

This template is to aid your preparation of a new degree program for review and approval by the State Council of Higher Education for Virginia (SCHEV). Proposals for new undergraduate degree programs must be approved by Virginia Tech's Board of Visitors, and then submitted to SCHEV **at least 9 months in advance of the degree's target initiation date**. Thus, you should plan on a window of 1.5 to 2 years from degree inception to final SCHEV approval. 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.

In parallel to your preparation of the proposal for SCHEV review, you will also be required to prepare the *VT Degree Proposal* document (see Office of Degree Development and Support website). Although these two proposals share a good deal of information, they also contain different specific information depending on their intended audience. BOTH must be advanced into the VT internal governance process, although only the SCHEV degree proposal continues for review and approval external to the university.

IN GENERAL, BEAR THESE SUGGESTIONS IN MIND:

- In using this template, please note that **black text** should remain in the proposal. **Blue text** is to be replaced with proposal-related content. Many items are in bullet format for your convenience; they should *not* appear in text as bullets, but as a continuous narrative.
- The body of the proposal must use Times New Roman or Arial (12 point font) and should be approximately **25 pages or less** (not including references and appendices). The order of the appendices should follow their reference in text; appendices should NOT have page numbers. Please use the appendix names included in the sample table of contents.
- The key to a successful proposal lies in the **strength of its justification**. In the justification section, it is crucial to articulate at least 2-3 clear, well-documented reasons for this degree. Such items as student demand and employment demand are NOT to be placed in the justification section. Rather, discuss what has happened in a given field of study to shift culture in such a way as to make this degree a clear pathway to a career that will advance further discovery, fulfill some important local/global service, and/or create opportunities for meaningful action on the part of the program's graduates. Use citations to recent publications, calls for new approaches, addresses that speak to the need for more individuals with college degrees in a particular field. If possible, references should be recent (i.e., published within 5 years or less from the time of your proposal).
- Although almost all new proposals will be national, if not global, in their applicability, your proposal will be stronger to the extent that you provide evidence that this program is good for students in the Commonwealth of Virginia. The degree program should not simply shift students from one existing VT degree program to this new one (although this is certainly permissible to some extent) – rather, the new degree should be designed to pull in new majors from previously undecided pools, and/or recruiting from the outside.

Note: Document your sources either by in text citation or footnote, giving the SCHEV reviewer easy access to supporting evidence (provide a web link or selective hard copy of the source (if possible) in the appendices).

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

<p>1. Institution <i>Enter full name of institution</i></p>	<p>2. Program action (Check one): New program proposal _____ Spin-off proposal _____ Certificate proposal _____</p>
<p>3. Title of proposed program <i>Enter only the title of the proposed program, not the degree designation</i></p>	<p>4. CIP code http://nces.ed.gov/ipeds/cipcode/</p>
<p>5. Degree designation <i>Spell out and abbreviate</i></p>	<p>6. Term and year of initiation</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>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.) <u>Do not leave blank; also N/A is not sufficient.</u></p>	
<p>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. <u>Include contact information for the primary author of the proposal in addition to the contact below</u> Dr. Robin Panneton, Degree Development and Support, (540) 231-9770, panneton@vt.edu</p>	

TABLE OF CONTENTS

DESCRIPTION OF THE PROPOSED PROGRAM.....

PROGRAM BACKGROUND.....

MISSION.....

ONLINE DELIVERY (IF APPLICABLE).....

ACCREDITATION (IF APPLICABLE).....

ADVISORY BOARD (IF APPLICABLE).....

ADMISSIONS CRITERIA.....

TARGET POPULATION.....

CURRICULUM.....

STUDENT RETENTION AND CONTINUATION PLAN.....

FACULTY

PROGRAM ADMINISTRATION (IF APPLICABLE).....

STUDENT ASSESSMENT

PROGRAM ASSESSMENT.....

BENCHMARKS OF SUCCESS.....

SPIN-OFF (IF APPLICABLE).....

EXPANSION OF EXISTING PROGRAMS.....

RELATIONSHIP TO EXISTING PROGRAMS.....

COLLABORATION OR STANDALONE

RESPONSE TO CURRENT NEEDS (SPECIFIC DEMAND).....

EMPLOYMENT DEMAND.....

STUDENT DEMAND

ASSUMPTIONS.....

DUPLICATION.....

PROJECTED RESOURCE NEEDS.....

APPENDICES.....

APPENDIX A - SAMPLE PLAN OF STUDY

APPENDIX B – COURSE DESCRIPTIONS

APPENDIX C – "ABBREVIATED CVs" FOR FACULTY

APPENDIX D – EMPLOYMENT DEMAND

APPENDIX E –

APPENDIX F – STUDENT DEMAND (SURVEY)

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 in the narrative:

- Type of degree
- Sponsoring unit, including school, department, and/or program
- Planned 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)
- Specialized accreditation (if applicable), including accrediting body and timeline for seeking accreditation
- Description of online delivery (if applicable), including method, courses, and available resources

Mission

- Relationship to institutional mission and the university's current strategic plan; be explicit if the new degree meets current definitions for prioritized areas of focus (e.g., STEM-H).

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 (e.g., GREs), 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

- Specific subset of students the program intends to recruit, outside of the typically applicant body to the institution.

Curriculum

This section provides a detailed review of the curriculum, including general education courses (or CLE for undergraduates). Per SCHEV policy, the planned curriculum must contain a **common core of courses** that all students in the degree program are required to take. The common core requirement at the undergraduate level is 25% of total credit hours required for the degree, excluding the general education core. For example, if your degree curriculum is a total of 120 credits, with a 36 credit CLE requirement, your common degree core must be 21 credits (25% of 84) in size. For a master's degree, the common core must comprise 50% of the required number of credits. For a doctoral degree, the common core must comprise 25% of the required number of credits. Typically, the remainder of the curriculum is composed of restricted elective and free elective course offerings.

The following items must be transparent:

- Total credit hours for the degree
- Breakdown of curriculum and credit hours. Indicate which courses are new with an asterisk and which, if any, courses are delivered via distance education
 - General education credits (or CLE for undergraduates); indicate by category
 - Required common core (including capstone courses if applicable); do not include variable credit or variable topic courses in this common core; list specific course designator, number, title, and number of credits
 - Restricted elective courses (typically, a short list of courses from which the student selects a defined number of credits); list specific course designator, number, title, and 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 credits
- 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
- If a graduate degree, include narratives describing requirements for examinations (e.g., thesis defense; dissertation defense; doctoral preliminary examination). Describe how committees are formed (who is eligible to serve on committees), when the examinations typically occur, and course of action in the event of the student failing a given examination.

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. See Appendix B for a sample course description.

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
- Presence of a director or board of advisors for the degree program (if applicable)
- Plans for new hiring; what areas of expertise are needed for new hires? When will the hiring take place with respect to the proposed degree program?

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.
- If a research degree is being proposed (e.g., M.S. or Ph.D.), extramural funding secured by program faculty, including granting organization, name of grant, value of grant, and brief description of grant (this should go in Appendix D, and adjust the titling of all subsequent appendices accordingly).

See Appendix C for a sample faculty listing.

Program Administration

- Brief summary regarding how the program will be administered

Student Assessment

(please contact the Office of Assessment and Evaluation
[<http://www.assessment.vt.edu/index.html>] for help with this section)

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:

Learning Objectives

- A Student Learning Objective is an academic goal for students; it must be specific and measurable. Learning Objectives should be explicitly stated, using action verbs to describe what students will be able to do as a function of completing this degree program (e.g., articulate, organize, collect, evaluate, apply, describe, create, define, analyze, calculate, operate, discriminate, interpret)
- Student assessment (how will learning objectives be evaluated?)

Students completing this degree program will possess the following employment-related skills:

- Employability Skills (these should reflect specific skill sets mentioned in job advertisements); Using action verbs, include specific competencies/skills that all program graduates will possess. 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.
- When applicable, include specific skills for concentrations, tracks and focus areas.

Program Assessment

- Program assessment (how will overall program success be evaluated?); Copy and paste text below for program assessment:

All degree programs at Virginia Tech are required to meet the guidelines of the Academic Quality and Improvement (AQI) process. This process, referred to as Academic Program Review at some institutions, supports evidence-based decision-making and fosters continuous improvement within the academic community. Maintaining quality is a shared responsibility of the individual faculty member and the academic leadership. Faculty members are central to defining and assessing quality; however, AQI relies on a strong partnership between experts inside and outside academic departments. While AQI includes analysis of student learning outcomes, the unit of analysis largely shifts from the student to the program.

There are two components of the process which include periodic and annual requirements:

Periodic Report

The report is required on a seven-year cycle and is a summary with supporting evidence. Analysis is comprehensive and the result of program-wide conversations with faculty members (tenure track, non-tenure track, and research) and students (majors and minors, undergraduate and graduate, full and part-time). The report addresses central questions but reflect seven areas of quality (Student Learning; Research, Creative Activity, and Scholarly Work; Outreach and Engagement; Students and Student Support; Faculty and Faculty Support; Diversity and Inclusion; and Program Administration).

Annual report

Upon completion of the first Periodic Report, each program will engage in annual assessment of student learning outcomes and at least one area of quality with the intention of assessing all areas of quality by the next Periodic Report.

The AQI process is overseen by the Office of the Provost including the Senior Vice President and Provost/Vice President for Undergraduate Education, and the Vice President for Graduate Education. The process is administered and supported by staff in the Office of Assessment and Evaluation.

- 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 assessment methodology and implementation timeline.

Benchmarks of Success

- Benchmarks (e.g., job placement rates, employer satisfaction, student/alumni satisfaction rates, graduate school admission rates, etc.)
- Timeline for measurement of benchmarks
- Plans for proposing corrective measures if benchmarks are not met

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 once new degree is approved (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 (if applicable; currently not in the TOC)

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

This section must clearly articulate 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 should be a monograph of adequate length to demonstrate the general demand for the degree program, expanding 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 5 to 7 years) must be included. However, more current references are more convincing than those that are dated. In addition, this section should describe what specialized resources the institution possesses that will contribute to the success of the program (e.g., academic centers, research expertise, etc.).

- Why should this degree program be offered at Virginia Tech?
- 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. Generally, the Response to Current Needs section is 2-3 pages in length.

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** 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/oco¹

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.

- Virginia Employment Commission (VEC); See “Virginia Workforce Connection” at www.vawc.virginia.gov²
- Discipline-based organizations, including placement in graduate programs (if applicable)

Employment Demand (Appendix D)

- DI: 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**
- DII: Job announcements. These announcements should be located on the Internet, and captured as PDF files. **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, and 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

See Appendix DI and DII for a sample employment demand appendix.

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: You must survey students at the same or lower level than that of the proposed degree. For example, if this is a M.S. degree, the survey should target junior and senior undergraduates. If this is a B.S. degree, the survey should target undeclared freshman and sophomores, and/or highschool seniors.
 - Description of how survey was developed and administered.
 - 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).

² Select “LMI Home” → “Occupation Data” → “Occupation Employment and Projections (Long Term).”

- Enrollment data in courses relevant to the proposed degree for the last three to five years; this is typically presented in table format.
- Letters (signed) and/or e-mails of interest/support from prospective students (these are placed in the appendix)

Student Demand (Appendix EI and EII)

- Survey
 - Text of original 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 EI 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
								--			

Note: VCCS institutions only complete “Year 1” through “Year 4.” Graduation rates must be included in “Year 4/Target Year” for VCCS institutions. Four-year institutions are not to complete the “GRAD” rate for “Year 4.”

Definitions:

HDCT—fall headcount enrollment
FTES—annual full-time equivalent student enrollment
GRADS—annual number of graduates of the proposed program

The following assumptions should be appear below the table:

Retention (____%)
Full-time students (____%)
Part-time students (____%)
Expected time-to-graduation (____years) for:
 Full-time students
 Part-time students
Number of credit hours per semester (____/sem) for:
 Full-time students
 Part-time students

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 CI.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.

Enrollments³	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 Awarded⁴	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

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

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 x
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No x
- 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 x
- Will each type of space for the proposed program be within projected guidelines? Yes x No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No x

This section provides a detailed description of the resources, whether existing or new, required to operate the program. The first part of the section includes a narrative describing such resources. The narrative should describe the source of funding and the effect of any reallocation of resources (e.g. faculty, etc.) on the unit. The narrative should elaborate on the figures contained in Part C. **IMPORTANT:** Can the proposed degree program initiate and operate without compromising existing programs?

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]).

⁴ State Council of Higher Education for Virginia (SCHEV). *Completion, Program Detail C1.2*. http://research.schev.edu/Completions/C1Level2_Report.asp. (Accessed [DATE]).

Each of the following categories must be addressed in the narrative:

- Full-time faculty (FTEs): this does NOT refer to number of faculty involved in the program nor to full time employed faculty in the department.
- Part-time faculty (FTEs): this does NOT refer to number of faculty that are part-time employed in the department.
- Adjunct faculty (FTEs): may also include professors of practice here, but as in the above, only in terms of FTE allocation.
- Graduate assistants: (headcount of students assigned to GTAs)
- Classified staff: (percentage dedicated to this program)
- Targeted financial aid:
- Library: (e.g., new periodicals for literature reviews)
- Telecommunications: (e.g., new phones for faculty being hired)
- Space: (e.g., new office space for faculty being hired)
- Equipment, including computers: (e.g., new computers for faculty being hired)
- Other resources: (e.g., start-up packages, tuition costs for GTAs)

Parts B and C of this section outline the human and financial resources required to initiate and operate the program. For the most part, these tables do NOT represent new costs to the university, but a reallocation of existing resources toward the new degree program. Proposals must use the SCHEV-approved tables for Parts B and C. Do not recreate these tables in an alternative format. Do not insert these tables as a screen capture.

In both Part B and C, “full-time faculty” refers to any $FTE \geq .50$ with respect to the degree program, whereas “part-time faculty” refers to $FTE < .50$ – neither of these terms refers to the full-time or part-time nature of an individual’s faculty appointment. It is expected that FTE effort will be dispersed across the timeline from initiation to target years, such that not all of the FTE effort appears in just one or the other.

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2012__ - 2013__		Expected by Enrollment Year 2016__ - 2017__		Target
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions	
Full-time faculty FTE*	0.00		0.00		0.00
Part-time faculty FTE**			0.00		0.00
Adjunct faculty					0.00
Graduate assistants (HDCT)	0.00		0.00		0.00
Classified positions	0.00				0.00
TOTAL	0.00	0.00	0.00		0.00

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added after initiation year

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 20__ - 20__		Expected by Enrollment Year 20__ - 20__		Target
Full-time faculty	0.00	0.00	0.00		0.00
salaries	\$0		\$0		\$0
fringe benefits	\$0		\$0		\$0
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00		0.00
salaries			\$0		\$0
fringe benefits			\$0		\$0
Adjunct faculty	0.00	0.00	0.00		0.00
salaries					\$0
fringe benefits					\$0
Graduate assistants	0.00	0.00	0.00		0.00
salaries	\$0		\$0		\$0
fringe benefits	\$0		\$0		\$0
Classified Positions	0.00	0.00	0.00		0.00
salaries	\$0				\$0
fringe benefits	\$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
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$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
X	No	
		Signature of Chief Academic Officer

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

If additional state funding is not required to initiate and sustain the program, it is important to demonstrate from where resources will come, whether through reallocation or development of new revenue streams.

_____ In Item 1, indicate the dollar value of the reallocated or new resources in the appropriate rows.

_____ In Item 2, provide a narrative as to the impact of reallocated resources on existing programs at the department, school, and/or institutional level.

_____ In Item 3, obtain the signature of the chief academic officer certifying that the institution will not request new state funding to restore reallocated resources to their original purpose.

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 <i>(Note below the impact this will have within the department.)</i>		
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Please specify, to include extramural funding and philanthropy, and note if these are currently available or</i>		

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 (state and local political processes)

Appendix D
Employment Demand

Appendix E Student Demand

All surveys should include some form of the question: “If [institution] offered this program, would you be interested in enrolling?” (A five-point Likert scale is preferable.) 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]

All surveys should include some form of the question: “If [institution] offered this program, would you be interested in enrolling?” (A five-point Likert scale is preferable.) 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]

Sample Survey Instrument

Virginia Tech is developing a [name of degree program] for implementation in [initial term]. [Brief description of program]. As a result of successfully completing this program, students should be able to: [bulleted list of learning outcomes]

We have prepared the survey below to gauge 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.

1. Would you be interested in enrolling in a program like this? (If no, then skip to question 3.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If yes, would you prefer to attend the program on a full-time or part-time basis?	<input type="checkbox"/> Full-time <input type="checkbox"/> Not sure	<input type="checkbox"/> Part-time
3. Have you ever applied to an institution offering a similar program? If so, which program, at which school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Are you currently attending George Mason University? If so, in what program:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. FOR STUDENTS CURRENTLY IN VT PROGRAMS AT THE SAME LEVEL: If this program had been available when you initially applied to Mason, would you have applied for admission to it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. FOR STUDENTS WHO LEFT VT TO PURSUE EDUCATION ELSEWHERE: If this program had been available when you completed your current program, would you have applied for admission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. FOR STUDENTS WHO LEFT VT BUT HAVE NOT PURSUED FURTHER EDUCATION: If this program had been available when you completed your current program, would you have applied for admission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. In which state do you currently live?	<input type="checkbox"/> Virginia <input type="checkbox"/> DC	<input type="checkbox"/> Maryland <input type="checkbox"/> Other
9. Do you plan to live in this state for the next three or four years?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Are you currently employed? (If no, then skip to 14.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. If you are employed, please identify the state in which you work.	<input type="checkbox"/> Virginia <input type="checkbox"/> DC	<input type="checkbox"/> Maryland <input type="checkbox"/> Other
12. If you are employed, are you employed full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time
13. If you are employed, would the proposed program help you in your work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Please feel free to provide additional comments about the program.		

