, and the page after.

## Employment Demand

This section articulates how the program will respond to the needs of the labor market, including the current and future demand for graduates of the program. In addition, ensure the following are included: (1) complete citations for referenced information (including dates of access), (2) in-text citations for quoted information, and (3) links to Web-based resources, when possible. The following items must be included:

\_\_\_\_\_ Types of positions for which graduates will be qualified

\_\_\_\_\_ Labor market data. Include a discussion of the most recent data, with tables and figures, from the resources below. The discussion should include (1) data from the current 10-year timeframe (2) the percent change from BLS and VEC, and (3) the annual average percent change from the VEC.

\_\_\_\_\_ Bureau of Labor Statistics (BLS), U.S. Department of Labor

See the “Occupational Outlook Handbook” at [www.bls.gov/oco](http://www.bls.gov/oco)[[1]](#footnote-1)

\_\_\_\_\_ Virginia Employment Commission (VEC)

See “Virginia Workforce Connection” at [www.vawc.virginia.gov](http://www.vawc.virginia.gov)[[2]](#footnote-2)

\_\_\_\_\_ Discipline-based organizations (if available)

*Employment Demand Appendix*

\_\_\_\_\_ Job announcements. These announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. The announcements must be obtained within six months of submitting the proposal to SCHEV. Announcements must include the following:

\_\_\_\_\_ URL stamp of the Web page

\_\_\_\_\_ Date stamp of the Web page

\_\_\_\_\_ Job title

\_\_\_\_\_ Degree, at the appropriate level, required or preferred (a minority of job announcements should indicate the degree is preferred)

\_\_\_\_\_ Duties/responsibilities

\_\_\_\_\_ Location

\_\_\_\_\_ Date of announcement

\_\_\_\_\_ Letters of employment demand from prospective employers (if applicable and/or desired). These should **not** be form letters.

\_\_\_\_\_ Signed on letterhead

\_\_\_\_\_ State need for graduates of such a program

\_\_\_\_\_ State potential employment opportunities for graduates

\_\_\_\_\_ State desire to hire graduates of this particular program

\_\_\_\_\_ Letters of support from employers (if applicable and/or desired). These should **not** be form letters.

\_\_\_\_\_ Signed on letterhead

\_\_\_\_\_ State need for graduates of such a program

\_\_\_\_\_ State that the curriculum is appropriate for the program

See Appendix D for a sample employment demand appendix. (If letters of support are included, they should be placed in a distinct appendix from the job announcements.)

## Student Demand

This section provides evidence that sufficient student demand exists to support the projected enrollments. Evidence must be obtained within the 12 months prior to submitting the proposal to SCHEV. Evidence of demand must include a descriptive narrative of two of the following measures of demand:

\_\_\_\_\_ Survey

\_\_\_\_\_ Description of how survey population was developed.

\_\_\_\_\_ Description of demographics of survey respondents, such as current program (if applicable), education level, gender, etc.

\_\_\_\_\_ Summary of results (include raw numbers, not just percentages).

\_\_\_\_\_ Letters (signed) and/or e-mails of support from prospective students

\_\_\_\_\_ Enrollment data for the last three to five years (for programs evolving from a concentration/minor to a standalone degree program)

*Student Demand Appendix*

\_\_\_\_\_ Survey

\_\_\_\_\_ Text of original survey and date of survey

\_\_\_\_\_ Complete survey results (include raw data)

\_\_\_\_\_ Letters (signed) and/or e-mails of support from prospective students

\_\_\_\_\_ Indicate interest in enrolling in program

\_\_\_\_\_ Indicate reasons for interest in enrolling in program

See Appendix E for a sample survey appendix. See Appendix F for a sample prospective student support appendix.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***State Council of Higher Education for Virginia***

**Summary of Projected Enrollments in Proposed Program**

This table projects the estimated headcount and FTE (full-time equivalent) for the proposed program. Proposals must use the SCHEV-approved table below. Do not recreate this table in an alternative format.

**Projected enrollment**:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | **Year 2** | | **Year 3** | | **Year 4**  **Target Year**  **(2-year institutions)** | | | **Year 5**  **Target Year**  **(4-year institutions)** | | |
| 20xx – 20xx | | 20xx – 20xx | | 20xx – 20xx | | 20xx- 20xx | | | 20xx – 20xx | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD  -- | HDCT | FTES | GRAD |

## 

This table projects the estimated headcount and FTE (full-time equivalent) for the proposed program. The projections are done by the Provost’s Office. Please contact Robin Parker or Renate Guilford ([rguilfor@gmu.edu](mailto:rguilfor@gmu.edu)) for assistance.

## Duplication

This section provides evidence that the proposed program is not unnecessarily duplicative of existing programs at public colleges and universities in the Commonwealth.

First, determine what similar programs are being offered at public institutions by visiting the following link: <http://research.schev.edu/DegreeInventory/default.asp>. Under “By broad program area,” select the general area of the proposed program. Note programs (including program name and CIP code), at public institutions, sharing the same CIP code or a closely related CIP code as the proposed program.

For each of these programs, the following items must be included and discussed individually:

\_\_\_\_\_ Comparison of curriculum (narrative). If it is a track or concentration, note as such. However, it is not necessary to discuss the curriculum in detail.

\_\_\_\_\_ Similarities between curriculum of proposed program and similar program

\_\_\_\_\_ Differences between curriculum of proposed program and similar program

\_\_\_\_\_ Enrollments, for the past five years

To obtain these data, visit <http://research.schev.edu/enrollment/E16_Report.asp> (*Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail*). Select (1) the appropriate institution, (2) the appropriate year (multiple years may be selected), (3) “All Students,” (4) the appropriate program level, and (5) the appropriate specific program (using the relevant CIP code). Click “Generate Report.” Use the number in the “Total” column. A sample table, in which these data may be recorded, is included below.

\_\_\_\_\_ Degree conferrals, for the past five years

To obtain these data, visit <http://research.schev.edu/Completions/C1Level2_Report.asp> *(Completion, Program Detail C1.2)*. Select (1) the appropriate institution, (2) the appropriate academic year (multiple years may be selected), (3) “All Students,” (4) the appropriate program area (using the relevant CIP code), and (5) “Degrees Only.” Click “Generate Report.” Use the number from the appropriate program level. A sample table, in which these data may be recorded, is included below.

Table XX. Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Enrollments[[3]](#footnote-3)** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** |
| Virginia Tech | 39 | 47 | 53 | 40 | 53 |
| Christopher Newport University | 34 | 28 | 34 | 29 | 27 |
| Virginia Commonwealth University | 25 | 32 | 36 | 56 | 56 |
| **Degrees Awarded[[4]](#footnote-4)** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| Virginia Tech | 39 | 47 | 53 | 40 | 53 |
| Christopher Newport University | 34 | 28 | 34 | 29 | 27 |
| Virginia Commonwealth University | 25 | 32 | 36 | 56 | 56 |

# Projected Resource Needs

In a narrative, describe the available and additional program resources anticipated in the following categories, explaining the need to operate the program:

This is not a mechanism for requesting additional resources; you do that through the regular budget process. Provide a description of the resources that the department or college (or some partner) will provide for the proposed program. Important: Can the proposed program initiate and operate without compromising existing programs?

Robin Parker will develop the text for the subsections below, based on the enrollments projected for the program. Robin will also develop the charts identified as Part B, Part C and Part D.

**Full-time Faculty**

**Part-time Faculty from Other Academic Units**

**Adjunct Faculty**

**Graduate Assistants**

**Classified Positions**

**Targeted Financial Aid**

**Equipment**

**Library**

**Telecommunications**

**Space**

**Other Resources**

**Projected Resource Needs for Proposed Program**

**Part A:** **Answer the following questions about general budget information.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * Has or will the institution submit an addendum budget request to cover one-time costs? | Yes |  | No |  |
| * Has or will the institution submit an addendum budget request to cover operating costs? | Yes |  | No |  |
| * Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? | Yes |  | No |  |
| * Will each type of space for the proposed program be within projected guidelines? | Yes |  | No |  |
| * Will a capital outlay request in support of this program be forthcoming? | Yes |  | No |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part B: Fill in the number of FTE positions needed for the program** | | | | | |
|  |  |  | |  |  |
|  | **Program Initiation Year** | | | **Expected by Target Enrollment Year** | |
|  | **200XX – 20XX** | | | **20XX – 20XX** | |
|  | **On-going and reallocated** | | **Added (New)** | **Added (New)\*\*** | **Total FTE positions** |
| Full-time faculty\* | 0.00 | | 0.00 | 0.00 | 0.00 |
| Part-time faculty (faculty FTE split with other unit(s)) | 0.00 | | 0.00 |  | 0.00 |
| Adjunct faculty | 0.00 | | 0.00 | 0.00 | 0.00 |
| Graduate assistants | 0.00 | | 0.00 | 0.00 | 0.00 |
| Classified positions | 0.00 | | 0.00 | 0.00 | 0.00 |
| TOTAL | 0.00 | | 0.00 | 0.00 | 0.00 |

\* Faculty dedicated to the program

\*\* Added after initiation year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part C: Estimated resources to initiate and operate the program** | | | | |
|  |  |  |  |  |
|  | **Program Initiation Year** | | **Expected by Target Enrollment Year** | |
|  | **20XX – 20XX** | | **20XX- 20XX** | |
| Full-time faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
| Part-time faculty (faculty FTE split with unit(s)) | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
| Adjunct faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
| Graduate assistants | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
| Classified Positions | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
|  |  |  |  |  |
| Personnel cost | | | | |
| salaries | $0 | $0 | $0 | $0 |
| fringe benefits | $0 | $0 | $0 | $0 |
| Total personnel cost | $0 | $0 | $0 | $0 |
| Equipment | $0 | $0 | $0 | $0 |
| Library | $0 | $0 | $0 | $0 |
| Telecommunication costs | $0 | $0 | $0 | $0 |
| Other costs (specify) | $0 | $0 | $0 | $0 |
| **TOTAL** | **$0** | **$0** | **$0** | **$0** |

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

|  |  |  |
| --- | --- | --- |
|  | Yes |  |
|  |  | Signature of Chief Academic Officer |
|  | No |  |
|  |  | Signature of Chief Academic Officer |

**If “no,” please complete items 1, 2, and 3 below.**

**1. Estimated $$ and funding source to initiate and operate the program.**

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **Program initiation year**  **20XX-20XX** | **Target enrollment year**  **20XX-20XX** |
| Reallocation within the department *(Note below the impact this will have within the department.)* |  |  |
| Reallocation within the school or college *(Note below the impact this will have within the school or college.)* |  |  |
| Reallocation within the institution *(Note below the impact this will have within the institution.)* |  |  |
| Other funding sources *(Please specify, to include extramural funding and philanthropy, and note if these are currently available or anticipated.)* |  |  |

**2. Statement of Impact/Other Funding Sources.**

**For each reallocation noted above, please indicate the impact such a reallocation will have on the department, school, college, and/or institution.**

**Reallocation within the department**

**Reallocation within the school or college**

**Reallocation within the institution**

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

|  |  |  |
| --- | --- | --- |
|  | Agree |  |
|  |  | Signature of Chief Academic Officer |
|  | Disagree |  |
|  |  | Signature of Chief Academic Officer |

# Appendices

\_\_\_\_\_ Appendices should contain page numbers with the following format: A-1, A-2, B-1, B-2, etc.

\_\_\_\_\_ Appendices should be ordered so as to follow their appearance in text references.

Appendix A –Sample Plan of Study

Sample Plan of Study for Full-Time Students (and part-time students, if applicable)

For general education coursework, replace entries below with broad requirements, such as “Humanities (3),” etc. For required coursework within the major, replace entries below with specific courses that map to the curriculum presented in the body of the proposal. For restricted elective coursework and free elective coursework within the major, replace entries below with specific examples of courses students might take given a particular area of interest. Complete a separate sample plan of study for each available concentration, track, and/or focus area.

(Coursework is not required to follow the order, or replicate the number of credits, indicated below. For example, major coursework may be taken during the freshman or sophomore years while general education coursework may consist of fewer than 60 credit hours.)

|  |  |  |
| --- | --- | --- |
| Year | Fall Semester | Spring Semester |
| **Freshman** | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
| **Sophomore** | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
|  | General Education (3) | General Education (3) |
| **Junior** | Major Required Course (3) | Major Required Course (3) |
|  | Major Required Course (3) | Major Required Course (3) |
|  | Major Restricted Elective Course (3) | Major Restricted Elective Course (3) |
|  | Major Restricted Elective Course (3) | Major Restricted Elective Course (3) |
|  | Major Free Elective Course (3) | Major Free Elective Course (3) |
| **Senior** | Major Required Course (3) | Major Required Course (3) |
|  | Major Required Course (3) | Major Required Course (3) |
|  | Major Restricted Elective Course (3) | Major Restricted Elective Course (3) |
|  | Major Free Elective Course (3) | Major Free Elective Course (3) |
|  | Major Free Elective Course (3) | Major Free Elective Course (3) |

Credit Hours – Freshman – Fall Term \_\_\_\_\_

Credit Hours – Freshman – Spring Term \_\_\_\_\_

Credit Hours – Sophomore – Fall Term \_\_\_\_\_

Credit Hours – Sophomore – Spring Term \_\_\_\_\_

Credit Hours – Junior – Fall Term \_\_\_\_\_

Credit Hours – Junior – Spring Term \_\_\_\_\_

Credit Hours – Senior – Fall Term \_\_\_\_\_

Credit Hours – Senior – Spring Term \_\_\_\_\_

TOTAL CREDIT HOURS \_\_\_\_\_

## Appendix B – Course Descriptions

Description of Required Common Core Courses

Example (replicate for each required course; indicate whether new or existing course):

PPOL 400: Political Institutions & Process (new course)

This class focuses on political strategy from the point of view of participants in American public policy, especially managers, analysts, advocates, and elected officials. The goal of the class is to promote a better understanding of the political and organizational factors involved in policy adoption, choosing among alternatives, gaining acceptance, assuring implementation, and coping with unanticipated consequences.

Description of Restricted Elective Courses

Example (replicate for each restricted elective course; indicate whether new or existing course):

PPOL 400: Political Institutions & Process (new course)

This class focuses on political strategy from the point of view of participants in American public policy, especially managers, analysts, advocates, and elected officials. The goal of the class is to promote a better understanding of the political and organizational factors involved in policy adoption, choosing among alternatives, gaining acceptance, assuring implementation, and coping with unanticipated consequences.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Example (replicate for each concentration, track, and/or focus area courses; indicate whether new or existing course):

PPOL 400: Political Institutions & Process (new course)

This class focuses on political strategy from the point of view of participants in American public policy, especially managers, analysts, advocates, and elected officials. The goal of the class is to promote a better understanding of the political and organizational factors involved in policy adoption, choosing among alternatives, gaining acceptance, assuring implementation, and coping with unanticipated consequences.

## Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

For each faculty member dedicated to the required core courses, include the following information: (1) name, (2) degree, (3) year of degree, (4) institution, (5) title, and (6) specialization. If applicable, separate faculty from the home department and faculty from other units.

*Example (replicate for each faculty member dedicated to required common core):*

John Smith, PhD, 1982, Princeton University, Assistant Professor of Public Policy. Specialization Area: state and local political processes

## Appendix D –Employment Demand

## Appendix E – Student Demand

All surveys should include the question: “If [institution] offered this program, would you be interested in enrolling?” or “would you enroll?” A five-point Likert scale should be used. Prior to administering a survey, faculty should work with the SCHEV liaison to ensure it will capture the necessary information.

All surveys should include questions relating to demographics – year of enrollment and major.

Survey

[Institution] is developing a [degree designation] in [program name] for implementation in [term and year of initiation]. [Brief description of program]. After completing this program, students should be able to: [bulleted list of student learning outcomes]

We have prepared the survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at [e-mail address] if you would like more information about the proposed program.

Thank you.

[Survey Text]

1. To locate the required data, input an appropriate occupation in the “Search OOH” field, browse through occupations on the left side of the page, and/or select “A-Z Index” to browse an alphabetical listing of occupations. [↑](#footnote-ref-1)
2. Select “LMI Home” 🡪 “Occupation Data” 🡪 “Occupation Employment and Projections (Long Term).” [↑](#footnote-ref-2)
3. State Council of Higher Education for Virginia (SCHEV). *Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail.* <http://research.schev.edu/enrollment/E16_Report.asp>. (Accessed [DATE]). [↑](#footnote-ref-3)
4. State Council of Higher Education for Virginia (SCHEV). *Completion, Program Detail C1.2.* <http://research.schev.edu/Completions/C1Level2_Report.asp>. (Accessed [DATE]). [↑](#footnote-ref-4)