

OLD DOMINION UNIVERSITY

**OLD DOMINION
UNIVERSITY**

Office of Graduate Studies

**Policies and Procedures for
Program Approval and Changes**

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5th Edition

OLD DOMINION UNIVERSITY
OFFICE OF GRADUATE STUDIES

POLICIES AND PROCEDURES FOR PROGRAM
APPROVAL AND CHANGES

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Section 1

Overview

I. Introduction and Philosophy

Old Dominion University encourages its faculty to develop excellent, innovative, and distinctive graduate programs. This manual is intended to guide the faculty in developing new graduate programs and modifying or discontinuing existing programs. This manual incorporates both ODU and SCHEV procedures and serves as a roadmap for steering proposals through the review and approval processes.

The goal of the processes described herein is to generate well-developed and broadly supported graduate programs of distinction that will contribute to the University's mission and reputation for excellence and that serve the needs of the citizens of the Commonwealth of Virginia.

The following outlines the "Standards of Excellence" that every graduate program at ODU must achieve. Please read these carefully and use them in preparing and evaluating new programs or changes to existing programs. The Office of Graduate Studies will provide assistance at all stages in formulating concepts, developing an initial and final proposal, obtaining internal and University approval by the Board of Visitors, and where required, approval by the State Council of Higher Education for Virginia and SACS/Commission on Colleges.

Philip J. Langlais, Ph.D.
Vice Provost for Graduate Studies and Research
February 14, 2007

II. Graduate Programs: Standards of Excellence

All new programs or changes to existing programs require approval by the President and ODU's Board of Visitors. In addition, new and spin-off programs must address the following standards in order to receive approval by the University, its Board of Visitors, the State Council of Higher Education for Virginia (SCHEV), and Southern Association of Colleges and Schools (SACS) / Commission on Colleges (COC).

1. Uniqueness/Needs:

- a. The program must represent an innovative or cutting edge approach within a given field or profession with the potential for national recognition or,
- b. The program must meet a demonstrable need in the Commonwealth, region or nation.
- c. The program must provide clear and specific evidence that the resource needs and professional implications for the pursuit of uniqueness are recognized by the program faculty and relevant administrators and are integrated into the unit's planning.

2. Viability:

- a. The program must determine the appropriate level of personnel (e.g., FTEs) necessary for instruction and administration, and demonstrate that this minimal level of personnel is available to the program.
- b. The program must specify the appropriate resources and infrastructure necessary to administer the program in a satisfactory manner, and demonstrate that this minimal level of resources and infrastructure is available to the program.
- c. Faculty participation in the program must be demonstrably supportive of the program's existence.
- d. The program must offer evidence that it is able to attract and retain a student body that is of sufficient size and quality to justify initiation and sustainability of the program.

3. Quality:

- a. The proposal must clearly articulate the program's mission, goals, and objectives and how they support the overall mission of the university.
- b. The proposal must include a plan to use program review and assessment information to determine program direction and guide program revision.
- c. There must be evidence in the proposal that faculty collaborated in the development of the curriculum.
- d. The proposal must offer evidence of a commitment to student learning as demonstrated by a well-defined advisement/career advising system, and involvement of students in program affairs.

- e. The proposal must offer evidence that external reviewers have determined that the program will be of a quality equal to or better than similar programs within the profession or field at peer or aspirant institutions.
- f. The proposal must contain evidence of a system to track graduates to learn that they will be either employed in the program's field or profession and/or will be pursuing further graduate or professional education.
- g. If accreditation or certification is available to similar programs in the profession or field, the program should demonstrate that it is pursuing and/or has achieved such accreditation.

4. Indicators of Potential for Excellence

- a. The program presents evidence of regional or national recognition with the potential to influence the direction of the field.
- b. The program and its faculty should be recognized as distinguished within the larger field or profession.
- c. The faculty should produce a significant body of scholarship and/or professional activities.
- d. Facilities and infrastructure should be recognized as state-of-the-art within the field or profession.
- e. The program and/or its faculty should generate significant external funding in support of the program (e.g. assistantships).
- f. The majority of graduates of the program should demonstrate a high level of professional success.
- g. External evaluators should regard the program as distinguished as compared with similar programs in the profession or field.

III.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA STATE-LEVEL REQUIREMENTS FOR APPROVAL OVERVIEW CHART

This process chart was developed by SCHEV staff as reference guide for public institutions seeking state action on academic programs. Shaded actions require a preparation of program proposals. Non-shaded actions require submission of designated forms and narrative statements. SCHEV’s “Policies and Procedures for Program Approvals and Changes” contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

Academic Program Action Sought by Institution	State-Level Requirement			
	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	No Action Required at State Level
New Degree Program ¹	X			
Spin-off Degree Program		X		
First Professional Degree ¹	X			
Health Program ^{1,2}	X			
Major, Concentration, Option, Emphasis, Focus or Track				X ⁷
Certificate			X ³	
C.A.G.S. or Ed.S. ¹	X			
Program Merger		X ^{4,6}		
Degree Designation Change ¹		X ⁵		
Program Title Change		X ⁵		
CIP Code Change		X ⁵		
Program Discontinuance			X ⁶	

¹ If a proposed academic program will elevate a public institution to a new degree level, then the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

² 23-9.10:1 The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

³ Certificate Programs must be reported using the “Program Proposal Cover Sheet.”

⁴ Submit the “Format for Merging Academic Programs” cover sheet and requisite narrative statement.

⁵ Submit the “Format for Revising Academic Programs” cover sheet and requisite narrative statement.

⁶ Submit the “Intent to Discontinue an Academic Program” cover sheet and requisite narrative.

⁷ See Section 3 for complete instructions.

IV. SCHEV Policies and Procedures for Program Approvals and Changes

Effective: May 1, 2002
(Revised March 2006)

1. Council's Statutory Obligations Related to Academic Programs at Public Institutions

The Code of Virginia, Section 23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various responsibilities, authorities, and duties. Those obligations related to academic programs at public institutions are listed below.

A. Responsibilities

- To consider programs while developing system-wide plans under which the state-supported institutions of higher education of Virginia shall constitute a coordinating system (Section 23-9.6:1.1).
- To review and approve or disapprove all new academic programs which any public institution of higher education proposes, including both undergraduate and graduate programs (Section 23-9.6:1.5).

B. Authority

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (Section 23-9.6:1.14).

C. Duty

- The Council, insofar as practicable, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities (Section 23-9.6:1).

The Council has established the following policies and procedures related to academic programs at public institutions as part of its obligation "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia" (Code of Virginia, Section 23-9.3[a]).

2. Policy Statements on Academic Programs at Public Institutions

A. Overview

The intent of this policy is to fulfill the Council's statutory responsibilities and duties without burdening public institutions with complex and lengthy procedures. In all its work, SCHEV adheres strongly to four key principles (see SCHEV Mission Statement) including the following:

Respect at all times the autonomy and legal authority of the institutional Boards of Visitors and Trustees.

In this spirit, this set of policies and procedures related to academic programs was prepared by SCHEV staff in consultation with Council members, the Secretary of Education, and the chief academic officers of the state-supported institutions of higher education. This policy and its attendant procedures will help ensure that Virginia's public colleges and universities continue to

make the most efficient use of state resources, avoid unnecessary duplication, and contribute to the goals identified in the 2002-2006 System-wide Strategic Plan.

B. Appeal Process for Council Action

Unless otherwise provided for in Council guidelines or regulations, an appeal must be filed within 60 days of Council action. An appeal so filed normally shall be considered by the Council at its next meeting. In all instances, the Council will give expeditious consideration to the appeal. The person filing the appeal, whether acting individually or as the representative of an institution of higher education, may be invited to present the appeal during the meeting at which the Council considers the appeal. The Council normally will not act on an appeal until the next meeting following the one at which the appeal is considered.

The presentation of an appeal to the Council shall be limited to thirty minutes unless permission to exceed the allotted time is obtained from the Chairman prior to the meeting.

The appeal procedures specified in the State's Administrative Process Act will take precedence whenever the item under appeal is covered by the Act.

C. Operational Definitions of Key Terms

Degree program: curriculum leading to the award of an associate's, bachelor's, master's, professional, or doctoral degree; is identified by a separate CIP code in the SCHEV program inventory; and, is listed on the student diploma. All curricula under the CIP code share a common core of courses¹, but various groupings of fewer courses may be used to define a variety of related support areas that do not appear on the diploma (major, concentration, option, emphasis, focus or track). Council approval is not required to add new support areas to an existing degree program.

¹ Common core requirements:

Bachelor's degree	25% of total credit hours required for the degree, excluding general education core
Master's degree	50% of total credit hours required for the degree
Doctor's degree	25% of total credit hours required for the degree

First-professional degree: curriculum that includes theory and practice of the basic body of knowledge and skills required to function as an entry-level professional in certain occupational fields recognized for reporting purposes by the U.S. Department of Education. These programs must meet the following criteria: (1) completion of the academic prerequisites to become licensed in a recognized profession; (2) requires at least two years of college-level study prior to entering the program; (3) total registered time to degree, including both pre-professional and professional study, equals at least six academic years. First professional degrees, while sometimes called doctoral degrees, are distinguished from research doctorates in that they do not include a required component of original research or a demonstration of expertise in a field beyond that required to qualify for basic licensing examinations. First professional degrees may be awarded in the following fields:

Chiropractic (D.C., D.C.M.)	Pharmacy (B.Pharm.D.)
Dentistry (D.D.S., D.M.D.)	Podiatry (Pod. D., D.P., D.P.M.)

Medicine (M.D.)	Veterinary Medicine (D.V.M.)
Optometry (O.D.)	Law (L.L.B., J.D.)
Osteopathic Medicine (D.O.)	Divinity/Ministry (B.D., M.Div.)
Rabbinical and Talmudic Studies (M.H.L., Rav)	

Certificate program: curriculum leading to a formal award certifying completion of post-baccalaureate degree-level work in an academic or occupationally specific field of study. Council approval is not required to award a certificate. (See Section 6 for complete instructions)

Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.): curriculum leading to a formal award certifying completion of one year of study beyond the master's level in an academic or occupationally specific field of study. These programs are usually intended for professional licensure or professional development. Council approval is required to award the C.A.G.S. and the Ed.S.

Program merger:

1. Merger of two or more programs must meet the minimum requirements for the common core (see above). Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work. SCHEV staff approval is required for this type of program merger.
2. Consolidation of two or more programs into a new degree program with a new CIP code and degree title. Existing programs and the consolidated new program must meet the minimum requirements for the common core (see above). For research-based graduate programs, see requirements above. SCHEV staff approval is required for this type of program merger.

Degree designation change: change made in an existing degree designation (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis (e.g. from the B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A.). SCHEV staff approval is required for a change in degree designation.

Program title change: change made in an existing program title (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program-name change.

CIP code change: change made in an existing six-digit CIP code designation (as reflected in SCHEV's program inventory), provided no significant changes have been made to program requirements, content, or emphasis and provided that the new CIP code replaces the current code to respond to changes in the field or to better reflect the intent of the program. SCHEV staff approval is required for a CIP code change.

Program discontinuance: action taken to close a program by indicating in SCHEV's program inventory the dates for which no new enrollments and no new graduates will be reported. Subsequent notification of SCHEV staff is required. The intent to close a program in a critical shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Section 2

New and Spin-off Programs

I. Stepwise Process and Flowchart

A. Internal Program Proposal Review and Approval

During Step 1 (Development and Consultation), Step 2 (College Review and Approval), and Step 3 (Senate and Provost Council Approval), the process is intended to be continuously collaborative, consultative and iterative, rather than step-wise and linear. The faculty initiates program proposals, consults with the faculty of other graduate programs, and with administrators (relevant department heads and college deans, and the Vice Provost for Graduate Studies (VPGS) and Research) throughout the process. The faculty conducts a formal review of each proposal, and guides the proposal through the eight steps required to obtain final approval.

Administrators facilitate program development and contribute to the review process. Administrators sign proposals to indicate their endorsement of the new program proposal and their recommendation that the proposal be forwarded to the next step in the approval process. Administrators' signatures do not guarantee the availability of resources to establish and run new programs, and do not guarantee final approval by the University or by the State Council of Higher Education for Virginia (SCHEV). New programs may be approved at Steps 1, 2, 3, 4 (Departmental and College Curriculum Committees and Senate) and 5 (Office of the Provost) pending the availability of resources. However, the Provost will not seek the approval of the Board of Visitors (Step 6) nor forward the proposal to SCHEV (Step 7) until adequate resources become available.

B. External Program Review and Approval: SCHEV

1. Following approval by the Board of Visitors, the final program proposal and any other necessary documentation are submitted to SCHEV for review by its staff.
2. In the case of a doctoral degree proposal, the program developer(s) must identify at least two qualified external reviewers and arrange and fund a site visit that would be completed at least eight weeks prior to the expected date of SCHEV's action on the proposal.
3. SCHEV staff reviews the program proposal, communicating with the Vice Provost for Graduate Studies (VPGS), and/or Provost on items needing clarification and/or additional information, and submits its recommendation on approval to SCHEV's Academic Planning Committee for inclusion on the agenda of an upcoming meeting.
 - a. The usual channel for communicating with SCHEV staff during this step in the process is through the VPGS.
 - b. SCHEV staff notifies other state institutions about the new program proposal to determine if there are any objections or concerns related to possible duplication.
4. The SCHEV Academic Affairs Committee reviews the program proposal and makes a recommendation to SCHEV for approval.

- a. The program developer(s), college dean, and either the VPGS or Provost will attend the Committee meeting to represent the program proposal and respond to questions from the Committee.
- b. Based on its review, the Committee and/or SCHEV may add stipulations to the program's approval.

5. SCHEV formally notifies the University of its action on the program proposal. A copy of the notification is provided to the appropriate college dean(s), department/school chair(s), and program developer(s).

C. External Program Approval: Southern Association of Colleges and Schools (SACS) / Commission on Colleges (COC)

1. The President or designee, usually the Accreditation Liaison, must notify the SACS/COC President about the new degree program at least six months prior to the planned implementation date (see Appendix, Substantive Change Policy for Accredited Institutions of the Commission on Colleges, Procedure One).

- a. Copies of the same documentation submitted to SCHEV and their approval letter are submitted to SACS/COC along with the letter of notification.

2. SACS/COC determines whether a prospectus, which is a document that more fully describes the new degree program, is necessary and notifies the University accordingly. This could be required if the program is intended for distance learning applications.

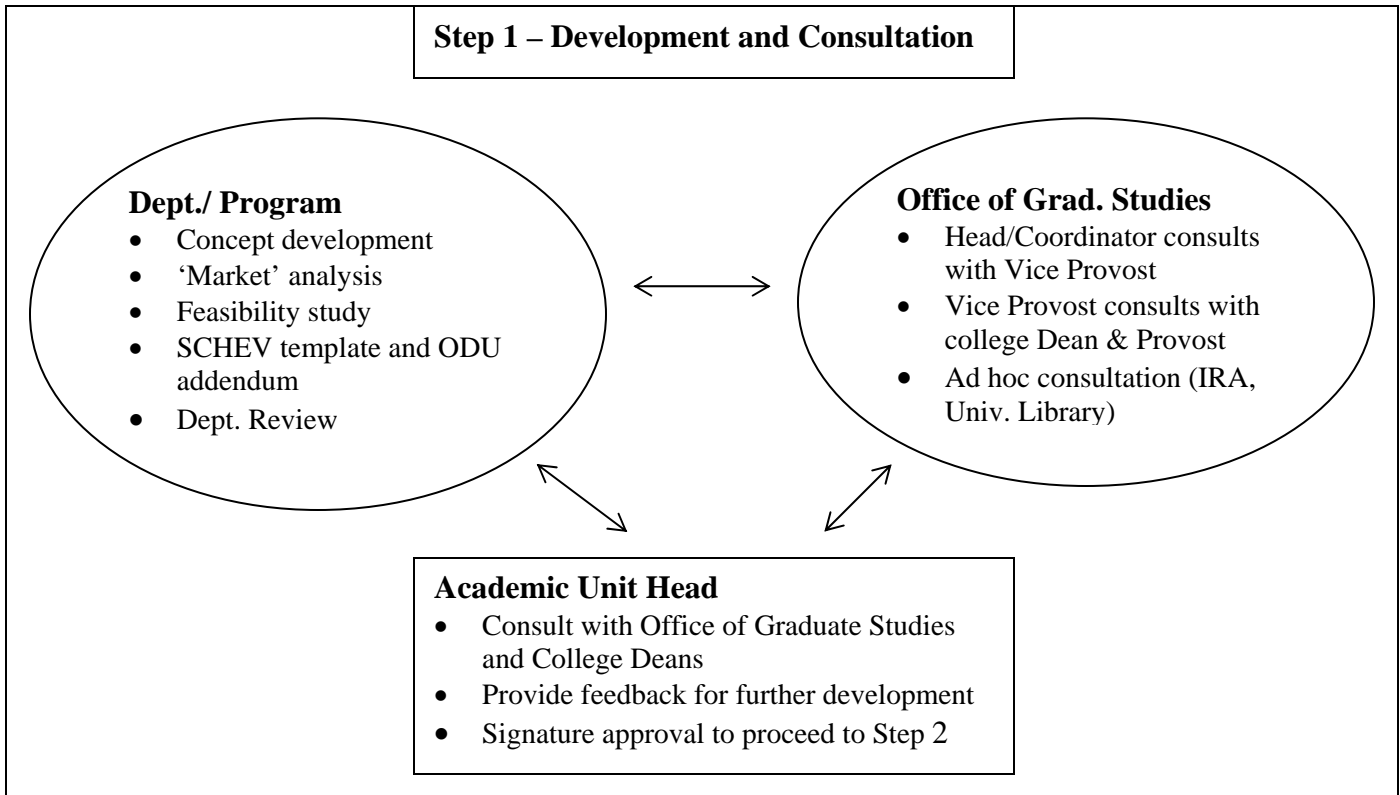
- a. If a prospectus is required, it is prepared by the program developer(s), working with the VPGS and submitted not later than three months prior to the program's scheduled implementation date. Other University offices may also be involved in the development of a prospectus, such as Distance Learning, depending on the nature and scope of the program.

3. SACS/COC reviews the program materials and/or prospectus and notifies the University about its decision to approve the program.

D. Implementation

1. The University receives notification of SCHEV and SACS/COC approvals and addresses any stipulations.
2. Internal preparations for program implementation begin, such as a student recruitment plan, budget request if necessary; course scheduling, faculty assignment or recruitment, and preparation of material describing the new program to include in the graduate *Catalog* and possibly a brochure.
3. Assuming that no problems arise prior to the scheduled implementation date, the program is initiated.

E. PROCESS FLOWCHART:



Step 3 – Provost Sends to Faculty Senate

Allows for presentation of proposal to Senate Committee C and then to Faculty Senate for constructive feedback and recommendation.

Step 3a – Vice Provost sends draft proposal to SCHEV for informal review and constructive feedback.

Step 4 – Provost’s Council

Academic Deans review proposals to allow input from and provide information to the University community while resolving any conflicts that may arise.

- Reviews proposal
- Approval to proceed to Step 5

Step 5 – Provost’s Office

Provost and Vice Provost review proposal’s content resource needs, informal feedback from SCHEV, and makes final recommendation to the President, and if approved, to the Board of Visitors.

- Reviews proposal
- Signature approval to proceed to Step 6

Step 6 – Board of Visitors

Reviews proposal for consistency with University mission and service to the citizens of the Commonwealth of Virginia.

- Formal presentation of proposal
- Signature approval to proceed to Step 7

Step 7 – External Site visit

Coordinated by appropriate academic unit head, Vice Provost, and SCHEV staff.

Step 8 – State Council of Higher Education for Virginia

Reviews proposal relative to offerings at other public institutions. Provides final level of approval and monitors success of program after approval.

- Formal presentation of proposal
- Signature approval to implement program
- CIP code assigned

Step 9 – SACS/Commission on Colleges – External Approval/Notification

The President or designee, usually the Accreditation Liaison, must notify the SACS/COC President about the new degree program at least six months prior to the planned implementation date (see Appendix, Substantive Change Policy for Accredited Institutions of the Commission on Colleges, Procedure One).

F. Examples of Program Proposal Development/Approval Calendars

Program Proposal Development/Approval Calendar PhD in Community College Leadership

March 2002	Identify program proposal developer Draft program proposal according to SCHEV policy and format Identify and arrange for external reviewers required by SCHEV policy Obtain required internal Darden College of Education approvals: Host department(s), department chair(s), college graduate committee, and dean
April 1	Dean submits program proposal with approvals to Provost
April (early) 2002	Provost submits program proposal to the Faculty Senate for review and recommendation by Committee C, Graduate Studies
April (late) 2002	Program proposal, with Committee C recommendation, reviewed and recommended by the Faculty Senate Faculty Senate submits recommendation on program proposal to President
May 2002	Provost's Council reviews and makes recommendations on program proposal to President
June 2002	Board of Visitors Academic and Research Advancement Committee reviews program proposal and makes recommendation to the Board for approval
July 2002	Board of Visitors approved program proposal submitted to SCHEV for review by staff and submission to the Council of Higher Education's Academic Affairs Committee for review and recommendation to the Council
September 2002	Academic Affairs Committee reviews the program proposal and submits its recommendation to the Council and program is approved for implementation
January 2003	Approved program is implemented

II. SCHEV Academic Program Definitions of “New” and “Spin-off” Program

A. Background

By Council action in March 2002, distinctions were established between “new programs” and “spin-off programs” within SCHEV’s approval process. The purpose of this action was to clarify and streamline program approval procedures. As a result of this action, while the Council will continue to formally approve all new programs, SCHEV staff have been delegated the responsibility for approval of spin-off programs that meet the criteria specified in these policies and procedures. New and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

B. New Academic Program

1. Definition: Curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and has the resources to initiate and operate the new program. Council approval is required to confer the new degree.

2. Approval: A public institution’s Board of Visitors or the State Board for Community Colleges must approve each proposal for a new academic program prior to its submission to the Council. Board approval is the culminating step in a series of reviews by curriculum committees at the department, college, and university levels, as well as by each chief academic officer. For this reason, Council defers to the respective boards’ authority for determining the appropriateness of proposed curricula, course descriptions, faculty credentials, and library resources, as well as student admission, continuation, and exit requirements. Meanwhile, the Council’s consideration of proposals will center on system-wide aspects of each new program.

C. Spin-off Program

1. Definition: Curriculum that expands an existing degree program into a stand-alone degree at the same degree level and does not change its essential character, integrity, or objectives and shares at least the first two digits of the existing program’s CIP Code; shares at least three-quarters of courses with the existing degree program; requires minimal or no additional faculty; and, is funded through internal reallocations or private funds and does not require additional state funding. SCHEV reserves the right to determine whether a proposal is considered a new program or a spin-off degree.

2. Approval: Many proposals submitted to the Council seek approval for programs that are extensions or outgrowths of existing curricula (minors, majors, tracks, options, or concentrations). Such “spin-off” programs use predominantly existing courses, existing faculty, and reallocated institutional resources. The Council has delegated the authority for approval of such proposals to SCHEV staff. This spin-off designation and its associated procedures are expected to expedite approvals of such programs while also supporting institutional flexibility, responsiveness to the needs of business and industry, and entrepreneurial initiatives. Both new and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

III. General Guidelines for New and Spin-off Program Proposals

1. The SCHEV New Program Proposal narrative is the form that you will eventually submit to SCHEV for program approval. It would be best if you could use this narrative outline as a framework for your proposal from the beginning of the proposal development. The form is also helpful since it poses relevant questions that you must consider in developing your proposal. Using the form from the start, will avoid having to re-format the document for eventual submission.
2. As you proceed through the development of your proposal, please contact the Vice Provost for Graduate Studies and Research (VPGS) for consultation. The process seems to work best if you involve the Office of Graduate Studies as early as possible in the proposal development process.
3. In preparing your proposal be certain to fully address ALL questions (don't make it difficult for the SCHEV Council to find answers). Try to avoid lengthy narrative and consider a "bullet" format on those questions for which this format seems appropriate.
4. In answering the questions please pay particular attention to the questions regarding, (1.) The need for the program, (2.) Student demand, i.e. evidence that there is a student population interested in attending the program, and (3.) Employer demand, i.e. the current market for graduates. It is best to provide compelling rationale, and hard data, e.g. survey data, in answering these questions.
5. All new program proposals and all health-related proposals, spin-off or new, must be reviewed and approved by Council. Proposals for new degree programs must be submitted to SCHEV staff at least nine months prior to the institution's desired initiation date. Proposals for spin-off degree programs must be submitted to SCHEV at least ninety days prior to the institution's desired initiation degree. For information on the schedule of Council meetings, consult SCHEV's website. Prior to seeking institutional boards' approval, institutions may submit draft proposals to Council staff for comments, advice, and/or preliminary reactions. To submit a draft document, mail one hard copy labeled "draft" to SCHEV.
6. If an institution applies for a change in degree-granting status or submits a large number of proposals at once, it should allow more time for Council action. Similarly, if SCHEV staff receives a large number of proposals in a short time period, proposals will be considered for inclusion on the Council's next agenda on a first-come basis.
7. Proposals for spin-off programs are eligible for expedited review and approval by Council's staff if they will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty. SCHEV reserves the right to determine whether a proposal will be considered as a new program or spin-off program.
8. Approval to initiate a degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.
9. Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools (SACS) and Commission on Colleges (COC) if the new program significantly modifies or expands the scope of the institution.
10. For new degree programs at the doctoral level, institutions must arrange and fund a site visit by at least two qualified external reviewers who are recognized experts in the field and experience in the administration of similar programs (plus a SCHEV staff member); this site visit must be completed

at least eight weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution, and no more than one of the external reviewers may reside within Virginia. The external reviewers should be provided with copies of the program proposal prior to the visit and should be charged with preparation of a written report, which must be submitted to the institution and to SCHEV no later than two weeks after the site visit. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report.

- 11.** For spin-off degree programs at the doctoral level, institutions must submit to SCHEV a summary of two external reviewers' comments on the program proposal. If reviewers' reports raise significant questions and/or offer specific recommendations regarding the programs or the proposals, then institutions must submit written responses to SCHEV and the reviewers. One electronic and one hard copy of the institutional response should be submitted to SCHEV and one electronic copy should be submitted to the SCHEV staff.
- 12.** One hard copy of reviewers' Curriculum Vitae must be sent to SCHEV. The copy can be submitted with the program proposal.

IV. Specific Instructions for New and Spin-off Program Proposals

A. Proposal Format and Submission requirements

1. Complete the Program Proposal Cover Sheet (See pg. 20).
2. Use word-processing software compatible with Microsoft Word.
3. Times New Roman or Arial 12 font preferred.
4. Provide a table of contents and number all pages of the proposal.
5. Provide a descriptive narrative (See detailed instructions pg. 21).
6. Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix.

B. SCHEV's Required Sections and Forms

Proposals for new and spin-off programs must include the following six components in the order listed:

- i) Letter from Chief Academic Officer**
- ii) Program Proposal Cover Sheet**
- iii) Description of Proposed Program**
- iv) Justification of Proposed Proposal**
- v) Summary of Projected Enrollment**
- vi) Projected Resource Needs for Proposed Program**

C. SCHEV's Policy on the Review of New and Spin-off Programs

Institutions must conduct in-depth reviews of new and spin-off programs in the year following the first graduates to determine whether these programs should continue. A program that does not meet its enrollment goal by the target enrollment year may be closed immediately or given a specified period, not to exceed two years, to meet its enrollment goal or be closed.

V. STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA (SCHEV): NEW PROGRAM PROPOSAL FORM

1. Institution	2. Program action (check one): Spin-off proposal _____ New program proposal _____
3. Title of proposed program	4. CIP Code
5. Degree designation	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 officer(s).	
12. Location of program within institution (complete for every level, as appropriate). School(s) or college(s) of _____ Division(s) of _____ Campus (or off-campus site) _____ Distance delivery (web-based, satellite, etc.) _____	
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.	

VI. Detailed Instructions for Preparing a Formal Proposal to SCHEV

1. Letter from the Chief Academic Officer

A letter from the Chief Academic Officer must accompany the program proposal.

The letter must:

- a.** Describe the institution's commitment to the proposed program (in terms of faculty, financial, and physical resources).
- b.** Explain how the proposed program will fit with the institution's mission and strategic plan.
- c.** Describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it, including tracks, options, concentrations, majors, minors, or degrees proposed for closure or consolidation.

Note: If the proposed program will be offered jointly or in collaboration with one or more additional institutions (public or private), the Chief Academic Officer(s) of the collaborating institution(s) should also submit a letter of support and explanation.

2. Proposal Cover Sheet -- (see pg. 20)

3. Description of Proposed Program – (see pg. 22-43, samples 1, 2, 3, & 4)

Using the following format, please include a brief narrative description of the program that addresses these key questions.

- a.** How many credit hours are required for the proposed degree? Institutions should include the curriculum detailing the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives and dissertation hours (if applicable).
- b.** With the assistance of the office of Institutional Research and Assessment (IRA), complete the following items: (1.) What learning outcomes (knowledge and skills) are graduates expected to demonstrate? (2.) When and how does the institution plan to assess student learning? (3.) How does the assessment plan fit into the institution's overall program review?
- c.** What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.
- d.** Is this program an expansion of an existing certificate, concentration, track, or degree? If so, what courses or faculty will be added? Will approval of the program result in closure of the existing certificate, concentration, track, or degree?
- e.** If this is a collaborative program with another institution of higher education or with business and industry, what is the extent of the collaboration? Describe resources available for each partner and how these resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree.

Sample 1 – PhD in English

1.1 Institutional Mission

Old Dominion University promotes the advancement of knowledge and the pursuit of truth. It develops in students a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning. It fosters the extension of the boundaries of knowledge through research and scholarship and is committed to the preservation and dissemination of a rich, cultural heritage.

(<http://www.odu.edu/ao/affairs/strategic%20plan%202000-2005.pdf>)

As a national leader in the field of technology-delivered learning, the University strives to enhance the quality of educational experience, wherever education is delivered, by applying emerging technologies. The University also supports research to explore the impact of these technologies on the teaching-learning process. By utilizing these technologies and by partnering with institutions of higher education, corporations and governmental entities, the University is able to provide graduate and undergraduate degree programs to students across time and geographic boundaries.

The PhD in English will use synchronous, asynchronous, and hybrid methods of delivery and will be offered to on-campus and distant students. By recruiting both local and distance students and by delivering courses traditionally and through hybrid media, the program supports Old Dominion's mission and draws on the University's strengths in distance education and its position as Virginia's international university. The program will recruit students not only from Hampton Roads but also from other areas of the Commonwealth, the country, and the world. The program emphasizes the study of texts and technology so that academic content and mediums of delivery reinforce one another. Whether students are teachers in Washington State or technical writers for the federal government, they will find the program is state of the art in both scholarship and pedagogy.

1.2 Background and Description of the PhD in English

The proposed program explores the full range of written English through such modes of inquiry as rhetoric, composition, linguistics, literature, and journalism, and through such media as print, speech, and hypertext. The proposed program is designed to integrate writing, rhetoric, discourse, and textual studies, thus offering opportunities for creative reinterpretation of these fields within the discipline of English. It begins with the proposition that all texts are situated in a variety of overlapping and sometimes competing language-based worlds where form, purpose, technology of composition, audience, cultural location, and discourse community play roles in the creation and reception of those texts. Students will begin their studies with a cluster of core courses that focus on texts, technology, research methods, instructional design, cross-cultural communication, and major debates in English. Then, students will complete a field concentration that allows for intensive specialization in an area connected to understanding some aspect of discourse. Of special interest are emphases on writing for the workplace, discourse analysis, digital media, history and criticism of textual production and dissemination, and the teaching of composition. Through the use of new media technologies, students will examine how rhetorical theories improve communication practices in a variety of institutional settings. Through their course work

students will achieve a high level of skill in creating, analyzing, translating, and editing texts for a wide variety of audiences and purposes. The program is interdisciplinary in intent. Students will understand contemporary textual studies and will be prepared to carry out advanced research projects such as a study of the composing processes of physicists and technical writers at Jefferson Lab, or a study of the visual rhetoric of Flash with its multimedia potential, or a study of writing instruction in distance learning, or a comparative analysis of the composing processes of graduate students in oceanography and computer science. The degree program will prepare graduates for teaching and research positions in academic, corporate, non-profit, and government settings. Approximately one-third of the course work will be available in traditional, on-campus classrooms for on-campus students. Distance students will come to campus to take these courses during summer residency institutes. Approximately two-thirds of course work will be available through synchronous, asynchronous, and hybrid media. These courses will enroll both on-campus and distance students. With this innovative mix of course delivery, the program will take full advantage of the state-of-the-art facilities for on-campus and distributed learning available at Old Dominion University.

1.3 Purpose of the PhD in English

The degree program will produce scholars who can advance the body of knowledge in English and who can oversee the application of these advances in professional settings. This next generation of teachers, researchers, and writers will increase the capacity of academic and corporate institutions to address their instructional, knowledge-making, and information needs. More specifically, the program will

- Provide in-service English faculty, especially community college English faculty, with opportunities to advance the knowledge of the field and thus improve instruction throughout the Commonwealth.
- Provide educational opportunities for mid-career professionals in fields that depend on sophisticated knowledge of technical and digital communication.

Prepare adjunct and part-time faculty to contribute to the body of knowledge in English and to be eligible for fulltime employment.

Sample 2 – PhD in Criminology & Criminal Justice

1.1 Institutional Mission

Old Dominion University promotes the advancement of knowledge and the pursuit of truth locally, nationally, and internationally. It develops in students a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning. It fosters the extension of the boundaries of knowledge through research and scholarship and is committed to the preservation and dissemination of a rich cultural heritage. Old Dominion University is old enough to value tradition yet young enough to facilitate change. In a spirit of creative experimentation, innovation, research, and technology, the University is ready to meet the challenges of the twenty-first century.

1.2 Background and Description of the Proposed Ph.D. in Criminology & Criminal Justice

The interest in crime as a societal and individual problem is the basic foundation of the development of criminology & criminal justice as an academic discipline. In its inception in the United States, criminology & criminal justice was closely tied to sociology. An interest in crime and its causes led to classes in crime and corrections in the very first sociology departments in the United States. As early as 1902 Tolman¹ reported that courses in crime were sixth among a list of 21 different sociology courses offered among early programs in sociology. The popularity of criminology courses in sociology remained as the new century progressed and by the 1920's and 1930's "...criminology was captured by sociology in the universities."²

Despite this strong connection to sociology, criminology & criminal justice soon emerged as a field of study separate from any other discipline. The push for professionalization and the desire for educated police officers resulted in this movement away from other disciplines. In 1950, August Vollmer developed the School of Criminology at Berkley³. The study of criminology & criminal justice at Berkley had its roots in the summer program for police which Vollmer began in 1918, and which is argued to be the first criminology & criminal justice program separate from sociology or any other discipline.⁴

Both graduate and undergraduate education in criminology & criminal justice emerged strongly in the late 1960s. The School of Criminal Justice at Albany was established in

¹ Tolman, F. 1902. The study of sociology in institutions of learning in the US. *American Journal of Sociology* 7: 797-838.

² Morn, Frank. 1980. *Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education*. Monograph prepared for the Joint Commission on Criminology and Criminal Justice Education and Standards.

³ Bopp, W. 1977. *O.W. Wilson and the Search for a Police Profession*. Port Washington, NY: National University Publications.

⁴ Geis, Gilbert. 1995. "The Limits of Academic Tolerance: The Discontinuance of the School of Criminology at Berkley." In T. Blomberg and S. Cohen (eds.) *Punishment and Social Control: Essays in Honor of Sheldon Messinger*, pp. 277-304. Hawthorne, NY: Aldine De Gruyter.

1966 and began to admit students in 1968.¹ Also in 1968, the Law Enforcement Assistance Administration (LEAA) was established with the passage of the Omnibus Crime Control and Safe Streets Act of 1968. LEAA included among its functions “supplying money for the training and education of criminal justice personnel.”² Two important components of this function were found in the Law Enforcement Education Program (LEEP) and the National Criminal Justice Education Consortium. LEEP assisted criminal justice practitioners interested in education in the field of criminal justice by providing monies to institutions of higher learning which were to then make loans and grants to students who were either already working or preparing to work in a criminal justice agency.³ This encouraged the tremendous growth in criminology & criminal justice undergraduate programs at both two and four year colleges and universities across the country.⁴ Brown⁵ reported that between 1966 and 1973 the number of community colleges offering criminology & criminal justice programs grew from 152 to 505, while the number of four-year colleges offering such programs grew from 39 to 211 during the same period. By 1977, there were approximately 1,027 criminal justice related programs at colleges and universities across the United States.⁶ At the graduate level, the National Criminal Justice Educational Consortium distributed funds to assist in the development and strengthening of criminology & criminal justice programs at Arizona State, Eastern Kentucky, Michigan State, Northeastern, Portland State, the University of Maryland and the University of Nebraska at Omaha.⁷

Originally, criminology & criminal justice as an emerging discipline suffered from its roots in the push for education for the police. Criminology & criminal justice programs were referred to as “cop shops” and were seen as places where training occurred rather than education. Part of the bias was fueled by the belief that criminology & criminal justice was not based in theory. Part of the bias was also due to the fact that the students who gravitated to the early criminology & criminal justice programs often were interested in pursuing careers in law enforcement or going to law school after graduation.

¹ Newman, D. J. 1993. The American Bar Foundation survey and the development of criminal justice higher education. In Lloyd Ohlin and Frank Remington (eds.), *Discretion in Criminal Justice: The Tension between Individualization and Uniformity*, (pp 279-349). Albany, NY: State University of New York Press

² Twentieth Century Fund. 1976. *Law Enforcement: The Federal Role, Report of the Twentieth Century Fund Task Force on the Law Enforcement Assistance Administration*. New York: McGraw Hill Book Company.

³ Ibid., Twentieth Century Fund, 1976.

⁴ Newman, D. J. 1993. The American Bar Foundation survey and the development of criminal justice higher education. In Lloyd Ohlin and Frank Remington (eds.), *Discretion in Criminal Justice: The Tension between Individualization and Uniformity*, (pp 279-349). Albany, NY: State University of New York Press; Ibid., Twentieth Century Fund, 1976.

⁵ Brown, L. 1974. The police and higher education: The challenge of the times. *Criminology* 12(1): 114-124.

⁶ Bennett, R. & Marshall, I.H. 1979. Criminal justice education in the United States: A profile,” *Journal of Criminal Justice* 7: 147-172.

⁷ Ibid., Twentieth Century Fund, 1976.

As time went on, however, students who were drawn to studying social problems such as crime expanded their interest base. No longer did all of the students want to be cops and lawyers. An explosion of interest in a variety of areas developed: theory development - what causes crime, what can deter crime, how can we better work with juvenile delinquents so they do not continue their crime trajectory into adulthood; empirical tests of crime causation theories; enormous interest in victimization (child abuse, sexual assault, elder abuse, domestic violence); social stratification and inequality issues. All of these interests attracted students who now were looking at a much larger range of career goals such as researchers, policy-makers, social services positions and so on.

Undergraduate students started flocking to criminology & criminal justice majors, or demanding criminology concentrations in sociology departments as a step toward developing a separate major, and nationwide sociology departments were losing students as criminology & criminal justice gained them. In addition, there has been a huge growth in the number of both mainstream and specialty criminology & criminal justice journals which recognize the escalating and multiple interests in the field. Funding for scholarly research also expanded and the kinds of granting agencies expanded - reflecting the broader interest in the field. For instance, CDC now funds a lot of prevention programs and other research, for they see domestic violence as a public health epidemic.

Along with the increase in student growth at the undergraduate level, and funding, has come a greater demand for graduate education. Throughout the closing decades of the 20th century and the opening years of the 21st, then, graduate education in criminology & criminal justice has steadily grown. Over the past several decades, criminology & criminal justice has assumed a recognized position of significance both nationally and internationally as an academic discipline.¹ The needs that led to its development, however, are as strong as ever. Crime, in both its traditional and emerging forms, and societal reaction to crime is one of society's most persistent problems.² It appears increasingly pervasive and seems to be escalating in quantity, severity and variety to such an extent that it may actually be regarded as one of the greatest threats to domestic tranquility.³ It is of such social importance that the topic deserves nothing less than the greatest and immediate consideration by scholars.

Faculty within the Department of Sociology and Criminal Justice at Old Dominion University have made significant contributions to our collective understanding of crime and criminal justice over the past 35 years in various forms through the publication of research findings, journal articles, textbooks, and professional presentations. Members of the faculty have distinguished themselves as University Professors, recipients of the SCHEV Outstanding Faculty Award and the Robert L. Stern Award for Excellence in

¹ Newman, D. J. 1993. The American Bar Foundation survey and the development of criminal justice higher education. In Lloyd Ohlin and Frank Remington (eds.), *Discretion in Criminal Justice: The Tension between Individualization and Uniformity*, (pp 279-349). Albany, NY: State University of New York Press

² Currie, E. *Crime and Punishment in American: Why the Solutions to Americas Most Stubborn Social Crisis have Not Worked – and What Will*. New York, NY: Henry Holt and Company

³ Sacco, V. F. 2005. *When Crime Waves*. Thousand Oaks, CA: Sage

Teaching. The Department is home to the *American Journal of Criminal Justice*, the Center for Family Violence Education and Research, and the Center for the Study of Work. Since the 1970's the Department has conferred an estimated 3,363 undergraduate degrees; 63 master's degrees were conferred in the last decade alone. Today, it is the largest Department in the College of Arts & Letters with an impressive undergraduate body of 812 majors. A list of the faculty qualifications and areas of expertise is included as Appendix 1.

As other Ph.D.-granting departments within the University have done, Sociology and Criminal Justice has evolved into an academic unit that welcomes the opportunities presented by initiating a new Ph.D. program in a high-demand, socially important discipline. Recognizing that the creation of such a program is indeed time and labor intensive, faculty members are anxious to contribute to the development and growth of the discipline by shaping the next generation of scholars, researchers, policy-makers, and administrators. In doing so, the proposed program will support the University's mission by attracting competitive students and quality faculty who are genuinely committed to expanding the state of scholarship on the problem of crime in a manner that brings additional recognition to the University's existing reputation for improving the quality of life locally, nationally and internationally. Finally, the proposal that follows comes fully endorsed by a faculty committed to ensuring the long-term success of what promises to be a lasting contribution to the Commonwealth, the University, its students and other constituents.

This PhD program will produce scholars with strong backgrounds in criminology and criminal justice theory, research methods, and statistics. Students who select our program will be primarily those interested in pursuing careers in higher education, though our course offerings will be designed to provide students the education and skills needed to be employed as researchers and research supervisors in various private and public agencies. Graduates will be prepared as scholars able to conduct research, teach college and university courses in their areas of specialization, and provide service to the discipline.

What distinguishes our program from others is our combined interest in various aspects of the criminal justice system (police, courts and corrections) as well as the etiology of criminal behavior. The focus of our program in criminology and criminal justice tends to be structural in nature, emphasizing stratification in age, race, sex, and social class. We tend to be focused on groups and social contexts larger than the individual—families, neighborhoods, cities, schools, states or nations. When the unit of analysis is the individual, we tend to focus on individual behavior within social contexts (e.g., communities). The program is not strictly tied to the administration of justice (as many across the country are), though students will be able to garner skills in that area through our program.

Incidentally, as part of our proposal development efforts, two nationally recognized scholars in the discipline of criminology and criminal justice conducted site visits and

provided feedback about the direction of our program. Their feedback was used to develop our program. Both visitors suggested that the program will be a great success.

1.3 Purpose of the Ph.D. in Criminology & Criminal Justice

The proposed degree program will produce scholars who are capable of advancing the body of knowledge in criminology & criminal justice and who can also oversee the application of these advances in both academic and professional settings. This next generation of professors, theorists, researchers, policy makers and agency administrators will increase the capacity of academic and governmental institutions to address the persistent problems of crime. More specifically, the program will:

- Cultivate future generations of scholars who are capable of advancing knowledge regarding the origins and typologies of criminal behavior as well as empirically assessing the effectiveness of various social policy responses to the phenomenon;
- Provide in-service criminology & criminal justice faculty, especially those at the community college level, with opportunities to advance the knowledge of the field and thus improve instruction throughout the Commonwealth;
- Contribute significantly to the theoretical and research-based understanding of crime causation and criminal justice operations;
- Enhance the effectiveness of criminal justice practice through systematic evaluation of policy initiatives, and;
- Strengthen the University's research commitment to the Hampton Roads area and the Commonwealth.

Sample 3 – PhD in Criminology & Criminal Justice

1.4 Degree Requirements and Curriculum

This section outlines admission standards (regular and conditional), course-related degree requirements (core, elective, and research skills coursework), criteria for admission to candidacy (comprehensive examination), and dissertation standards (quality and procedure).

1.4.1 Types of Admission & Matriculation

Admission to the Ph.D. program in Criminology & Criminal Justice is of two types – regular and conditional. Admission decisions are to be made by a committee of three faculty members including the Ph.D. graduate program director, the MA graduate program director, and one faculty member at large selected by the Department Chair.

Regular Admission Requirements

- A completed master's degree (or its equivalent) in Criminology & Criminal Justice or in an appropriate field (e.g., administration of justice, sociology, or political science) from a regionally accredited institution of higher education – a thesis is generally expected;
- A minimum grade point average (GPA) of 3.25 (on a 4.0 scale) overall for the master's degree;
- A combined minimum score of 1000 on the GRE general knowledge tests (verbal and quantitative) is generally expected;
- Successful completion of prior coursework in research methodology and statistics at least equivalent to that required by the ODU B.A. in sociology / criminal justice and M.A. degree in applied sociology;
- Three letters of reference from sources capable of commenting on the applicant's readiness for advanced graduate study in criminology & criminal justice;
- A writing sample of at least 20 double-spaced pages on a topic related to the applicant's expertise or area of interest;
- A typed statement of approximately 1,000 words summarizing the individual's motivation for applying to the program as well as the professional contributions s/he intends to make assuming successful completion of the degree;
- If the applicant's native language is not English, a current score for the Test of English as a Foreign Language (TOFEL) of at least 560 and/or an interview in which the applicant's comprehension and fluency in English can be assessed.

Conditional Admission Requirements

Conditional admission may be granted when an applicant's credentials suggest aptitude for doctoral study but do not meet the criteria outlined above. Admission under this standard requires a variable amount of preliminary coursework in addition to that which is normally required for the degree. The amount and content of additional coursework required with conditional admission is determined by the Ph.D. graduate program director with conjunction with the graduate program committee on a case-by-case basis.

Matriculation from the M.A. Program in Applied Sociology

Enrollment in or completion of coursework at the master's level does not imply or automatically guarantee matriculation into the Ph.D. program. In other words, the admission process is separate and distinct for each program of study. Additionally, it is important to note that the proposed program does not accommodate "direct admission" or allow students to earn a masters degree while working toward the Ph.D. – applicants must have completed a master's degree prior to admission.

1.4.2 Coursework and Credits for the Ph.D. in Criminology & Criminal Justice

The proposed Ph.D. in Criminology & Criminal Justice requires a minimum of 48 credit hours at the post-master's level (i.e., courses at the 600 to 900 level). These hours include 12 hours of core courses, 12 hours of elective courses, 12 hours of research skills courses, and 12 hours of dissertation-related credits (detailed below). All students will take 4 core courses and develop specialized knowledge in one or more subject areas through the selection of electives in consultation with the graduate program director.

After a student has completed two full semesters of study (18 hours) she/he may petition the graduate admissions committee to transfer up to 6 credit hours of prior Ph.D. level coursework to be applied toward elective requirements where the assigned grade is no lower than an "A." Allowing students the opportunity to transfer up to six credit hours makes the program competitive with others in the discipline that operate similarly. Simply stated, it is believed that motivated students seeking to complete the degree in a timely fashion will be more attracted to a program that allows for the transfer of previous Ph.D. level work. The apparent disadvantage to this provision is the loss of tuition revenue, but it is generally anticipated that the provision will only be used in limited instances as a mechanism for recruiting the very best students.

Core Courses (12 credit hours). The core courses are designed to provide students with a broad conceptual, theoretical and empirical appreciation for various facets of the criminal justice system with particular attention given to ensuring that they are competitively prepared for the job market upon graduation. The core includes a pro-seminar (overview) course as well as focused study of other relevant subjects such as criminology & public policy, social stratification and justice, and advanced criminological theory. The courses that will be developed to satisfy the core component are listed below. Detailed course descriptions are included in Appendix 2.

CJ 700 – Proseminar in Criminology & Criminal Justice
CJ 701 – Criminology & Public Policy
CJ 702 – Advanced Criminological Theory
CJ 703 – Inequality, Crime and Justice

Electives (12 credit hours). Students complete 12 hours of electives selected from 600, 700 or 800-level courses within the Department or across the University. The selection of electives will be guided by input from the graduate program director depending upon course availability, program resources and student goals. Students are encouraged to select courses that contribute to specialized knowledge of one or more subject areas previously identified through core coursework as well as their understanding of quantitative and qualitative research methods and statistics.

To accomplish this objective, the Department will offer a gradually increasing number and variety of its own courses to serve as electives for the proposed program. While initial development of these courses will be based upon faculty resources and student interest in the subject matter, special attention will be given to ensuring that there exist a sufficient number of elective courses and tracks so that students are able to graduate in a timely manner. Stated differently, the Department is committed to offering a stable set of elective courses and tracks so that students are not delayed in their progress toward completion of the degree due to a lack of course offerings. The courses that will be developed and offered in order to satisfy the elective component are listed below. Detailed course descriptions are included in Appendix 2.

CJ 710 – Family Violence
CJ 715 – Life Course Criminology
CJ 720 – Globalization, Crime, and Criminal Justice
CJ 725 – Communities, Crime and Justice
CJ 730 – Law and Social Control
CJ 735 – Social Structures and Crime
CJ 740 – Seminar in Professional Development
CJ 795 -- Topics in Criminology and Criminal Justice

A student whose academic interests expand beyond the department may request permission from the graduate program director to take a limited number of courses offered by other departments / colleges on campus.

Research Skills (12 credit hours). The research skills requirement reflects the University's expectation that students develop one or more significant skill sets distinct from the dissertation but fundamental to doctoral and postdoctoral research. The Ph.D. in Criminology & Criminal Justice requires competence in the areas of: 1) advanced social science research methods, and; 2) advanced multivariate data analysis / statistics. Specifically, the program seeks to graduate students who are exceptionally conversant in the various qualitative and quantitative research methodologies employed in criminology

& criminal justice research such as surveys (mail, internet, telephone) and focused interviews. They will also be more capable than graduates of other programs at designing, applying and interpreting various multivariate data analysis techniques (multiple regression, discriminant analysis, logistic regression, factor analysis, canonical correlation, cluster analysis, structural equation modeling, etc.). The courses that will be developed and offered in order to satisfy the research skills component are listed below. Detailed course descriptions are included in Appendix 2.

- CJ 800 – Advanced Research Methods
- CJ 805 – Multivariate Statistics and Data Analysis
- CJ 810 – Qualitative Research Methods
- CJ 815 – Seminar in Advanced Quantitative Techniques

Dissertation Seminar (3 credit hours). This course supports students in preparing chapters one through three of the dissertation proposal (statement of the problem, review of the literature, research methodology) and an annotated bibliography. It sets up writing groups for cohorts of students entering the dissertation stage of their graduate studies. The course that will be developed and offered in order to satisfy the dissertation seminar component is listed below. A detailed course description is included in Appendix 2.

- CJ 898 – Dissertation Seminar

Dissertation Credits (minimum of 9 credit hours). The dissertation will be a scholarly work of high quality investigating a problem of significance that constitutes a meaningful contribution to the body of existing knowledge regarding matters of criminology & criminal justice policy or practice. It is the culmination of a program of advanced study leading to a doctoral degree and, as such, is expected to demonstrate a high degree of scholarly competence. It must show that the candidate is capable of conceptualizing and conducting sophisticated original research, analysis and reporting on an approved topic related to crime and justice by use of accepted scientific methods. The course that will be developed and offered in order to satisfy the dissertation credit component is listed below. A detailed course description is included in Appendix 2.

- CJ 899 – Dissertation Credit

Suggested Plan of Study

The following plan of study outlines the suggested order in which full-time, fully funded students will complete the degree requirements over years one through three. The course implementation plan that will allow fully funded students to complete the suggested course of study is included as Appendix 3.

Year 1

Fall Semester

Core Course #1 (3hrs.)

Spring Semester

Core Course #3 (3hrs.)

Core Course #2 (3hrs.)
Research Skills #1 (3hrs.)

Core Course #4 (3hrs.)
Research Skills #2 (3hrs.)

Year 2

Fall Semester

Elective Course #1 (3hrs.)
Elective Course #2 (3hrs.)
Research Skills #3 (3hrs.)

Spring Semester

Elective Course #3 (3hrs.)
Elective Course #4 (3hrs.)
Research Skills #4 (3hrs.)

Year 3

Fall Semester

Dissertation Seminar (3hrs.)

Spring Semester

Dissertation (9hrs.)

1.4.3 Qualifying and Comprehensive Examinations

Prior to beginning the third semester of full-time work, the student must take a written qualifying examination that includes three sections. Students who pass two sections but not a third will be allowed to retake the failed section. Students who fail two or more sections will be dropped from the program.

Students become eligible to take the comprehensive examination during the semester in which they are scheduled to complete all coursework (except for dissertation hours) required for the degree. Created in collaboration with the program faculty, the examination will assess the student's ability to coherently relate information taken from the core, elective and research skills courses in a critical and scholarly fashion.

1.4.4 Admission to Candidacy

A student is admitted to candidacy for the degree once the following criteria are satisfied:

- S/he has completed all Ph.D. coursework (excepting dissertation hours) with a G.P.A. of at least 3.25;
- S/he has successfully passed all substantive areas of the written Ph.D. comprehensive examination;
- S/he has successfully defended a dissertation prospectus.

1.4.5 The Dissertation

Minimum time to completion – Generally speaking, a quality dissertation will take a minimum of one to two years to complete. In most instances it would be unrealistic for a student to think that s/he could complete this stage of doctoral study in less time. Generally, the program entails a period of six months between admission to candidacy and granting of the degree.

Quality of the dissertation – The dissertation is a scholarly work investigating a problem of significance and should constitute a meaningful contribution to the body of existing knowledge regarding matters of criminology & criminal justice policy or practice. It is the culmination of a program of advanced study leading to a doctoral degree and, as such, is expected to demonstrate a high level of scholarly competence. It must show that the candidate is capable of conceptualizing and conducting sophisticated original research, analysis and reporting on an approved topic related to crime and justice by use of accepted scientific methods.

Dissertation Prospectus - The prospectus is a formal presentation of the proposed dissertation topic. The prospectus defense should be scheduled in coordination with the student's major professor and Ph.D. graduate program director. This request must be submitted in writing to both parties. Each faculty member who is asked to participate in the prospectus defense must be provided with a copy of all relevant materials at least two weeks prior to the scheduled date. Once scheduled, the prospectus defense will be announced to all committee members through memorandum issued by the Ph.D. graduate program director. The chair of the committee directs all proceedings, retaining the authority to acknowledge members and participants in a fair and orderly fashion. The student will be allowed a reasonable and adequate amount of time to present and justify the proposed topic. A reasonable and adequate amount of time will also be allotted to discussion and questions regarding the proposed topic.

Final Defense – Students must arrange in writing a date and time for the final defense in coordination with the dissertation chair and Ph.D. graduate program director. The dissertation chair and graduate program director will notify the student in writing that the request for scheduling of a final defense has been accepted, considered and approved. Once scheduled, the final defense will be announced to all Department members through memorandum issued by the Ph.D. graduate program director and is open to all faculty, staff and students of the University. The chair of the committee directs all proceedings, retaining the authority to acknowledge members and participants in a fair and orderly fashion. The student will be allowed a reasonable and adequate amount of time to present relevant findings. A reasonable and adequate amount of time will also be allotted to discussion and questions regarding the student's work. Once the presentation has concluded, the chair will dismiss the student so that committee members may discuss and vote upon the acceptability of the final product. There are three possible outcomes to this process:

- Accept without revision – must receive unanimous endorsement.
- Accept with revision – required changes must be made and approved by the dissertation Chair within 14 calendar days.
- Reject – final product is unacceptable and needs considerable work in order to be approved.

1.4.6 Learning Outcomes

Upon completion of the degree, graduates of the Ph.D. program in Criminology & Criminal Justice will have the ability to:

- Secure highly desirable positions in academe, government or private research firms requiring use of advanced analytic and communicative skills acquired and sharpened during their Ph.D. studies;
- Critically review, analyze and summarize the criminology / criminal justice literature in general and be especially familiar with one (or more) specialized substantive area(s) within the discipline;
- Design, conduct, and analyze original criminological / criminal justice research that contributes meaningfully to the existing body of literature;
- Be highly conversant in the areas of advanced social science research methods (qualitative as well as quantitative) and multivariate data analysis / statistics;
- Apply research findings in a manner that improves methods or approaches to ameliorating existing, emerging or anticipated crime problems;
- Demonstrate high-quality instructional skills through faculty-supervised teaching assignments in the traditional classroom environment and, where possible, those that are distance-oriented (e.g. TELTECHNET or internet based);
- Demonstrate proficiency in written and verbal modes of communication common to the discipline;
- Publish research findings in peer-reviewed international and domestic journals (at least one such individual or co-authored publication prior to graduation);
- Successfully present and defend original research findings at professional conferences (at least one national and one or more regional meetings prior to graduation);
- Prepare competitive, methodologically sound grant proposals that contribute to meaningful research within the discipline (at least one mock proposal as part of the “Professional Development” course described in Appendix 2 prior to graduation);
- Establish interdisciplinary collaborations through education and research;
- Function in a leadership role in academic, research or practical setting.

1.5 Program Assessment Plan

Assessment of student learning will be conducted through annual systematic analyses of several sets of data. Results of these assessments will be used by the graduate faculty and the advisory board (described below) to improve the program:

- Analysis of course evaluations. This information will be used to assess faculty performance as it relates to the delivery of quality instruction in the classroom. Subject matter, content and pedagogy will also be examined for necessary changes that contribute to successful collective learning outcomes.
- Analysis of written comprehensive examinations including such issues as overall pass rates as well as pass rates by question. The written examinations will assess

knowledge gained through course work, independent study, associations with peers and faculty members, and research projects. Analysis of written examinations will assist faculty in evaluating student knowledge and understanding of the discipline and of research methodologies.

- Analysis of oral prospectus and final dissertation defenses. This analysis will further assist faculty in evaluating student knowledge and understanding of the discipline and of research methodologies.
- Analysis of candidate exit assessment interviews with the Advisory Board. The exit interviews will focus on learning outcomes, and the results will be used to revise course offerings and requirements.
- Analysis of the results from the Old Dominion University Graduate Student Satisfaction Survey and the Alumni Satisfaction Survey. This analysis will indicate where additional student support may be needed.
- Analysis of the results from an Employer Satisfaction Survey (to be designed). This analysis will indicate where curriculum revisions may be necessary so that students are better prepared to meet employer expectations.
- Analysis of the results from a graduate student exit survey (to be designed). This instrument will solicit program-specific input from graduates regarding curricular needs / revision, pedagogy, degree requirements, academic standards, etc. in the interest of ensuring continuous improvement.
- Analysis of graduate job placement. This information will be used to assess the program's ability to meet market demands while at the same time identifying potential placement opportunities for future graduates.
- Analysis of retention / attrition rates. This information will be critically examined in an effort to identify factors that influence the likelihood of program completion for purposes of ameliorating those of a negative nature while maximizing those with a positive effect.

1.5.1 Program Benchmarks

- Two-thirds of the students who begin the program will successfully complete the program within an eight year period.
- Seventy-five percent of graduates will be employed in positions using knowledge acquired in their graduate studies within a year of graduation.
- Eighty percent of students will be satisfied with the program as determined by the university's Graduate Student Satisfaction Survey.
- Eighty percent of alumni will be satisfied with the program as determined by the university's Graduate Alumni Survey.
- Eighty percent of employers will be satisfied with the graduates they hire from the program as determined by an Employer Satisfaction Survey (to be designed).

1.5.2 Advisory Board

Regional and national criminology & criminal justice researchers, professionals and educators will be recruited to serve on an advisory board to provide input on matters such as curriculum, program development, recruitment and placement, and program support.

Sample 4 – PhD in Chemistry

1.3 Curriculum and Learning Outcomes

The proposed Ph.D. program in Chemistry will prepare students in the application of chemical principles to address many of society's technical, environmental and biomedical problems. These students will be able to provide leadership in industrial, governmental and educational institutions, in directing research and/or development to solve these problems. The program is directed to graduates who already possess a strong biological or physical sciences background. There will be a minimum requirement of 78 credit hours beyond the Bachelors degree and 48 credit hours beyond the master's degree.

1.4.1 Admission Requirements. Consideration for admission to the Ph.D. Program in Chemistry will require a formal application, undergraduate/graduate transcripts, three letters of recommendation, at least two from former college teachers, and scores on the aptitude section of the Graduate Record Examination (GRE). Admission to regular status will require a bachelor's degree with a grade point average of 3.00 (based on a 4.00 scale), both in the major and overall. Applications from majors in all science and engineering disciplines will be actively recruited and encouraged to apply. Non-chemical science majors would be admitted with provisional status. Once course deficiencies are addressed, by requiring students to take the appropriate undergraduate courses, the provisional status will be changed to regular status. Both regular and provisional status students will be eligible for departmental financial support.

1.4.2 Continuation and Graduation Requirements. The minimum requirements for the Ph.D. degree in Chemistry are:

- A. Satisfactory completion of a minimum of 78 credit hours beyond the Bachelor's degree, and/or 48 credit hours beyond the Master's degree, including the dissertation;
- B. In preparation for the candidacy examination and in a manner consistent with our existing Masters requirements, students will complete a minimum of three of six core courses covering fundamental aspects of chemical science. The balance of graded course work taken in the first four semesters will be in accordance with the interests of the student and supervising faculty advisor. This allows for seamless continuity with our existing Masters Program.
- C. Passing a written and oral candidacy examination after having completed the core curriculum of courses. These examinations will normally be taken at the end of the second year of graduate study, and both parts must be completed within one month.
- D. In order to be eligible to take the candidacy exam, the student must have achieved a GPA of at least 3.00 on coursework completed. This average must be attained on all graduate residence units. Admission to Ph.D. candidacy is a

- formal step that occurs after the student has: (1) completed the majority of the course curriculum; (2) prepared and filed a dissertation proposal approved by the student's dissertation committee following a presentation of the proposal and (3) passed both parts of the Ph.D. candidacy exam;
- E. Completion of a high quality dissertation written under the supervision of a faculty member and representing independent, original research worthy of publication in a refereed scholarly journal. In order to receive the Ph.D. degree in Chemistry, the candidate must have submitted publication(s) to refereed journals.
 - F. Successful comprehensive oral defense of the dissertation before a general audience and the candidate's dissertation committee. The dissertation committee with the approval of the Graduate Program Director determines the format of the defense. The defense is chaired by the dissertation committee chair, who acts as moderator, ruling on questions of procedure and protocol that may arise during the defense.
 - G. Candidates for the Ph.D. degree in Chemistry are eligible for graduation upon completion of all the requirements listed above and any other academic requirements in effect at the time they first register at ODU. All the requirements should be met within 8 calendar years from the date of beginning the initial course following admission to the Ph.D. Program (Old Dominion University requirement for doctoral programs.) The Graduate Program Director, the Dean of the College of Sciences, and the Dean of Graduate Studies must approve exceptions to this time limit.

1.4.3 Curriculum

Introductory Core (12 hours) (subject to waiver with appropriate background)

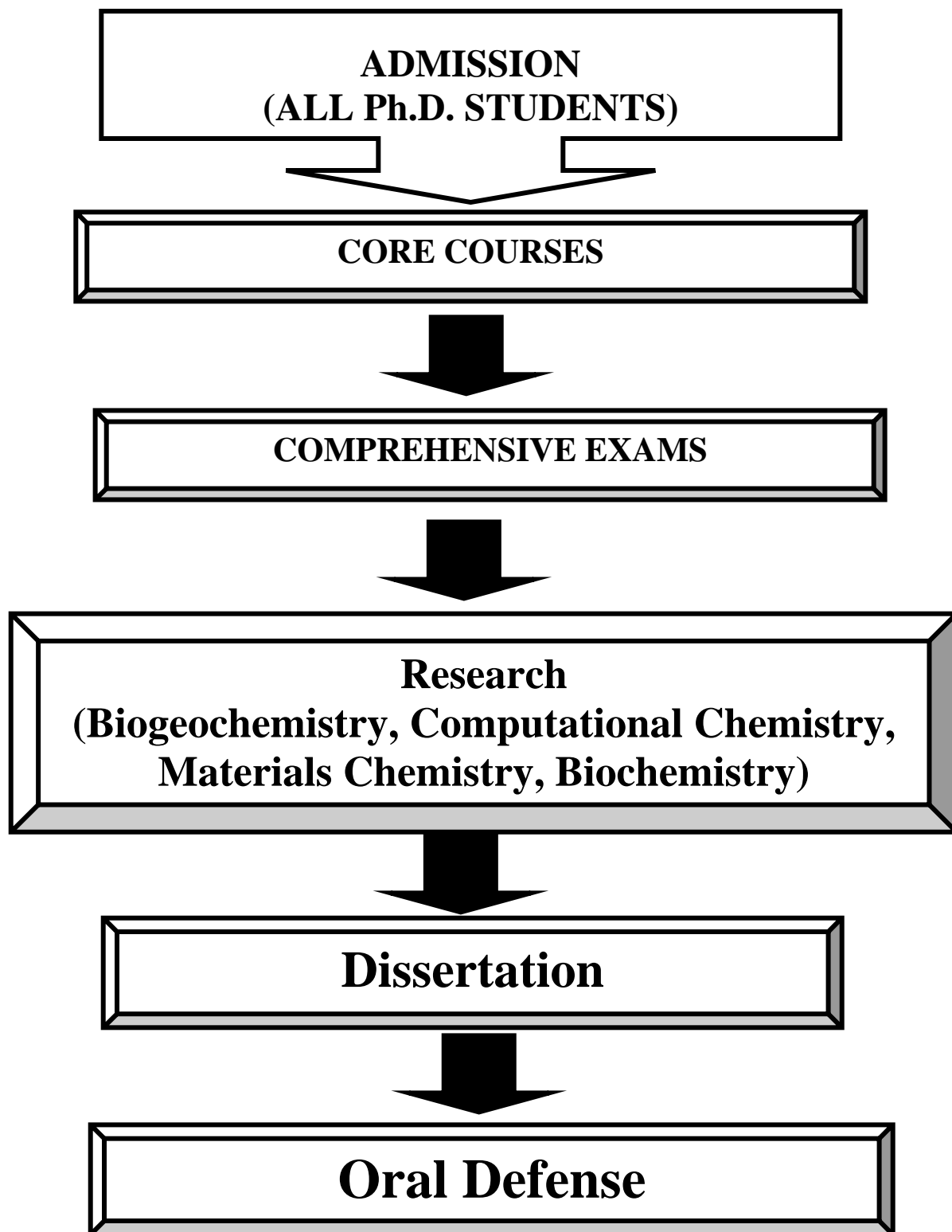
CHEM 515 Intermediate Organic Chemistry
 CHEM 541 Introductory Biochemistry
 CHEM 542 Intermediate Biochemistry
 CHEM 551 Advanced Inorganic Chemistry

Research Core (40 -60 credits)

CHEM 703. Chromatographic Separations by HPLC and GC.
 CHEM 704. HPLC and GC Laboratory.
 CHEM 720. Experimental Design and Data Treatment.
 CHEM 723. Modern Synthetic Organic Chemistry.
 CHEM 725. Physical Organic Chemistry.
 CHEM 741. Stable Isotope Chemistry
 CHEM 743. Organic Geochemistry.
 CHEM 748. Environmental Chemistry Laboratory..
 CHEM 762/862. Advanced Techniques in Chemistry
 CHEM 765. Advanced Biochemistry.
 CHEM 767. Enzymology.
 CHEM 769. Nucleic Acids Biochemistry.

CHEM 775. Physical Biochemistry.
CHEM 785/786/787 Frontiers in Chemistry I/II/III
CHEM 795. Selected Topics.
CHEM 802/803 Seminar
CHEM 898 Research
Related Courses in other Departments (0-20 credits) (see Appendix III)
CHEM 899 Dissertation (12 credits)

Diagram 1. Sequence of Movement through the Ph.D. in Chemistry.



1.4.4 Learning Outcomes

The complex interactions of organic and inorganic materials in different industrial applications and environmental, biological and chemical regimes require a detailed understanding of their structure and reactivity. Students will therefore be trained as chemists with an emphasis in organic and inorganic mechanisms, analytical methods, environmental and biochemical systems as well as computational techniques. The Program will prepare Ph.D. graduates for emerging chemical positions in industry, academic institutions, research institutions and government agencies.

The Chemistry Ph.D. Program, in both course content and research effort, will provide great emphasis on developing the students' experimental and analytical abilities. The Program will produce highly qualified scientists who possess:

- A. A strong foundation and advanced knowledge base in the field of chemistry, with special emphasis on the interaction of diverse environmental, biological, and man-made systems and the underlying chemical processes;
- B. A working knowledge of modern analytical methods and instruments for the characterization and analysis of chemicals and materials;
- C. The experimental and communication skills necessary to conduct effective scientific research;
- D. A proven ability to respond to the changing demands and structures in the modern scientific world;
- E. The ability to assume a leadership position in industry, government, or university and be comfortable with interacting with individuals from diverse educational and socioeconomic backgrounds;
- F. The ability to serve as an approachable, unbiased source of scientific expertise to the public and provide appropriate community service.

1.5 Evaluation of Program Effectiveness

It is important to assess the outcomes of Old Dominion University's Chemistry Ph.D. graduates as a measure of the success of the proposed program. The Ph.D. Program will have continuing biannual evaluations measuring achievement of the stated learning goals, and will utilize the results to maintain and improve the effectiveness and value added to the Program. Methods for evaluating and documenting the Program effectiveness are described below.

1.5.1 Academic performance in the core courses. Students will demonstrate their knowledge of the major theories and current empirical findings in chemical

sciences. At the end of two years, the students will be required to pass written and oral comprehensive examinations in order to advance to candidacy for the Ph.D. degree. At the end of their program, the students will take an oral examination based on their dissertation research and overall knowledge of Chemical Science. This will evaluate item A above of Learning Outcomes.

Course-required term papers and lab reports, and preparation of the dissertation will ensure that the students will communicate effectively in writing. All Ph.D. candidates will complete a high quality dissertation written under the supervision of a faculty member and representing independent, original research worthy of publication in a refereed scholarly journal. This will evaluate item C above of Learning Outcomes.

Course-required oral presentations, the oral dissertation proposal presentation and oral defense (delivered at the end of the student's research), and the expectation that each student will give presentations at regional/national/international meetings during their tenure in the Program, will ensure that students will be able to communicate effectively. This will evaluate items B and C above of Learning Outcomes.

The research required for the doctoral dissertation will demonstrate the students' ability to 1) design and conduct complex field and/or laboratory investigations, 2) to analyze and interpret their results, 3) to understand the principles and important current issues and 4) to make independent contributions to knowledge in the field of pure and applied chemistry. This will also be utilized in the evaluation of items B and C above of Learning Outcomes.

We will develop an assessment tool to survey our graduates and their employers as to any deficiencies that they feel made them unprepared to reach their expectations in their chosen careers. We will make every effort to build the assessment as an annual or biannual tool. As a result, we will be able to continually adjust our program to ensure our student's success.

1.5.2 Review of Current Student Information. Number of students, headcount in each specialty areas, names of their faculty mentors, time to degree, graduation and attrition rates and overall progress and success in the Program will be reviewed annually. In addition, exit interviews will be conducted by the Graduate Program Director (GPD) to collect valuable information about the students' experiences in the Program. The exit interviews will include information on the graduates' plans for employment and their initial job areas of specialization. Data relevant to the above areas will be tabulated and maintained by the GPD following each student's graduation. Success in the Program will be measured by such items as (1) time to degree, (2) percent graduating, and (3) average GPA upon graduation.

1.5.3 Graduate Student Satisfaction Survey. An on-line graduate exit interview is required prior to awarding the degree. These data are compiled annually by the University's Office of Institutional Research and Assessment. In addition to Program satisfaction ratings, comparisons are made with other university doctoral programs.

1.5.4 Survey of Alumni. Alumni satisfaction with the preparation they received from their graduate program, and its effectiveness in preparing them for careers in academe, governmental civil service, private sector positions will be surveyed, tabulated and evaluated, by the graduate committee of the Department of Chemistry and Biochemistry, every three years. These data will allow the assessment of items D, E and F described above in Learning Outcomes.

1.5.5 Institutional Program Review. The Chemistry Ph.D. Program will be reviewed every 5 years, focusing on Program mission, purpose, and size, faculty profile, research, and faculty contribution to the Program, student profile and productivity. Additionally, Program administration curriculum, and financial support for students, overall programmatic climate and assessment and student attainment of the Program's outcomes will be assessed.

1.6 Program Benchmarks

Benchmarks for assessment of the success of the Ph.D. Program in Chemistry and their time points are listed below:

1. At least 10 new students will enter each year at Program maturity (2015).
2. All students will be fully supported by grant-funded research assistantships by their second year.
3. At least eight Ph.D. students will graduate each year at Program maturity (year 2015), which represents an 80% graduation rate.
4. All students will be fully employed within 6 months of graduation.
5. Student surveys will show that the graduates were very satisfied with the Program and judge that it met their needs.
6. At Program maturity (2015), the faculty and students should be meeting the research expenditure goal of \$3,000,000/year.
7. A productive faculty that will produce at least 40 publications in refereed journals and 60 presentations/year at national and international meetings.

Continuous oversight of the Ph.D. Program by the Department of Chemistry and Biochemistry and the College of Science will assess the extent to which the Program meets these benchmarks.

4. Justification for Proposed Program (see pg. 46 – 63, Samples 5 & 6)

Using the following bullet format, include a narrative description of the program that addresses the following:

a. Justification

- Provide background information for program development (what is occurring in the field that warrants the program) and evidence that the Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, etc. How was future need determined? Provide complete citations for all referenced information. Include in-text citations for all quoted information. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? If not, what are the needs (justifications) for the state to initiate a truly new curriculum at this time?
- All spin-off proposals must include the curriculum (major course requirements only) of the existing program.

b. Employment demand

Describe how the program will fill demonstrable employer needs in the state. Provide Virginia and/or non-Virginia market data that indicate current unmet employer demand for graduates of such programs. Also describe, if appropriate, how this program will fill demonstrable non-employment needs in the state.

- Evidence of employer demand for graduates, including current and future need for such graduates, must include:
- Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data). Employment advertisements must reflect information obtained within six months of submitting the proposal to SCHEV.
- Statistics from the U.S. Department of Labor or Bureau of Labor Statistics, Virginia Employment Commission, and/or position announcements from professional journals or other sources of information about jobs. Provide full citations (use in-text citations for reference list) for sources of information. APA style is acceptable.
- If applicable, letters or support from prospective employers that include a statement of need for these graduates and potential opportunity.

c. Student demand

Describe how this program will fill demonstrable student needs in the state and the nation. Provide Virginia and/or non-Virginia market data that indicate current unmet student demand for such curricula. If appropriate data are not available or do not demonstrate an unmet demand, explain how and why the institution anticipates meeting student demand for the program.

- Provide evidence of student demand to support projected enrollments. Evidence of demand should include at least two of the following requirements:
 - A descriptive narrative/full report of student survey results. Provide a copy of any surveys administered.
 - Letters and/or e-mails of support from prospective students that include a statement of need for program and indicate possible enrollment in the program.
 - A summary, with citations, of any other sources that document student demand.

Report the estimated headcount and FTE (full-time equivalent) students, including sources for the projection. With the assistance of the institution's planning or Institutional Research office, complete and attach the "Summary of Projected Enrollments in Proposed Program Form."

d. Duplication

Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar programs are offered in the state; and where? What is the enrollment strength of these similar programs?

- Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the proposed program is similar to and different from other programs in this discipline in the region or state.
- Discuss the number of such programs in the state, the average number of students enrolled (headcount), and the average number of graduates over the past five years. Go to <http://research.schev.edu/enrollment/programmaticenrollment.asp> to obtain enrollment data.

For Virginia institutions, provide a table of the last 5 year enrollments (see page 64, sample 11)

Sample 5 – PhD in Criminology and Criminal Justice

2.0 Justification

2.1 Demand for the Degree and Marketability of Graduates

The proposed creation of a Ph.D. program in Criminology & Criminal Justice to be situated in the College of Arts & Letters on the main campus at Old Dominion University supports the University's strategic goals and long-term mission while at the same time filling a pressing need within the Commonwealth and surrounding states. In particular, the proposed program promises to strengthen ODU's growing reputation as a doctoral-granting, research-extensive institution that is committed to the goal of attaining a national reputation for excellence in graduate education. The program will attract the best and brightest students while at the same time serving to recruit and retain nationally distinguished faculty. By initiating the proposed program, additional strategic goals such as creating a climate supportive of innovative research and improving the quality of life within the Commonwealth become reasonably attainable.

Beyond these general justifications, there is a growing demand for a new generation of criminology & criminal justice PhDs to (1) fill vacant faculty positions at colleges and universities in Virginia as well across the United States, (2) gain employment as crime/criminal justice researchers for public and private agencies, and (3) work as policy analysts or consultants for various institutions. The demand for qualified individuals to fill these and other related positions has outpaced the available supply over the past several years. The continually evolving problem of crime shows no sign of abating into the indefinite future¹. The pressing need for qualified personnel across several employment sectors (e.g., government, higher education, and private research firms) is capable of being met by the proposed degree program. Supporting this contention are employment projections generated by both federal and state agencies indicating continued growth in positions for which the proposed degree would be proper preparation. Additionally, and perhaps most encouragingly, student interest in such a program is high as indicated by a survey of current and former graduate students.

The proposed program would be unique to the Commonwealth as well as immediately neighboring states (i.e., North Carolina, West Virginia & Maryland) and several others within the region (i.e., Kentucky, Tennessee, Georgia and Alabama). There is limited competition in the surrounding area thus making the opportunity ripe for both immediate exploitation and long-term cultivation. Although initial demand will come from the immediately surrounding states, it is anticipated that the program will quickly attain national stature.

Not only will the proposed Ph.D. in Criminology & Criminal Justice attract highly motivated individuals who seek continuous learning opportunities as a means to job growth and satisfaction, but in doing so it will help meet the needs of employers in higher

¹ Siegel, Larry. (2006). *Criminology*. Belmont, CA: Wadsworth.

education, government and private research firms who seek to hire and retain highly qualified professionals. The degree is specifically designed for students who are preparing to enter or advance within careers that demand theoretical and practical expertise in criminology & criminal justice. In particular, the program will prepare graduates to work in higher education as faculty members or in government/research firms as researchers. The subsections that follow provide greater detail regarding how the proposed program satisfies demand in these and other markets.

2.1.1 Higher Education

The academic discipline of criminology & criminal justice is growing at a record rate. The demand for faculty to teach future generations of criminology & criminal justice practitioners is out-pacing the supply of qualified candidates for such positions. Simply stated, criminology & criminal justice Ph.D. graduates are highly sought after and, figuratively speaking, are able to “write their ticket” to almost any geographic location in the U.S. and abroad. This demand is expected to increase as many of the faculty who began their teaching careers in the 1970’s and 1980’s begin to retire. Support for this contention is evident in Appendix 4, which lists recent job announcements. Between August 2005 and February 2006, 373 academic institutions posted position announcements in *The Chronicle of Higher Education* and *HigherEdJobs.Com* seeking applicants possessing a Ph.D. in criminology or criminal justice. By comparison to this immediate demand, the American Society of Criminology reported that only 86 Ph.D.’s were conferred in 2005.¹ Clearly, the gap between supply and demand makes this a ripe academic market.

Lastly, interest in criminology & criminal justice as an area of academic discipline is pursued by a growing number of students across the country. While there are no firm estimates on the number of institutions offering degree programs in criminology & criminal justice nationwide, one need only consider the fact that the Sociology and Criminal Justice department at Old Dominion University has over 800 undergraduate majors for the 2005 – 2006 academic year and it is but only one of countless such departments across the country.

This PhD program will prepare graduates for working as teachers and professors in higher education settings. Specific attention will be given to preparing students in respective roles including teaching, researching, and performing professional service activities.

2.1.2 Research Careers in Criminal Justice

Given their responsibility for controlling crime, federal, state and local governments earnestly desire to employ those possessing a Ph.D. in criminology & criminal justice. Program graduates are able to choose from myriad opportunities including agency administration / supervision, policy / program analysis, strategic planning, program coordinators, academy directors / instructors, and policy advisors. Countless

¹ American Association of Doctoral Programs. *Annual Report* (2005).

opportunities also abound within federal agencies such as the FBI, DEA, Treasury Department, Bureau of Justice Statistics, National Institute of Justice, Bureau of Justice Assistance, State Department, Bureau of Prisons, Central Intelligence and Homeland Security to name but just a few. At the state level, agencies such as the Department of Criminal Justice Services, State Police, Department of Corrections, Probation & Parole, and others responsible for the administration of justice also seek qualified individuals possessing the type of degree being proposed. As the scope of crime continues to expand internationally, demand for government employees with the type of critical thinking and research skills inculcated by the proposed program will also continue to grow.

Private research firms interested in crime policy and independent program evaluation also seek to hire and retain personnel who possess a Ph.D. in criminology & criminal justice. Organizations such as The Rand Corporation, Research Triangle Institute International, The Vera Institute, The Urban Institute and The Hoover Institute seek qualified personnel who possess the specialized knowledge, skills and abilities obtained during the proposed course of study.

For those who are students who are interested, this PhD program will prepare students to enter careers in research settings. Students will be provided specific education and training regarding strategies to develop and conduct research using a variety of accepted research techniques and analytical tools.

2.2 Employment Demographics for Criminology & Criminal Justice Graduates

While not all the occupations listed below require doctoral education, mid and upper-level administrative employees in these lines of work often seek advanced graduate training as a means of growth and promotion. Furthermore, several of the occupational categories reflected in both the federal and state employment statistics indicate impressive projected growth and, consequently, will require individuals who possess the types of skills attained through the proposed program to fill executive and advanced leadership positions. Stated differently, there will always be high demand for individuals who possess the theoretical knowledge, critical thinking skills, and research abilities imparted by the proposed program to fill supervisory and executive positions within local, county, state and federal government agencies whose responsibility it is to formulate and implement crime control policies.

2.2.1 Federal / National Employment Statistics

The federal *Occupational Outlook Handbook (2005 – 2006 edition)*¹ provides an overall snapshot of national employment prospects while the “*Industry and Occupational Employment Projections: 2002 - 2012*”² incorporates numerical predictions of state-wide growth in specific occupations. While the names attached to specific job categories differ

¹ The *Occupational Outlook Handbook (2005 – 2006 edition)* is available on-line at:
<http://www.bls.gov/oco/>

² The *Industry and Occupational Employment Projections: 2002 – 2012* is available on-line at:
http://velma.virtuallmi.com/admin/gsipub/htmlarea/uploads/proj2012_state.pdf

in the two reports, their predictions concur – employment opportunities for graduates of the proposed Ph.D. program in Criminology & Criminal Justice are promising. Statistics from the *Occupational Outlook Handbook* predict that jobs will grow by 20.8% percent nationwide by 2010. Those statistics reflect a particularly bright outlook for employment growth in the occupations readily identifiable as both potential sources of students and placement occupations for graduates of the Ph.D. in Criminology & Criminal Justice. State statistics from the “*Industry and Occupational Employment Projections: 2002 - 2012*” compiled by the Virginia Employment Commission reflect an even more optimistic outlook in those same job classifications by 2008. The U.S. Labor Department’s Bureau of Labor Statistics projects “faster than average” (e.g., 21-36%) increases in a variety of occupations directly related to Criminology & Criminal Justice.

One reason students pursue a Ph.D. is to become a post-secondary teacher (i.e., college professor) themselves. With regard to job growth in this line of work, the *Occupational Outlook Handbook* reports: “Overall, employment of postsecondary teachers is expected to grow *much faster than the average* for all occupations through 2012.” This trend is due “to the need to replace the large numbers of postsecondary teachers who . . . were hired in the late 1960s and 1970s to teach the baby boomers, and . . . are expected to retire in growing numbers in the years ahead.”

Research conducted by private firms also indicates projected growth in the areas of Education and Public Administration – two related lines of employment often sought by those possessing a Ph.D. in Criminology & Criminal Justice. Specifically, the *Manpower Employment Outlook Survey (MEOS) – Second Quarter (2006)*¹ expects that hiring within the education sector will rise as compared to earlier quarters, and that demand will be greatest in the south (That region which includes Virginia and other neighboring states). This same source indicates that a steady hiring pace will continue in the public administration sector with a moderate increase over the previous year.

2.2.2 Virginia Employment Commission Statistics

The Virginia Employment Commission’s on-line “*Electronic Labor Market Access*” (VELMA) projects an overall growth in jobs of 18.5% between 2002 and 2012.² Listed below are estimates from the same report detailing growth in jobs in which a PhD in Criminology and Criminal Justice will be required or sufficient (as in the case of Sociology teachers) for employment. Growth in these specific jobs exceeds overall growth.

Category	Projected Growth
Criminal Justice and Law Enforcement Teachers	29.1%
Instructional Coordinators	28.3%
Law Teachers	38.5%

¹ The *Manpower Employment Outlook Survey: Second Quarter (2006)* is available on-line at: http://www.manpower.com/mpcom/viewMeos?name=USA_MEOS_2Q06.pdf

² The *Virginia Electronic Labor Market Access* report is available on-line at: http://velma.virtuallmi.com/admin/gsipub/htmlarea/uploads/proj2012_state.pdf

2.2.3 Employer Demand for Graduates

Universities and colleges seeking faculty members to teach criminology & criminal justice routinely advertise in outlets such as the Chronicle of Higher Education, “Higherjobs.com” and with the Academy of Criminal Justice Sciences (ACJS). Between August 2005 and February 2006, 373 academic institutions posted position announcements seeking applicants possessing a Ph.D. in criminology or criminal justice with specializations like those offered by the proposed program between August of 2005 and February of 2006. Appendix 4 contains position announcements across various lines of work for which program graduates would be qualified. Appendix 5 includes letters of support from prospective employers of program graduates. The authors of each of the letters indicate that they would find our graduates to be worthy of recruiting to their departments.

2.2.4 Survey of Current ODU Graduate Students in Applied Sociology

A survey of current graduate students in the Applied Sociology degree program jointly offered by ODU and NSU was distributed in Fall 2005. Returns from 23 students indicated that 18 would be interested in considering a Ph.D. in criminology & criminal justice. Fifteen respondents indicated that earning a Ph.D. would help to fulfill their career goals. Students cited the reputation of the University and Faculty and the opportunity to achieve professional goals as factors that would influence their decision to pursue a Ph.D. in criminology & criminal justice at ODU. Overall, these findings suggest that interest in the program among current graduate students is very high. A copy of the survey instrument administered to current students is included as Appendix 6.

2.2.5 Survey of ODU Alumni with Graduate Degrees in Applied Sociology

A survey of 28 graduates from ODU’s M.A. program in Applied Sociology was conducted via telephone, email and standard mail for purposes of assessing interest in the proposed degree. Results of this endeavor indicated that 27 (all but one) of those surveyed expressed interest in pursuing a degree of the type being planned. Twenty-two program graduates (all but six) also indicated that a degree of the type proposed would help them to fulfill career-related goals. Like current students, graduates who were surveyed indicated that the reputation of the University and its faculty were primary factors influencing their interest in the degree. Overall, interest in the proposed degree among MA program graduates is very high. A copy of the survey instrument administered to ODU alumni with graduate degrees in Applied Sociology is included as Appendix 7.

2.2.6 Prevalence of Feeder Institutions / Sources of Prospective Students

Several regional institutions with existing masters-level graduate programs in subject areas such as criminology & criminal justice, sociology, public administration and political science are capable of functioning as “feeder institutions” that will send prospective students to the proposed program. Not only will students be recruited from ODU’s own M.A. program in Applied Sociology, but it is anticipated that students will also be drawn from institutions such as Radford University, Virginia Commonwealth University, Christopher Newport University and Norfolk State University, to name but just a few. Additionally, the existing program in Applied Sociology attracts at least two to three students annually from out of state thereby indicating that as word of the new Ph.D. program begins to spread that it too will attract students from outside the region and abroad. Furthermore, there exists a vast, untapped source of students from other countries whose governments are willing to send them (typically all expenses paid) to the U.S. in order to study the American system of criminal justice. Examples of this market potential can be found in the experiences of Sam Houston State University (Huntsville, TX) and The University of Maryland (College Park, Maryland), both of which routinely attract large numbers of international students from countries such as Thailand, Taiwan, China, Turkey and the Eastern Bloc. In fact, the programs attract so many students that these programs are unable to support the demand. Old Dominion University can immediately capitalize upon this demand, thereby further strengthening its reputation as a portal for international collaboration and education. In addition, local criminal justice agencies and the U.S. military branches located in Hampton Roads are also likely to contain employees interested in furthering their education. Finally, the department faculty is very active within the discipline and related professional associations. Consequently, they possess extensive contacts with “feeder” programs in other states and also come into contact with prospective students while attending regional, national and international conferences.

2.3 Summary of Demand for Ph.D. in Criminology & Criminal Justice Graduates

The previous sections clearly demonstrate the extent of immediate and future demand for a Ph.D. in Criminology & Criminal Justice at Old Dominion University. Seventy-eight percent of current graduate students are interested in pursuing the type of degree proposed. The same was true for 96% of surveyed alumni. Projections reported by the Virginia Employment Commission affirm the need for Ph.D.s who are prepared to teach criminology & criminal justice at two-year and four-year colleges because of growth in enrollments and expected retirements of current faculty. These same statistics project continued growth in criminal justice-related occupations that will no doubt require highly skilled individuals to occupy executive, administrative and top supervisory positions. Business and industry executives see the value in doctoral work for employees who wish to expand their knowledge and, in doing so, make lasting contributions to their organizations. Finally, the sheer absence of similar programs within the Commonwealth and neighboring states (see below) underscores the need to promptly fill this niche and establish a reputation for innovative doctoral work in criminology & criminal justice.

2.3.1 Comparisons to Other Programs in the Commonwealth of Virginia

George Mason University offers a Ph.D. in Justice, Law and Crime Policy that focuses almost exclusively on the “Administration of Justice” and topics related to homeland security. By comparison, the proposed Ph.D. in Criminology & Criminal Justice at Old Dominion University emphasizes critical aspects of various criminal justice systems (other than procedures and policy). For example, ODU’s proposed program incorporates subject matter such as theories of crime causation, the role of stratification in criminal justice and crime causation, and communities and crime. It also seeks to place students in a broader range of employment settings.

The focus of study at GMU is concerned with understanding “how policies influence crime” as well as “the organizations and processes by which justice is achieved.” A review of its curriculum reveals courses such as “Theories of Justice,” “Crime and Crime Policy,” “Civil Justice,” and “Justice Organization and Administration.” While such offerings are indeed valuable, they tend to indicate an emphasis on the criminal justice system, its ideals, and operation to the exclusion of other important subject matter. By comparison, the proposed program at ODU places equal emphasis on various aspects of criminal justice. It does not force students to narrowly approach the problem of crime from a systems perspective but, instead, incorporates subject matter such as theories of crime causation, organizational behavior, crime and social stratification, legal reasoning, multivariate statistical analysis, and research methods (qualitative and quantitative).

The program at GMU is housed within the Department of Public and International Affairs and its curriculum relies heavily on courses offered by other academic units. By comparison, the proposed curriculum at ODU is self-sufficient and does not rely heavily on courses offered by other departments thereby ensuring that students are not subject to potential scheduling conflicts or cancellations that sometimes occur when courses are controlled by other academic units.

The program at GMU attracts students from the Northern Virginia and Washington D.C. areas. By comparison, the proposed program at ODU will attract students from the Hampton Roads region and neighboring states to the northeast, south and west (Maryland, North Carolina and West Virginia, respectively).

Because George Mason’s PhD program has just begun, no enrollment or graduation data is available.

2.3.2 Comparison to Programs Outside of Virginia

There are a number of Ph.D. programs in criminal justice and criminology geographically dispersed across the country. In reviewing the following list (compiled by the American Association of Doctoral Programs in Criminology and Criminal Justice), *it is extremely important to note that there are no Ph.D. programs in Criminology and/or Criminal Justice in the immediately neighboring states of North Carolina and West Virginia, nor*

are there any in surrounding states to the south and east such as Kentucky, Tennessee, Georgia or Alabama. Thus, it is anticipated that immediate interest will be very high among students from these states. The following list identifies all known institutions offering a Ph.D. in either criminal justice or criminology. Review of the institutions listed below indicates strong potential for the proposed program to be highly competitive and nationally ranked.

American University – Justice, Law, and Society Program
Arizona State University – School of Justice and Social Inquiry
Florida State University - School of Criminology and Criminal Justice
George Mason University – Administration of Justice
Indiana University of Pennsylvania – Dept. of Criminology
Indiana University, Bloomington – Dept. of Criminal Justice
John Jay College of Criminal Justice – Doctoral Program in Criminal Justice
Michigan State University - School of Criminal Justice
North Dakota State University - Criminal Justice & Political Science
Northeastern University - College of Criminal Justice
Pennsylvania State University - Crime, Law and Justice
Prairie View A&M University - School of Juvenile Justice
Rutgers University - School of Criminal Justice
Sam Houston State University - Criminal Justice Center
Simon Fraser University - School of Criminology
State University of New York at Albany – School of Criminal Justice
Temple University – Dept. of Criminal Justice
The University of Arkansas, Little Rock – Dept. of Criminal Justice
The University of California, Irvine -Criminology Law & Society
The University of Central Florida – Dept. of Criminal Justice & Legal Studies
The University of Cincinnati - Division of Criminal Justice
The University of Delaware- Dept. of Sociology & Criminal Justice
The University of Florida - Criminology, Law, and Society
The University of Illinois at Chicago – Dept. of Criminal Justice
The University of Maryland – Dept. of Criminology & Criminal Justice
The University of Missouri, St. Louis – Dept. of Criminology & Criminal Justice
The University of Montreal – School of Criminology
The University of Pennsylvania - Fels Center of Government
The University of South Carolina – Dept. of Criminology and Criminal Justice
The University of South Florida – Dept. of Criminology
The University of Southern Mississippi – Dept. of Criminal Justice
Tiffin University – School of Criminal Justice
University of Nebraska, Omaha – Dept. of Criminal Justice
Washington State University – Dept. of Political Science, Criminal Justice Program

Sample 6 – PhD in English

2.0 Justification

2.1 Current Need

The PhD in English builds on existing strengths in the English curriculum. At present the undergraduate, MA, and MFA programs in English offer six emphasis areas reflecting the expertise of an award-winning faculty: professional writing, linguistics, literature, creative writing, journalism, and the teaching of English. The proposed PhD will be cutting-edge in its interdisciplinary design, its technological focus, and its distance delivery options. The PhD can be justified nationally in light of three recent reports from highly respected organizations: The Woodrow Wilson National Foundation, The Carnegie Foundation, and the Modern Language Association. It can be justified regionally and locally by the Virginia Employment Commission's statistics that show projected growth in jobs in the categories of writers and editors (21.2 %), executives and managers (20.6 %), and post-secondary instructors in communications (57.8 %) and English (41.9 %).

The Woodrow Wilson National Foundation. In 1998, the Woodrow Wilson National Foundation issued a call for a reawakening of humanities training and education and expansion of opportunities for its graduates. The goal was to encourage humanities students and universities to think beyond the usual expectations for graduates of humanities programs. To foster such a development, the Foundation offers practicum grants, innovation awards, and a national networking and mentoring program. Furthermore, the Foundation has established a Career Resource Center and an Employer Resource Center to connect PhDs with opportunities in sectors beyond the university. <<http://www.woodrow.org/phd/About/about.html>>

As the Foundation sees it, the challenge for humanities educators is to recognize that the New Economy requires not only universities but also businesses and government to digest and adapt to the swift changes in technology, workforce, and social dynamics that alter human needs. In particular, today's universities are faced with rapid technological innovations that need to be balanced by our rich storehouse of wisdom and knowledge. If that balance is preserved, then universities can direct their efforts toward meaningful reconstruction of curricula and management that leads to promising futures for students.

Advanced training in the humanities becomes increasingly important as the knowledge base rapidly expands. If the internet culture fosters novelty, it also reaffirms our understanding that novelty alone is not a sufficient goal. As the Foundation concludes: "Content, meaning, and substance, together with networks of community, empathy, and understanding are becoming the supreme marks of success."

Currently, universities undergoing review and transformation, are finding that their humanities graduates continue to attain traditional skills in communication, critical thinking, organization, fluency in languages, readiness for teaching, and high energy and goal-setting. But they are also finding that these capabilities are being directed toward a

broader service marketplace. Recent students have been successful in investment companies, consulting firms, and leading pharmaceutical companies.

The following lists, quoted from the Woodrow Wilson Foundation's research report, summarize the need for doctoral programs such as the proposed PhD in English:

What humanities doctoral graduates have to offer:

- They are strong communicators who share and use information effectively.
- They are mature critical thinkers able to frame and solve complex problems.
- They are skilled project managers who have brought major projects to term.
- They are fluent in a variety of languages and comfortable in cross-cultural settings.
- They are experienced teachers and public speakers.
- They are high achievers with broad life experiences.

Postdoctoral students have been successful in such positions as:

- Director of research at an investment company
- Associate editor at a market research firm
- Director of curriculum development at an independent school
- Manager of professional development at an international consulting firm
- Researcher and archivist at a national museum
- Project director at an educational consulting company
- Manager of corporate communications at a leading pharmaceutical company

The Carnegie Foundation. In 2004, The Carnegie Foundation commissioned three essays on the Doctorate in English. The essays are by Gerald Graff (University of Illinois at Chicago), Catharine R. Stimpson (New York University), and Andrea Abernathy Lunsford (Stanford University). All three commentators agree with the premise provided by the Carnegie Foundation that the present state of doctoral education in America requires a return to first principles, a review of the "goals and principles of doctoral education," and the need for recommendations on revisions for substantive change.

The essayists describe their view of the development of graduate education in the twentieth century and their own personal experience with it in humanities programs at major universities. All agree that for all the richness of their graduate experiences, they became increasingly aware, as students, and later as faculty members, that there was a gap between what they were taught and what the world needed. Of course, each commentator defines the gap differently, but all agree that, as Dr. Graff observes, "the English doctorate needs to be rethought from the ground up."

At the center of their thinking is that in an increasingly transnational, interdisciplinary, and multicultural world, humanities and English programs, without following specific

cultural agendas, should prepare their students to engage that world as professionals. Both programs and individuals should view themselves as “stewards,” to use Dr. Stimpson’s term, of the critical thinking, research and pedagogical capabilities, and openness in discourse which represent the unique purview of humanities programs, and which will be just as important in the future as they were in the past.

The crucial responsibility contemporary educators have, then, is to recognize the definitional changes occurring in the field and to design structures which will facilitate them. For example, Dr. Lunsford draws our attention to the transformations taking place in reading and writing:

Look around at the projects graduate students are working on now and you will find a very broad definition of ‘literature’ and of reading, a definition that clearly includes film, video, multimedia and hypertext, and discourses not traditionally not thought of as ‘literature’ (such as Deaf and Spoken Word poetry, cookbooks, tombstone inscriptions) right alongside studies of canonical writers and their print texts. In terms of ‘writing,’ an expanded definition is also clearly emerging, as what counts as writing now often includes sound, video, and images of all kinds as well as a wide and growing range of genre and discourses, from African American Vernacular English to Spanglish to American Sign language.

All three essayists raise questions about which directions are possible, and what makes them possible (theoretically, financially, and bureaucratically). They also have their own proposals, and although each one emphasizes different curriculum and faculty structures, they all agree that contemporary graduate programs in English need to be more interdisciplinary and collaborative in structure and content.

The Modern Language Association. A 2003 report from the Modern Language Association (MLA) on careers outside the academy cites several experts who note the need for literate critical thinkers in the professions and the satisfaction nonacademic employment offers for PhDs. (Solomon 99; May and Blaney 60 as quoted in *Careers Outside the Academy*) May and Blaney note: “Although graduate training is an asset for people who become teachers, it is equally an asset for those who pursue other careers. . . . Teachers and non-teachers alike see it as having enhanced critical thinking and ability to do research, the latter something almost as prized outside academe as within it.” (93, 96 as quoted in *Careers Outside the Academy* <http://www.mla.org/prof_employment8>)

2.2 Demand for the Degree and Marketability of Graduates

The proposed PhD in English will meet the needs of industry, government, education, and the military to hire and retain highly qualified professionals. The degree is designed for students who are preparing to enter careers that demand theoretical and practical expertise in digital writing, executive communication, rhetoric and composition, discourse studies, and intercultural communication. The degree is also designed for professionals who seek continuous learning as a means to job growth and satisfaction.

2.2.1 Education: Graduates could pursue or continue careers in higher or secondary education as teachers, researchers, or administrators. In the Commonwealth of Virginia, the Virginia Community College System (VCCS) estimates that between 2001 and 2011, about 55 percent of its current full-time faculty will retire. English faculty will comprise the largest cohort of the new hires since English departments are the largest departments on community college campuses. Furthermore, for promotion to the rank of full professor, community college faculty in college transfer curricula need to have an earned doctorate in the discipline. In addition, many Old Dominion English graduate students at the master's level have expressed strong interest in pursuing doctoral work. Likewise, international students who intend to teach English in their home countries relish the opportunity to take graduate-level course work at an American university.

2.2.2 Business and High-Tech Industries: Graduates with an understanding of new media technologies and cross-cultural communication would be valuable employees for firms working in international marketplaces. They could be researchers for software and high-tech companies (e.g. Microsoft), for government agencies (e.g., CIA or GAO), or research foundations (e.g. AIR). The students could specialize in using new media technologies for cross-cultural communication.

2.2.3 Military: **According to an informal telephone and email survey that included military officers and government contractors, graduates interested in military or government contracting careers would be prepared for positions as public affairs personnel, Flag writers (personnel assigned to generals and admirals), and instructional writers (writing study material for rate/specialty advancement that includes the assessment components). One survey respondent noted, "The key is the distance modality for the degree. Military are moving more and more to the Distance Learning modes of education."**

2.3 Employment Demographics for Graduates of the PhD in English

While not all the occupations discussed below require doctoral education, employees in these occupations often seek advanced graduate work as a means of growth and promotion. Furthermore, two of the categories in the research conducted by the Virginia Employment Commission—post-secondary communications teachers and English language and literature teachers—show impressive projected growth, and they are the two categories most likely to require the PhD for entry into the occupation.

2.3.1 Federal employment statistics.

Statistics from the *Occupational Outlook Handbook* predict a 20.8 percent nationwide growth in jobs by 2010. Those statistics reflect a particularly bright outlook for employment growth in the occupations we have identified both as sources for students and as placement occupations for graduates of the PhD in English. State statistics from the "Industry and Occupational Employment Projections: 1998-2008" compiled by the Virginia Employment Commission reflect an even more optimistic outlook in those same job classifications by 2008. While the names attached to specific job categories differ in the two reports, their predictions concur. The federal *Occupational Outlook Handbook* provides an overall snapshot of national employment prospects while the "Industry and

Occupational Employment Projections: 1998-2008" incorporates numerical predictions of state-wide growth in specific occupations.

The U.S. Labor Department's Bureau of Labor Statistics projects "faster than average" increases in a variety of occupations directly related to the Professional Writing and New Media Technologies specialization in the proposed program. For example:

Marketing, Advertising, and Public Relations Managers – "Employment of marketing, advertising, and public relations managers is expected to increase faster than the average for all occupations through the year 2006. Increasingly intense domestic and global competition in products and services offered to consumers should require greater marketing, promotional, and public relations efforts by managers."

Writers and Editors – Opportunities will be good for technical writers "because of the more limited number of writers who can handle technical material." In addition, substantial growth is expected in online publications and services. "Employment of writers and editors is expected to increase faster than average."

2.3.2 Virginia Employment Commission Statistics.

The Virginia Employment Commission's study on "Industry and Occupational Employment Projections: 1998-2008" echoes the trends defined in the Labor Department study. The Norfolk-Virginia Beach-Newport News, VA-NC Metropolitan Statistical Area report predicts a 20.1 percent growth in jobs between 1998 and 2008. In its listings of the specific occupations that relate to the proposed degree program, the following categories are relevant:

	Projected growth
Writers and Editors	21.2%
Technical Writers	51.8%
Public Relations Specialists	20.5%
Marketing, Advertising and Public Relations Managers	29.7%
Desktop Publishing Specialists	76.8%
General Managers and top executives	21.5%
Managers and Administrators	13.5%
Executive, Administrative, and Managerial occupations	20.6%
Post Secondary Communications teachers	57.8%
Post Secondary English Language and Literature teachers	41.9%

2.3.3 Graduate Programs in Related Fields.

In 2000, *Rhetoric Review* devoted an issue of the journal to the latest demographics on graduate programs in rhetoric and composition. In 1997, there were 236 PhDs granted in rhetoric: 66.5% of these received tenure-track jobs; 18% received non-tenure-track

teaching jobs; 8.5% received jobs in industry or government; 4% did not receive job offers; 3% did not seek employment. In 1998-1999, there were 824 applications to PhD programs in rhetoric, an average of 15 applications for each of the 55 universities reporting data. The program names in the *Rhetoric Review* report show some clear patterns:

- 37 were called PhDs in English with a concentration in rhetoric, composition and/or writing studies
- 15 were called PhDs in Rhetoric and Composition (with 5 of those using Technical Communications instead of Composition)
- 9 were PhDs in English
- 4 were PhDs with more creative titles (e.g., Language, Literacy and Composition; Education and English Studies)

The same issue of *Rhetoric Review* reports that rhetoric and composition jobs made up the largest share of all advertised jobs in MLA's Job Information List (JIL). Comparing the number of rhetoric and composition PhDs in *Dissertation Abstracts International* with the number of rhetoric and composition job postings in JIL indicates a continued shortage of rhetoric and composition PhDs.

- 1994 63 dissertations, 167 tenure-track jobs
- 1996 70 PhDs, 153 tenure-track jobs
- 1998 133 PhDs, 191 tenure-track jobs
- Between 94-98 jobs in rhetoric and composition made up 28% of all JIL job ads.

2.3.4 Employer Demand for Graduates.

Appendix C includes letters of support from prospective employers of program graduates. Appendix E lists position announcements for which program graduates would be qualified.

2.3.5 Report of Surveys on the Demand for the Degree and Marketability of Graduates

The following section contains the results of four surveys related to the PhD in English.

2.3.6 Survey of Supervisors in Industry, Government, Education, and the Military.

To obtain additional evidence of demand for the degree and marketability of graduates, members of the PhD Planning Committee conducted email and phone interviews with supervisors in industry, government, education, and the military, asking the following questions:

1. Do you hire PhDs?
2. If so, for what kinds of positions?
3. Would a degree in English studies (professional writing/discourse studies/digital communication) be valuable to your company/organization?
4. Do you provide support (time and/or money) to employees who return to graduate school to enhance their expertise and increase their job satisfaction?
5. If so, does such support help you retain highly qualified professionals?
6. Would an employee who earned a degree in English be likely to stay with your organization and/or be promoted?

The email survey respondents included military officers, government contract managers, a professional writer and portal information developer at IBM, an owner of a local research and development company, and an administrator at the VCCS. Respondents from all sectors hire PhDs, but most do not have dedicated positions for PhDs in English. The exceptions are the Virginia Community College System and the Navy's ship systems directorate, which conducts research and development, design, and planning/forecasting. The Navy respondent wrote "As a significant part of the work the division does is conceptual or developmental, the ability to communicate concepts, plans, etc., effectively is a key factor in success in this type of work." Four respondents said that a doctoral degree in English would be valuable to their organizations, two said it would not, and two said it probably would be valuable. Six respondents said their organizations would support an employee working on such a degree; two said no. Five said an employee who earned such a degree would be more valuable to them; three said no to this question.

Telephone interviews were conducted with officials at large Hampton Roads employers including a director of communication for the City of Norfolk, a director of employment for Sentara, a vice president for human resources at Norfolk Southern, a director of human resources at Smithfield Foods, an executive director at the Norfolk Foundation, and the president of a local investment company. The individuals indicated a pressing need for improved writing skills and improved academic training in writing in business, industry, finance, non-profits, and the public sector. They recognized that technology is changing the landscape of communication and is creating an environment in which a deeper understanding of how technology is defining new criteria for written communication is critical. Some were uncertain how a PhD in English might meet their overall needs, but most mentioned that their organizations do have a few positions where an expert in such a field would be valuable. These include, for example, overseeing government regulations and required reports; communicating across the organization on issues of finance; overseeing media relations; researching and writing white papers, case analyses, proposals and reports. One respondent said, "The interdisciplinary approach is essential so that the individual can pop in and out of the various worlds that intersect in the worlds of business, public sector, non profits regulatory agencies, marketing." Another said "We might consider hiring PhDs with an ability to write. Writing is something we think is extremely important. In our business we find not a lot of people have the ability to communicate in writing. When we do find it, we're willing to pay for it." Several said that their organizations do provide funding for graduate work through employee enrichment programs.

2.3.7 Survey on PhD in Communication, Rhetoric, and Digital Media.

In the summer of 2004, North Carolina State University conducted a survey on a proposed interdisciplinary PhD in Communication, Rhetoric, and Digital Media to ascertain the potential attractiveness of such a program. They received 408 responses from faculty and students across the U.S. In response to Item 1: "A doctoral program with this focus is attractive and needed," survey responses averaged 4.5 (out of 5) for students and 4.4 for faculty. In response to Item 2: "I would myself be interested in (or would recommend to others) a doctoral program with this focus," survey responses

averaged 4.3 from students and 4.1 from faculty. The scale ranged from 5 = strongly agree to 1 = strongly disagree.

2.3.8 Survey of Current Old Dominion University Graduate Students in English.

A paper survey of current Old Dominion University graduate students in the MA in English, the MA in Applied Linguistics, and the MFA in Creative Writing at Old Dominion University was distributed in October 2004. Returns from 133 students show that 102 respondents (77 percent) are interested in the program and likely or very likely to apply.

2.3.9 Survey of Old Dominion University Alumni with BA or MA degrees in English.

A telephone survey of alumni who have graduated in the past five years with BA or MA degrees in English from Old Dominion University was completed in December 2004. Of the 78 recent graduates contacted by the Social Science Research Center, 22 responded. Of those, 20 indicated they would be at least somewhat interested, with over ten indicating they would be “very interested” in earning the proposed PhD in English. The program appears to be particularly attractive to those already teaching at the community college or public school levels who would like to advance in their current positions or move on to University level positions. But a current law school student found the program attractive as did a communication manager for a public school district. Improved writing and research skills designed to fit their career plans and increasing possibilities for them in English related fields were cited by a number of graduates as the reasons for their interest in the program. A total of 14 responding alumni (64%) indicated that they would either be likely or very likely to apply for admission.

2.4 Summary of Demand for PhD in English

The previous sections show the extent of demand for a PhD in English. Eighty-three percent of current graduate students are likely to apply to such a program. The Virginia Employment Commission statistics affirm the need for PhDs who are prepared to teach communications and English at two-year and four-year colleges because of growth in enrollments and expected retirements of current faculty. Business and industry executives see the value in doctoral work for employees who wish to expand their knowledge so they can make stronger contributions to their organizations. Finally, the emergence of similar programs outside of the Commonwealth of Virginia (see below) underscores the trend toward innovative doctoral work in English.

2.4.1 Comparisons to Other Programs in the Commonwealth of Virginia

There is no PhD in Technical or Professional Communications in the Commonwealth of Virginia. The University of Virginia offers a PhD in English (literature). George Mason University offers a PhD in Cultural Studies. Regent University offers a PhD in General Communications.

2.4.2 Comparisons to Programs Outside of Virginia

PhD programs in other states that offer traditional, on-site graduate study with a focus similar to the proposed program include:

1. PhD in English, University of Illinois, Urbana, IL. This traditional graduate program allows a Specialization in Writing Studies. Students can take courses in composition, computers, rhetoric, technical communication, literacy, writing across the curriculum, critical theory, and writing assessment.
2. PhD in Rhetoric and Writing, Michigan State University, East Lansing, MI. The mission statement for this program is “to prepare students to be critical thinkers, skilled writers and teachers, productive scholars and researchers, and involved citizens . . . it emphasizes rhetoric and writing as productive action.” The concentrations include digital rhetoric and professional writing, critical and community literacies, TESOL, cultural rhetorics, and a self-designed option.
3. PhD in Composition and Rhetoric, English Department, University of Wisconsin, Madison. The PhD in Composition and Rhetoric at the University of Wisconsin, Madison is a multidisciplinary program that prepares students with master’s degrees in English or related areas for careers as scholar-teachers. Emphasis is placed on professional development/activism and teaching, and graduates of the program pursue academic appointments on university campuses. Core courses are in the areas of composition and rhetoric, and students also take classes in literacy, critical theory, discourse analysis, and research methods. Students minor in such fields as applied linguistics, communication, creative writing, education, and ethnic, literary, and women’s studies. The department also offers three other terminal degrees: PhD in Literary Studies, PhD in English Language and Linguistics, and MFA in Creative Writing.
4. PhD in Texts and Technology, University of Central Florida. This program provides training in an interdisciplinary field combining scholarly study, creative production, and assessment of digital media texts. Texts include visual, audio, multimedia, and performance, as well as printed and spoken words. The curriculum emphasizes theory and practice in new media supplemented by historical grounding in pre-digital media studies. Both a teaching practicum and professional internship experience are required of all students to familiarize them with textual technologies from both academic and professional perspectives. This program prepares students for research, teaching, and program development. Areas of research and production include web design, multimedia production, distributed education, entertainment, publishing, information architecture, and visualization.
5. PhD in Rhetoric/Composition and Linguistics, Arizona State University. The program focuses on the production and interpretation of oral and written texts. The program encourages an interdisciplinary approach to textual studies, merging theoretical and analytical tools from the disciplines of rhetoric, composition, and linguistics. The PhD prepares candidates for positions in both the public and private sectors, and students enter the program from a variety of academic areas such as rhetoric, composition, anthropology, linguistics, communication, education, English languages and literatures, political science, and history. The

- degree requires 60 hours beyond the bachelor's (exclusive of the dissertation), and core courses focus on rhetorical theory, composition theory and methods, and linguistics (syntax/semantics, pragmatics/sociolinguistics). The department also offers a PhD in English Literature.
6. PhD in English. University of Texas, Austin. The degree offers concentrations in literature; women, gender and literature; popular culture, cultural studies, and folklore; language and linguistics; rhetoric; bibliography and textual criticism; computers and English studies; poetry and poetics.
 7. PhD in Comparative Studies. Florida Atlantic University, Boca Raton, FL. This program has two tracks, one in Literatures, Literacies & Linguistics and another called the Public Intellectuals Program. In the first, students create their own curricula.
 8. PhD in Technical and Professional Discourse: Discourses and Cultures; Writing Studies and Pedagogy; Technical and Professional Communication East Carolina University, Greenville, NC. This program is expected to begin in fall 2004.

Of special note is the first online distance PhD in Technical Communication and Rhetoric, approved in July 2004, by the Texas Council of Higher Education. The degree will be offered by Texas Tech University and emphasizes the University's strengths in technology, production, rhetorical theory, rhetorical analysis, the rhetoric of science, visual rhetorical, gender studies, and research methods. The program of study includes a 4-course core, specialization courses, and interdisciplinary electives. A two-week summer residency is required. Also of note is the recently approved (October 2004) PhD in Rhetoric, Communication, and Information Design at Clemson University in South Carolina.

Comparison of public, 4-year MIS programs over the last 5 years.

Virginia, 4-Year, Public MIS Programs						Appendix E					
Institution	Number of graduates					enrollment					
	99-00	00-01	01-02	02-03	03-04	99-01	00-01	01-02	02-03	03-04	04-05
Old Dominion	81	108	117	149	146	13053	12786	13088	13578	14209	13578
Radford	50	69	94	72	15	7406	7622	8061	8200	8167	8200
Virginia State University	34	46	40	47	41	3499	3473	3853	4144	4033	4144
average	55	74.333	83.667	89.333	67.333	7986	7960	8337.3	8640.7	8803	8640.7
overall average	73.933					8394.67					

5. Summary of Projected Enrollments in Proposed Program

Complete and submit the form below. (See pg. 70 - 81, Samples 7 & 8)

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**SUMMARY OF PROJECTED ENROLLMENTS IN
 PROPOSED PROGRAM**

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT) and annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.

Note: **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards).

Projected Enrollment:

Year 1		Year 2		Year 3		Year 4		Target Year		
20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD

Definitions:

- HDCT – fall headcount enrollment
 FTES – annual full-time equated student enrollment
 GRAD – annual number of graduates of the proposed program

6. Projected Resource Needs

Instructions:

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

full-time faculty	part-time faculty/adjunct faculty
graduate assistants	classified positions
targeted financial aid	equipment (including computers)
library	telecommunications
space	other resources (specify)

Describe all sources of funds and the anticipated effect of any reallocation of funds and faculty within the instructional unit.

With assistance from the institution's finance officer or chief financial officer, complete and attach the following form "Projected Resource Needs for Proposed Program."

On that form:

- Answer the questions listed in Part A.
- Use the number of full-time equivalent (FTE) positions when completing the table in Part B.
- In Part C, use 0% salary increases and no inflation factor for any other cost item.
- At the bottom of the table, specify the amounts and sources of funds for the proposed program.

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 20__ - 20__		Total expected by target enrollment year 20__ - 20__	
	On-going and reallocated	Added (new)	Added (new)**	Total FTE positions
Full-time faculty*				
Part-time faculty (faculty FTE split with other programs)				
Graduate Assistants				
Classified Positions				
TOTAL				

* Faculty dedicated to the program

** Added after initiation year

Part C: Estimated \$\$ resources to initiate and operate the program.

	Program Initiation Year 20__ - 20__		Total Expected by Target Enrollment Year 20__ - 20__	
Full-time faculty				
Salaries				
Fringe benefits				
Part-time faculty (faculty FTE split with other programs)				
Salaries				
Fringe benefits				
Adjunct faculty				
Salaries				
Fringe benefits				
Graduate Assistants				
Salaries				
Fringe benefits				
Classified Positions				
Salaries				
Fringe benefits				

Personnel Cost				
Salaries				
Fringe benefits				
Total Personnel costs				
Equipment				
Library				
Telecommunication costs				
Other needs (specify)				
GRAND TOTAL				

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 20__ - 20__	Target Enrollment year 20__ - 20__
Reallocation within the department or school <i>(Note below the impact this will have within the school or department.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the school or department)</i>		
Other funding sources <i>(Please specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/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

NOTE: ADDITIONAL INCLUSIONS

Be sure to include the following in all SCHEV proposals

- Listing of all core faculty
- For all new courses included in the proposals, include:
 - Catalog descriptions
 - Syllabi

Sample 7 – PhD in Criminology & Criminal Justice

3.0 Projected Enrollments and Estimated Headcount

Projected enrollments are for two-thirds of admitted students to be enrolled full-time (completing 18 semester hours per year) and one-third to be enrolled part-time (completing 12 semester hours per year). Full-time students will be eligible for graduate research and teaching assistantships. Some of the individuals surveyed about their interest in the program report that they are working or retired professionals who have a stable income in criminal justice organizations. This segment of the anticipated student body prefers part-time enrollment and expects to fund their studies personally or with financial incentives provided by their employers. They do not wish to exchange their professional positions for full-time graduate study. The faculty understands the challenges such students face and is eager to develop mentoring and retention strategies that meet their needs.

2007-2008		2008-09		2009-10		2010-11		Target Year 2011-2012		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD
7	5	12	8	19	13	21	14	23	15	5

***It is expected that one student will drop out from the program each year.**

4.0 Projected Resource Needs for the Proposed Program

The proposed Ph.D. program in Criminology & Criminal Justice will draw on existing resources within the College of Arts and Letters as well as the Department of Sociology and Criminal Justice. As can be reasonably expected, however, there are a small number of additional resource needs that must be allocated in order for the program to realize full potential and attain nationally recognized status among peer institutions. Although these allocations are listed and justified below, the principal personnel resource needs include a small handful of additional faculty to be added over the first five years, a gradually increasing number of funded graduate assistantships, and a classified staff position. As for non-personnel needs, graduate research and teaching assistants will require appropriate office space and the existing computer lab will require periodic upgrade. The existing travel budget will need to be supplemented and limited funds will be necessary for commodity and contractual needs.

4.1 Itemized Resource Needs

1. Director of the Ph.D. Program. Duties: meet with and recruit prospective students, chair admissions committee, oversee admissions process, evaluate transfer credit, conduct academic advisement, schedule courses; monitor student progress, ensure policy compliance, complete university paperwork, conduct comprehensive examinations, coordinate defenses, *(2/1 teaching load, summer stipend of \$2,000, salary supplement of \$5,000 annually for serving as GPD)*.

2. **New Faculty.** At present, there are 18 full-time, graduate-certified faculty who can reasonably accommodate responsibilities associated with initial enrollment figures, but the hiring of five additional faculty will be imperative in order for all current undergraduate and MA courses to be adequately covered so that those who are assigned teach in the Ph.D. program can mentor students and chair dissertation committees. Accordingly, the Department respectfully requests the addition of four new faculty positions – One at the rank of full Professor (\$90,000 annually), one at the rank of associate professor (75,000 annually), and two at the rank of assistant professor (\$60,000, \$61,000, and \$63,000 each annually). The need for additional faculty lines is supported not only by the naturally-occurring growth of the existing undergraduate program but, more importantly, by anticipated enrollment in the Ph.D. program as well as the Department's continued commitment to distance education via TELETECHNET. In the absence of these positions, concern exists regarding the ability to sufficiently meet existing and future instructional commitments in these and other venues.
3. **Support Staff.** Duties: assist with program coordination, prepare internal / external correspondence, provide program information to prospective students and feeder institutions upon request, process admissions paperwork, ensure compliance with admissions procedures, respond to internal / external requests for data, collect data for program assessment, assist students with placement, assist with off-campus recruitment, prepare student / alumni newsletter, create recruitment documents / brochures. The anticipated salary for this part-time position is \$23,000 annually plus \$7,666 in fringe benefits.
4. **Teaching Assistantships.** The Department intends to provide merit-based financial support for up to 15 full-time students by the program's fifth year. These stipends are imperative in order for the program to be competitive in attracting quality students locally as well as nationally. The assistantships will require recipients to perform research / teaching related tasks approximating 20 hours per week in return for a monthly stipend and full tuition waiver. The assistantships will be awarded on a semester basis with extensions granted for subsequent semesters where performance meets stated expectations. The standard stipend for a ten-month period will be \$15,000 plus fall and spring tuition waiver (\$9,000). Summer stipends will be \$4,000 plus \$2,000 tuition waiver (regardless of residency). It is anticipated that all students admitted during the first year will be residents of the Commonwealth, with roughly half of those admitted each year thereafter coming from out of state. By year five, one-third of all full-time students will be supported by teaching assistantship leaving two-thirds of the full time students who will be contributing full tuition and fees to the University. Worth noting is the fact that a portion of those students who receive stipends will actually help to generate tuition revenue by instructing courses due to growth within the Department's undergraduate student body. By year five it is estimated that graduate assistants vested with teaching responsibilities will generate \$543,000 in tuition revenue for the University.

5. **Library Resources.** Library staff members Pamela Morgan and Stuart Frazer have assessed existing journal and textbook holdings and estimate that the proposed program will require the acquisition of additional resources. The principal expense arises from the need to purchase two “journal collections” (print and on-line versions) at the annual rate of \$30,500. The cost to acquire additional relevant journals is estimated to be \$3,700 annually. Lastly, the purchase of microfilmed “back-issues” and new textbooks is estimated at \$7,000 annually. In sum, the estimated amount necessary to support the program is \$44,800. Supporting budgetary documents prepared by Library staff are included as Appendix 8.
6. **Equipment.** It is generally anticipated that the department will require an additional \$5000 per year to support the program in terms of equipment (computers, printers, data projectors, etc) commodities (paper, general office supplies, data storage, toner cartridges, etc) and contractual (printing, telephone, graphics design, postage / shipping, receptions, etc.) expenses.
7. **Computer Research Lab.** Upon admission of the initial student cohort, demand will be high for computers, printers and physical space that can be used for research and writing. The computer lab that is presently shared with the Department of Political Science accommodates a reasonable number of students but must be physically expanded (in terms of work space) and technologically upgraded (in terms of additional machines) in order to effectively accommodate future growth. An initial expense of \$12,000 will be incurred for year one, with upgrades to occur in years three and five not to exceed \$10,000 each upgrade. The total amount requested to support computer lab operations over the five year period is \$32,000.
8. **Office Space.** The addition of new faculty and graduate teaching / research assistants will require the allocation of appropriate office space. At a minimum, the Department requests five additional offices suitable for tenure-track faculty members and three “group” offices capable of accommodating full-time professional students, computers and personal effects (e.g., books, research materials, file cabinets, etc.).

4.2 Anticipated Revenue

Approval of the proposed degree program will inevitably require the reallocation of resources, namely in the form of faculty lines and teaching assistantships. However, these positions will literally pay for themselves. To illustrate, consider the request to hire a new faculty member at the rank of assistant professor. Doing so will require an estimated \$80,000 in the form of salary and benefits. However, this position will generate approximately \$162,900 in tuition revenue¹ for an estimated *profit* of \$82,900 to

¹Calculated as follows: 1 FTE on 3/3 teaching load (6 courses over two semesters) with 50 students per class at \$543 in tuition per three hour course = $1 * 6(50 * \$543) = \$162,900$ in estimated tuition revenue per FTE over two semesters.

the University. Each Teaching Assistantship, which will cost an estimated \$34,000 in the form of stipend and tuition waiver, will generate approximately \$54,300 in tuition revenue¹ for an estimated profit of \$20,300 to the University. By year five the requested faculty lines and teaching assistantships will cost the University an estimated \$717,666, but this expense will be counter-balanced by tuition revenue in the amount of \$1,194,600 for an estimated *net profit* of \$476,934. At a minimum, it is expected that the Sociology and Criminal Justice department will have 350 additional majors over the next five years if the recent trends in department growth continue and if the enrollment projections provided by the university are correct. The teaching assistants will help the department manage its enrollment growth in an efficient and cost effective manner. Added to the estimated profit is the potential for new grants / contracts. Not only does the program pay for itself, but also generates tuition revenue and elevates the University's reputation for doctoral-level education and research.

4.3 Part A: 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**_____

4.4 Part C: Fill in the Number of New FTE Positions Required for the Program

	Program initiation year 2007 - 2008		Expected by target enrollment year 2011 - 2012	
	On-going and reallocated	Added (New)	Added (New)**	Total FTE positions

¹ Calculated as follows: 1 TA on 1/1 teaching load (2 courses over two semesters) with 50 students per class at \$543 in tuition per three hour course = 1 * 2(50 * \$543) = \$54,300 in estimated tuition revenue per TA over two semesters.

Full-time faculty*		1.00	4.00	5.00
Part-time faculty [faculty FTE split with other unit(s)]				0.00
Adjunct faculty				0.00
Graduate assistants		5.00	10.00	15.00
Classified positions			1.00	1.00
TOTAL	0.00	6.00	15.00	21.00

* Faculty dedicated to the program

** Added after initiation year

4.5 Part C: Estimated Costs and Revenue for the Proposed Ph.D. Program

4.5 Part C: Estimated resources to initiate and operate the program

	Program initiation year 2007 - 2008		Expected by target enrollment year 2011 - 2012	
Full-time faculty				
salaries		\$90,000	\$258,000	\$348,000
fringe benefits		\$30,000	\$85,140	\$115,140
Part-time faculty [faculty FTE split with other unit(s)]				
salaries				
fringe benefits				
Adjunct faculty				
salaries				
fringe benefits				
Graduate assistants				
salaries		\$75,000	\$150,000	\$225,000
fringe benefits		\$5,738	\$11,475	\$17,213
Total personnel cost				
salaries		\$165,000	\$408,000	\$573,000
fringe benefits		\$35,738	\$96,615	\$132,353
Total cost		\$200,738	\$504,615	\$705,353
Equipment		\$12,000	\$12,000	\$12,000
Library		\$44,800	\$44,800	\$44,800
Telecommunication costs				
Other costs (specify)*		\$45,590	\$49,590	\$49,590
TOTAL		\$303,128	\$611,005	\$811,743

*includes non-personnel services as well as classified staff position salary/fringe

4.6 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.

4.6.1 Estimated Dollar Amounts and Funding Sources for the Proposed Program
1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2007-2008	Target enrollment year 2011 – 2012_
Reallocation within the department or school (<i>Note below the impact this will have within the school or department.</i>)	No FTE reallocations \$15000 NPS funds within college	1 FTE reallocation \$80,000 for one assistant professor (salary and fringe) \$15,000 NPS funds within college
Reallocation within the institution (<i>Note below the impact this will have within the school or department.</i>)	\$120,000 for new faculty position (salary and fringe for full professor)	\$375,400 for 4 faculty positions (salary and fringe)
Other funding sources (<i>Please specify and note if these are currently available or anticipated.</i>)	\$500 gift funds \$42,000 in grant-related indirects	\$2500 in gift funds \$42,000 in grant-related indirects

4.6.2 Statement of Impact/Other Funding Sources

The Ph.D. program will serve to attract excellent graduate students, which in turn will help to attract and retain excellent faculty. Senior doctoral students with assistantships will teach undergraduate upper-division courses, and that will allow tenure-track faculty to be reassigned. Grants are available from such sources as the U. S. Department of Justice, thereby allowing faculty members to fund doctoral students and their research while at the same time returning significant indirect funds to the University. The reassignment of faculty from teaching responsibilities to research initiatives will increase the amount of external funding and return of indirect monies which themselves can be used to financially support students, hire staff personnel, purchase equipment etc.

4.6.3 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

Sample 8 – PhD in Chemistry

3.0 Projected Enrollment:

Year 1		Year 2		Year 3		Year 4		Target Year		
2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 – 2011		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRADS
10	9	20	18	30	27	40	36	40	36	10

HDCT—fall headcount enrollment

FTES—annual full-time equivalent student enrollment

GRADS—annual number of graduates of the proposed program

4.0 Program Resource Needs

4.1 Personnel.

4.1.1 Current Teaching and Research Faculty.

Craig Bayse, (Ph.D. Texas A&M University, 1998), Assistant Professor, Theoretical Studies of the reactions of bare metal atoms with small organic molecules.

Kenneth Brown, (Ph.D. Brown University, 1972), Professor, Physical Chemistry, Materials Chemistry, Sensors, Analytical Chemistry.

John Cooper, (Ph.D., North Carolina State University, 1990), Associate Professor, Chemometric Analysis of complex chemical systems, STM and AFM analysis of novel semi-conductor materials.

Robert Dias, (Ph.D. The Pennsylvania State University, 2000), Assistant Professor, Stable Isotope Chemistry and Organic Geochemistry.

John Donat, (Ph.D. University of California at Santa Cruz, 1988), Associate Professor, Environmental Chemistry, Investigation of the flux and persistence of copper- and zinc-complexing organic ligands originating from Chesapeake Bay pore waters.

Mark Elliott (Ph.D., Ohio State University, 1983), Associate Professor, Biochemical and Molecular Biology of tRNA Modifications Effects of tRNA Modifications on Neoplastic Development.

- Richard Gregory (Ph.D. Clemson University, 1984), Professor and Dean, College of Sciences, Electronic properties of Carbon nanotubes, Polymer fiber synthesis and characterization of electrical properties.
- Tom Isenhour, Professor and Provost, Old Dominion University (Ph.D., Cornell University, 1966) Analytical Chemistry.
- Patrick Hatcher (Ph.D., University of Maryland, 1980) Professor and Batten Endowed Chair in Physical Sciences, Organic geochemistry of coal, kerogen, and humic substances, Emphasis on the study of organic macromolecules associated with plant materials, humic substances and fossil fuels.
- Kenneth Mopper, (Ph.D., Massachusetts Institute of Technology/Woods Hole Institute, 1973), Professor, Photochemical and Optical Properties of Antarctic Waters in Response to Changing UV-B Fluxes Dissolved Organic Matter in Natural Waters: Nature and Photochemical Properties Impact of Photochemistry on Carbon Cycling in the Sea.
- Patricia Pleban, (Ph.D., Cleveland State University, 1979), Associate Professor, Essential Metal Nutritional Status in IDDM Children, Analysis and Speciation of Toxic Metals in Human Tissues and Body Fluids.
- Jennifer Poutsma (Ph.D., University of California at Los Angeles, 1997), Assistant Professor, Computational chemistry, Study of asymmetric organic reactions, Investigation of enzyme mechanism.
- Nancy Xu, (Ph.D., University of Mississippi, 1992), Associate Professor, Bioanalytical Chemistry, Clinical Chemistry, Single-Molecule Fluorescence Microscopy and Spectroscopy.
- James Yuan, (Ph.D., University of Tennessee, 1970), Professor, Anti-Idiotypic Enzyme Immunoassay for Insecticide Residues, Ovarian Tumor Markers.

4.1.2 New Research Faculty. We have one vacant position for which we are currently searching with a research interest in Biochemistry. We have just hired Professor Patrick Hatcher with an expertise in Environmental Chemistry as the Batten Chair in Physical Sciences. There are plans to add at least two additional faculty members in one or more of the core areas of Chemistry within the next few years. The specific subject areas will be determined at a later date.

4.1.3 Teaching Faculty. Jennifer Adamski (M.S. University of Virginia, 1995) Organic Chemistry Education.

4.2 Graduate Assistants. Since the overall administration of the Ph.D. Program in Chemistry will lie within the Department of Chemistry and Biochemistry, it is anticipated that Graduate Teaching Assistantships (GTAs) will be awarded to qualified newly-admitted students to teach undergraduate chemistry courses during their first year in the Program. Most students would then be supported on Graduate Research Assistantships (GRAs) for their second and subsequent years in their graduate student careers. This plan enables first year GTAs to become acquainted with the faculty and the department, provides them with valuable teaching experience, and helps in fulfillment of the Department's undergraduate teaching mission. Currently, the Department of

Chemistry and Biochemistry offers 11 GTAs, each at \$18,000/10 months, with two thirds of this coming from base budget, conversion of supply money to TA money and the remainder from release time purchased by the research faculty. A minimum of an additional 10 graduate assistantships bearing stipends of \$18,000/10 months will be made available per year to attract the graduate students needed to support the world-class research of the faculty in Chemistry Ph.D. Program, and to meet the Department's teaching responsibilities.

4.3 Classified Positions. The increased amount of administrative workload associated with this Program will be handled by reassigning responsibilities to key staff individuals within the Department of Chemistry and Biochemistry.

4.4 Targeted Financial Aid. Financial aid in the form of tuition exemptions (estimated at \$2052/semester/student, (as of Fall 2003) is required for all students on assistantships. We assume that the University will be able to continue to provide these. The remaining financial aid in the form of tuition waivers will be provided from research grants and contracts and Government fellowships

4.5 Equipment. The equipment at hand is meeting the current research interests in the department. We currently have an equipment inventory valued at over \$4 million for teaching and research. Faculty members have been successful in obtaining instrumentation grants and the University has supplied matching funds through ETF and other sources. Currently we plan to upgrade to our 400 MHz NMR, purchase a 400 MHz solids NMR and an FT-ICR-MS. The latter two instruments will be installed by January 2006 with a technician in place to maintain and operate the instruments. They will be temporarily located on the first floor of the Oceanography and Physics building with a planned move into the instrument room of the new Physical Sciences building. As new faculty members are hired our instrumentation requirements will change accordingly. Part of the funding required for any new instrumentation will be filled, in part, by NSF instrumentation proposals and grants from various foundations. A partial list of equipment is shown in Appendix V.

4.6 Library. An additional \$50,000 is needed to obtain a subscription to *SciFinder Scholar*, the online equivalent to the print *Chemical Abstracts (CA)*, a comprehensive index produced by Chemical Abstracts Service (CAS). The search capabilities of *SciFinder Scholar* make it far superior to the print *CA* for all users. ODU discontinued its subscription to the print *CA* in 2001. As long as the other current Library resources continue to progress as in the past, we do not anticipate significantly increased needs for these other resources.

4.7 Telecommunications. Current facilities are sufficient for the new Program.

4.8 Space. The Department of Chemistry and Biochemistry (15 faculty) is presently housed in a building that contains 7000 ft² of research space. Over the years the building has been modified to meet the growing demand for graduate teaching laboratory space. As a consequence, the number of lecture rooms has been reduced to

two with capacities of 37 and 20, respectively. Four faculty currently supervising the research of four graduate students and one postdoctoral fellow are constrained to an average of 105 ft² of laboratory space per researcher, which causes the less than desirable situation of shared research space.

The space shortfall should be minimally rectified by the addition of 7500 ft² of space in the new Physical Sciences building to be constructed as part of the recent Bond Referendum

4.9 Other Resources The new Program will not have a significant impact upon the department budget when it comes to such items as office supplies, telephone and mailing expenses. Publicity for the Program, recruiting monies and travel for recruiting purposes will need to increase.

Section 3

Changes to Existing Programs: Revisions and Mergers Instructions and Forms

Institutions may propose modifications to existing programs. Such modifications may include program mergers, program discontinuances, and changes in degree designations, program names, and CIP codes. SCHEV Council has delegated approval authority for such changes to SCHEV staff. Requests for such changes necessitate the submission of information and forms different and separate from those required for new and spin-off programs; these requests must be submitted as specified in these policies and procedures. Proposed changes to existing programs should not be submitted as organizational changes. Upon review of requests, staff action on such changes will be sent directly to the corresponding institutional chief academic officers. Final authority for all program actions remains with the Council.

I. General Guidelines for Program Changes

- A. Requests for changes to existing programs (i.e., program mergers and changes of programs; names, degree designations, or CIP codes), as well as notifications of program discontinuances, necessitate the submission of information and forms different and separate from those required for new and spin-off programs. These requests must be submitted as specified in these policies and procedures.
- B. Requests to modify existing academic programs at public institutions should not be submitted as organizational changes. (Requests for organizational changes focus on the structure of the unit offering programs, e.g., the department, school, college, etc.)
- C. Proposed modifications to existing programs are eligible for expedited review and approval by Council's staff if such changes will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty.

II. Specific Instructions for Program Changes

A. Revision of Academic Programs (Name/CIP/Degree Designation Changes)

- 1. A public institution seeking to rename, change the CIP code, or change the degree designation of an existing academic program must complete and submit the "Format for Revising Academic Program Title, CIP Code or Degree Designation" cover sheet.
- 2. Include a narrative providing justification for the revision/change.
- 3. Two copies of the proposal must be submitted. At least one should contain an original signature.
- 4. The Chief Academic Officer may submit the form and the narrative to SCHEV's Academic Affairs staff at any time.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
FORMAT FOR REVISING ACADEMIC PROGRAM
TITLE, CIP CODE OR DEGREE DESIGNATION
COVER SHEET

1. Institution	2. Program action (Check all that apply): Change of program title ____ Change of CIP code ____ Change of degree designation ____
3. Title, existing program	
4. Degree designation, existing program	5. CIP code, existing program
6. Last term and year for granting existing degree	
7. New program title (if applicable)	
8. Degree designation, revised program	9. CIP code, revised program
10. Term and year of initiation, revised program	11. Term and year of first graduates, revised program
12. Location of program within institution (complete for every level, as appropriate). If any organizational unit(s) will be new, identify the unit(s). Department(s) of _____ Division(s) of _____ School(s) or colleges of _____ Campus (or off campus site) _____	
13. Name, title, and telephone number(s) 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 the revision.	

B. New Concentration in an Existing Program

The following describes the steps necessary to propose and obtain approval of a new concentration or emphasis area in a currently approved degree program. The policies and form related to this type of curricular action are located on pages 86-87.

1. General Rules

- a.** The proposed concentration or emphasis area must be incorporated in and consistent with the content of a currently approved degree program, be in the same discipline area, and consistent with the nature, level, and purpose of the host degree program. For example, an undergraduate level concentration cannot be established under a graduate degree and a social science emphasis could not be included in an engineering degree.
- b.** The development of a new concentration or emphasis area should be included in the department/school and college planning and budgeting process.
- c.** The proposal must include a full description of the new concentration or emphasis area, including the curriculum, a rationale for implementing it, evidence of employer need and student demand, a statement on its resource implications, expected student learning outcomes, an assessment plan, and a schedule for implementation.
- d.** The proposal process is internal and requires review and recommendation by the department/school and college and approval by the Provost.

2. Development and Approval Process

- a.** Discussion should take place between the faculty member(s) who is proposing a new concentration or emphasis area and the department/school chair, college dean and Provost, or Vice Provost for Graduate Studies(VPGS), about its feasibility and acceptability of the concept.
- b.** Assuming the concept is acceptable, a proposal development group is established to design the new concentration, collect information and data, and prepare a proposal that addresses all of the elements identified above.
- c.** The proposal is reviewed by the department/school graduate curriculum committee and a recommendation forwarded to the department/school chair for review.
- d.** The department/school chair reviews the proposal, makes a recommendation on the implementation of the proposed concentration or emphasis area, and submits the proposal to the college graduate curriculum committee for review.
- e.** The college curriculum committee reviews the proposal and submits a recommendation to the college dean.
- f.** The dean reviews the proposal and submits a recommendation to the Provost on its implementation.

- g.** The Provost consults with the President, Vice Provost for Graduate Studies (VPGS), and other administrators or faculty, as appropriate, reviews the proposal, and makes a decision on the implementation of the concentration or emphasis area.

3. Implementation

- a.** Following approval by the Provost, the new concentration or emphasis area will be implemented either beginning with the semester identified in the proposal or the semester agreed to by the college dean and Provost.
- b.** It is desirable that the new concentration or emphasis area is implemented beginning with the date of the next edition of the *Catalog*.

PROPOSAL FOR CURRICULAR CHANGES FORM
(Emphasis areas and revisions to degree programs)

Proposed curricular change (check one)

Emphasis area

Program Revision

Name of degree program:

Description of proposed change:

Rationale for proposal:

Implementation: (Describe the notification process and timetable for implementing the proposed change. Will the change be imposed on new students only or is it proposed for all students in the program?)

Resources needed:

Program requirements: (List below all courses required by new program and attach completed form, Credit Catalog Add/Change/Inactivation Form, for all new courses/course changes.)

Total hours required: Provide the total hours required for the degree or program (before and after the required change).

Description (showing new copy or revised copy) for the next University Catalog.

APPROVED

_____ Originator of Request	_____ College Dean	_____ Date
--------------------------------	-----------------------	---------------

_____ Department Chair	_____ External Department Chair(s) (If applicable)	_____ Date
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_____ Chair, College Committee	_____ Provost	_____ Date
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C. Merger of Academic Programs

1. A public institution seeking to merge two or more academic programs must submit the “Format for Merging Academic Programs” cover sheet (see pg. 89), a descriptive narrative statement (see below), the “Summary of Projected Enrollments in the Merged Program” and “Projected FTE Positions for the Merged Program” forms (both forms appear on same page herein--), and an “Intent to Discontinue an Academic Degree Program” form for each program to be merged (see pg. 91).
2. The narrative statement should include:
 - The reason(s) for the proposed merger.
 - How many credit hours are required for the proposed degree? **Note:** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree.
 - What learning outcomes (knowledge and skills) are graduates expected to demonstrate?
 - When and how does the institution plan to assess student learning? How does the assessment plan fit into the institution’s overall program review?
 - What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.
 - The estimated headcount and FTE students for the merged program. Attach “Summary of Projected Enrollment in the Merged Program.” If the projected headcount and FTE differ from the historical figures, explain why the change is projected.
 - The effects of any projected reallocation or savings of resources. Attach the “Projected FTE Positions for the Merged Program.”
3. Requests to merge programs should be submitted with the understanding that no new state funds will be requested to support the merged program.
4. Requests to merge programs may be submitted by an institution’s Chief Academic Officer to SCHEV’s Academic Affairs section at any time.

I. Policy on the Review of Merged Programs

Institutions must conduct an in-depth review of merged programs in the year following the first graduates to determine whether these programs should continue. A program that does not meet its enrollment goal by the target enrollment year may be closed immediately or given a specified period, not to exceed two years, to meet its enrollment goal or be closed.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 FORMAT FOR MERGING ACADEMIC PROGRAMS
 COVER SHEET**

1. Institution	
2. Title, degree designation, and CIP code, existing program # 1	
3. Title, degree designation, and CIP code, existing program # 2	
4. Title, degree designation, and CIP code, all additional existing programs	
5. If existing or merged programs are/will be collaborative or joint, identify collaborating institution(s) and attach letter (s) of support from corresponding chief academic officer(s)	
6. Last term/year for granting existing degree	7. Title, merged program
8. Degree designation, merged program	9. CIP code, merged program
10. Term/year of initiation, merged program	11. Term/year of first graduates merged program
<p>12. Location of program within institution (please complete for every level, as appropriate). If any of these organizational units will be new, please so indicate.</p> <p style="margin-left: 40px;">Department(s) of _____</p> <p style="margin-left: 40px;">Division(s) of _____</p> <p style="margin-left: 40px;">School(s) or colleges of _____</p> <p style="margin-left: 40px;">Campus (or off-campus site) _____</p>	
<p>13. Name, title, and telephone number(s) 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 the merger.</p>	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN THE MERGED PROGRAM

Institution: _____ New program title: _____

CIP code: _____ Degree level: _____ Initiation date: _____

Instructions:

Put the appropriate dates at the top of each column. Provide a **fall headcount** and an **annual FTE**. Round the FTE to the nearest whole number.

Part 1: Projected enrollment:

20__ - 20__	20__ - 20__	20__ - 20__
<u>HDCT</u> <u>FTEs</u>	<u>HDCT</u> <u>FTEs</u>	<u>HDCT</u> <u>FTEs</u>
_____	_____	_____

Part 2: Please check the student level(s) included in the figures above.

Undergraduate

____ Lower occupational/technical
 ____ Lower bachelor's
 ____ Upper bachelor's

Graduate

____ First year
 ____ Advanced
 ____ First professional

PROJECTED FTE POSTIONS FOR THE MERGED PROGRAM

Complete the following table.

	Current FTE positions of all programs to be merged 20__ - 20__	First year of merged program 20__ - 20__	Second year of merged program 20__ - 20__
Full-time faculty			
Part-time faculty			
Graduate assistants			
Classified positions			
TOTAL			

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**INTENT TO DISCONTINUE AN ACADEMIC DEGREE PROGRAM
 COVER SHEET**

1. Institution	
2. Program title	
3. Degree designation	4. CIP code
5. Date beyond which no new enrollments will be accepted	6. Desired termination date for reporting degrees
7. For community colleges: local board discontinuance date	8. Board of Visitors or State Board for Community Colleges discontinuance date
<p>9. For Critical Shortage Area Only. Check all that apply and explain.</p> <p> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Other (Please describe) </p> <p>Explanation:</p> <p>List constituents impacted by action.</p>	
<p>10. If collaborative or joint program, identify collaborating institution(s). Note: Each collaborating institution must submit a separate "Intent to Discontinue" form.</p>	
<p>11. Name, title, e-mail address, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contract Council staff regarding the discontinuance.</p>	

D. Course Changes

I. Proposing New Courses and Modifying or Deactivating Current Courses

The following outlines the actions related to the development and approval for new graduate courses, modification of currently approved courses, and deactivation of existing courses.

1. A proposal is made for establishing a new course, modifying a current course, or deactivating an existing course to the department/school chair. The *Credit Catalog Add/Change/Inactivation Form* will be used to process and record this transaction (See pg. 95). This form records the details of the course, describes the proposed change(s), includes the justification, and indicates the recommendations for approval.
2. The department/school chair refers the course proposal to the department/school committee that has responsibility for reviewing and making recommendations on graduate curriculum.
 - a. If the proposal is to deactivate an existing course, the department/school chair must notify the chair(s) of other department/school(s) that require the course in their program(s). The chair(s) of these departments must review the change(s) and inform and forward any concerns to the chair of the course's home department/school.
3. The department/school curriculum committee reviews the proposal, makes its recommendation, and sends it to the department/school chair.
4. The department/school chair reviews the proposal, taking into consideration the recommendation from the department/school graduate curriculum committee and any comments from the chairs of department/schools that use the course in their programs, and indicates his/her recommendation on approval. The proposal is forwarded to the college graduate curriculum committee for review and recommendation.
5. The college committee reviews the course proposal and indicates its recommendation on the change. The proposal is then sent to the college dean for review.
6. The college dean or designee reviews the course proposal. If he/she approves the course proposal, it is forwarded to the Office of Academic Affairs for review.
7. The Vice President for Graduate Studies, the Provost's designee for course approval actions, reviews the proposal recommended by the dean, college committee, and department/school chair and committee.
 - a. The VPGS consults with the Vice Provost (VP) on questions related to approval of the proposed change(s) as needed.
 - b. Questions about potential duplication, missing information, and rationale will be directed to the college dean for response.
8. The Assistant VP for Graduate Studies (AVPGS) reviews the course proposal and recommendations and makes a decision on approval on behalf of the Vice Provost for Graduate Studies, consulting with the Vice Provost as necessary.

- 9.** Courses not offered for five years will be deactivated by the Office of Academic Affairs. Deans will be informed of these deactivations.

- 10.** The following implementation actions will take place after approval of the proposal:
 - a.** Approved new courses will be implemented either at the beginning of the semester requested by the proposing department/school or semester following approval.

 - b.** Changes to currently approved courses will be effective with the publication date of the next University *Catalog*.

 - c.** Courses approved for deactivation will be discontinued at the beginning of the semester requested by the department/school.

 - d.** A copy of the course form indicating approval by the AVPGS will be forwarded to the department/school.

All actions related to new courses, course changes, and course deactivations will be included in the next edition of the *Catalog*.

II. Policy on Approval of New Courses, Course Changes, and Curricular Changes

All requests for new courses or course changes must be submitted on the proper form to the Office of the Provost and Vice President for Academic Affairs after review by the appropriate department and college committee and approval by the department chair and dean. Changes in courses or deactivation of courses which are offered as service courses for majors in other departments should be discussed with the chairs of such departments prior to approval of the change or deactivation. Proposals to add, change, or deactivate courses included in General Education Requirements must be submitted to the Faculty Senate and Office of the Provost and Vice President for Academic Affairs. All such proposals related to General Education are conditional on review by the faculty Senate and approval by the Office of the Provost and Vice President for Academic Affairs. Requests for changes in existing courses to become effective for the next academic year must be submitted before October 1¹, while requests for new courses may be submitted during the fall and spring semesters. Courses not offered for five years will be deactivated by the Office of Academic Affairs. Deans will be informed of these deactivations.

As a general policy, curricular changes will neither be effective nor implemented without the approval of the Provost and Vice President for Academic Affairs. Examples of curricular changes include minors, creation or deletion of emphasis areas, policies or changes that go beyond the university minimum, or substantial revisions in curriculum. Approval of the Provost and Vice President for Academic Affairs will not be provided without recommendations at the appropriate departmental and college levels, which include department chairs, departmental and college governance committees related to curriculum, and the dean of the academic college. In addition, any proposed changes in curriculum that rely upon the resources of another college or department will require consultation and agreement by the providing unit prior to approval by the Office of Academic Affairs.

All curricular changes will be fully documented and indicate all approvals. At a minimum, this documentation will include a full description of the change, rationale, and implementation process, which will include a plan for notification of students and a timetable. Changes will be effective with the publication of the next catalog. Changes shall not normally be applied to students graduating under earlier catalogs.

No changes will be accepted during the catalog preparation period. The deadline for the submission of any curricular changes that are intended to be effective the beginning of the following academic year shall be October 1.

-Approved by the President
January 22, 1988
Revised August 4, 1996
Revised October 28, 2004
Revised April 9, 2007

¹ Because of the two-year catalog, requests for changes in existing courses will be effective with the publication of the next catalog.

*Faculty Handbook 2004, p. 157

E. Discontinuation of Programs: Instructions and Forms

- A. A public institution's Chief Academic Officer should submit to SCHEV's Academic Affairs section the "Intent to Discontinue Academic Degree Program" form (See pg. 97), a narrative statement explaining the reason(s) for the discontinuance, and the institution's plan to "teach out" current students. **Note:** Termination date for reporting degrees should not exceed **seven** years beyond the last date for reporting new enrollments.

- B. If program closure is in a critical shortage area, question #9 on the Intent to Discontinue form must be completed. For teacher education programs, institutions can determine if a program is in a critical shortage area by visiting the Department of Education's website at <http://www.doe.virginia.gov/VDOE/newvdoe/teached/html>. For a list of jobs, trades, and professions for which a high demand for qualified workers exists, institutions may visit the Virginia Employment Commission's website at <http://www.vec.virginia.gov/vecportal/wia/commprofiles.cfm> and the U.S. Bureau of Labor Statistics at <http://www.bls.gov/emp/hom.htm>.

- C. The institution's SCHEV-Reports Coordinator should submit an "Institutional Information Change Form" to SCHEV's Institutional Research section.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**INTENT TO DISCONTINUE AN ACADEMIC DEGREE PROGRAM
 COVER SHEET**

1. Institution	
2. Program title	
3. Degree designation	4. CIP code
5. Date beyond which no new enrollments will be accepted	6. Desired termination date for reporting degrees
7. For community colleges: local board discontinuance date	8. Board of Visitors or State Board for Community Colleges discontinuance date
<p>9. For Critical Shortage Area Only. Check all that apply and explain.</p> <p> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Other (Please describe) </p> <p>Explanation:</p> <p>List constituents impacted by action.</p>	
<p>10. If collaborative or joint program, identify collaborating institution(s). Note: Each collaborating institution must submit a separate "Intent to Discontinue" form.</p>	
<p>11. Name, title, e-mail address, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contract Council staff regarding the discontinuance.</p>	

F. Certificate Policy

- 1.** At Old Dominion University, a certificate means “a document showing completion of a course of study not leading to a diploma (with the exception of the Certificate of Advanced Study programs approved by State Council) but having specific requirements which must be attained by the recipient.”
- 2.** Specifically, certificates of the following kinds will be awarded:
 - a.** Certificate of Continuing Education in (field of study) issued upon completion of a coherent sequence of courses, either credit or noncredit or both, designed to provide a continuing education experience to a group of people, usually in a specific profession or vocation. Requirements for and approval of the award of the certificate of continuing education are the responsibility of the dean or deans of the academic colleges involved. (Credit work involved in the program must of course have the approval of the academic college.)
 - b.** Certificate in (field of study) issued upon completion of a coherent sequence of courses and representing at least nine credit hours of content with a satisfactory grade point average (2.00 at the undergraduate level or 3.00 at the graduate level). Prior approval for the establishment of any such certificate program must be given by the Office of the Provost and Vice President for Academic Affairs.

-Approved by the President
October 17, 1978

*Faculty Handbook 2004, p. 156

I. Certificate: Credit and Non-Credit

The following describes the process for proposing and approving certificate programs offered either for academic credit or non-credit. A certificate is generally defined as a coherent course of study with specific requirements that does not lead to a degree.

The certificates described below require only internal University approval and are not submitted to SCHEV. The University policy that specifically defines certificates is included in the Appendix. The format used for the proposal should be a memorandum, which includes attachments as appropriate, and provides space to show all recommendations and approvals.

A. Certificate in (Field of study) (Credit)

1. A proposal for a certificate that will be offered for academic credit usually originates with and is developed by a faculty member or group of faculty in a specific discipline or closely related set of disciplines.
 - a. The proposal should clearly describe the certificate and its purpose, provide detail about the curriculum, define the requirements (at minimum the completion of at least nine credit hours in a coherent sequence of courses with a 3.00 grade point average for graduate students), include a rationale, document the demand/need for the certificate, project anticipated enrollment, discuss any resource implications, describe the plan for assessment, and identify the planned implementation date.
2. The certificate proposal is submitted for review and recommendation to the appropriate department/school curriculum committee, department/school chair, college curriculum committee, and college dean.
3. The college dean submits the proposed certificate with his/her recommendation, together with all previous recommendations, to the Provost for review and approval.
4. If the Provost approves the certificate, it will be implemented.

B. Certificate of Continuing Education (Non-Credit)

2. The proposal for a new certificate of continuing education, which will not be offered for academic credit, is either developed by or reviewed by the appropriate college Continuing Education/Professional Service Director and submitted to the college dean for approval. The proposal must address the curriculum and student demand, as well as identify the faculty, who will teach the course(s), and the resources needed and revenue projected for the program.
 - a. If the proposal is developed by someone other than the college Continuing Education/Public Service Director, such as a faculty member, the Director will make a recommendation to the college dean on whether the certificate should be implemented.

- b.** If the proposal was developed by the Director it will be submitted to the college dean for review and approval.
- 3.** The college dean reviews the proposed certificate of continuing education and makes a decision on whether it will be implemented. He/she should evaluate the integrity of the certificate curriculum, the demand for it, the quality of the faculty proposed to offer it, and the resource/revenue implications of the proposal.
- 4.** Upon approval by the college dean the proposed certificate will be implemented.

Appendix



Commission on Colleges
 Southern Association of Colleges and Schools
 1866 Southern Lane
 Decatur, Georgia 30033-4097

SUBSTANTIVE CHANGE FOR ACCREDITED INSTITUTIONS OF THE COMMISSION ON COLLEGES

- Policy Statement -

Definition: Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Notification constitutes a letter from the institution's chief executive officer to the President of the Commission summarizing the proposed change, providing the intended implementation date, and listing the street address, if the change involves the initiation of an off-campus site. The policy and procedures for reporting and review of institutional substantive change are outlined below.

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The Policy

Commission Responsibilities

The Commission on Colleges of the Southern Association of Colleges and Schools accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards.

In addition, the Commission on Colleges is recognized by the U.S. Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. To maintain its recognition with the U.S. Department of Education, the Commission on Colleges has incorporated federal requirements into its substantive change policy and procedures. Some of those requirements expect an institution to seek approval prior to the initiation of a substantive change so that the change can be included in the institution's scope of accreditation.

Institutional Responsibilities

It is the responsibility of an institution to follow the substantive change procedures of the Commission and inform the Commission of such changes in accord with those procedures. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation. The Commission on Colleges accredits institutions not systems. While a system may provide the Commission with important information regarding changes planned or underway at its institutions, it is expected that each institution will follow the reporting requirements of the substantive change policy.

Procedures for Reporting: An Overview

There are three procedures for addressing the different types of substantive changes:

1. Procedure One for the Review of Substantive Changes Requiring *Notification and Approval Prior to Implementation*
2. Procedure Two for the Review of Substantive Changes Requiring *Only Notification Prior to Implementation*
3. Procedure Three for the Review and Approval of *Consolidations/Mergers*

Reporting the Various Types of Substantive Change

The different types of substantive change, the specific procedure number to be used for each, their respective approval/notification requirements, and their reporting time lines are included in the graph that follows. Please refer to the appropriate Procedure for details regarding reporting.

Types of Change	Procedure	Prior Approval Required	Prior Notification Required	Time Frame for Contacting COC
Initiating coursework or programs at a more advanced level than currently approved	1	Yes	Yes	12 months
Expanding at current degree level (<i>significant departure from current programs</i>)	1	Yes	Yes	6 months
Initiating programs at a lower degree level	1	Yes	Yes	6 months
Initiating a branch campus	1	Yes	Yes	6 months

Types of Change	Procedure	Prior Approval Required	Prior Notification Required	Time Frame for Contacting COC
Initiating Off-campus Sites...				
... Student can obtain 50 percent or more credits toward program	1	Yes	Yes	6 months
... Student can obtain 25-49 percent of credit	2	No	Yes	Prior to implementation
... Student can obtain 24 percent or less	NA	NA	NA	NA
Adding significantly different programs at an approved site (<i>only if programs are currently approved</i>)	2	No	Yes	Prior to implementation
Initiating distance learning...				
... Offering 50 percent or more of program (<i>Subsequent programs do not need reporting unless they are significant departures from initially approved program(s).</i>)	1	Yes	Yes	6 months
... Offering 25-49 percent	2	No	Yes	Prior to implementation
... Offering 24 percent or less	NA	NA	NA	NA
Initiating programs/courses offered through contractual agreement or consortium	2	No	Yes	Prior to implementation
Initiating a merger/consolidation	3	Yes	Yes	6 months
Altering significantly the educational mission of the institution	1	Yes	Yes	6 months
Relocating a campus	2	No	Yes	Prior to implementation
Changing governance, ownership, control, or legal status	1	Yes	Yes	6 months
Altering significantly the length of a program	1	Yes	Yes	6 months
Initiating degree completion programs	1	Yes	Yes	6 months
Closing an institution/program; initiating teach-out agreements (<i>see Commission policy</i>)	1	Yes	Yes	6 months

Required Committee Visits

The following five types of substantive changes require on-site committee reviews within six months of implementation:

1. The initiation of an additional off-campus site/location offering an educational program at which a student can earn at least 50 percent of his/her credits toward the program, if any of the following applies: (a) the institution has a total of three or fewer additional locations, or (b) the institution has not demonstrated, to the Commission's satisfaction, that it has a proven record of effective educational oversight of additional locations, or (c) the institution has been placed on Commission sanction or is subject to some limitation on its accreditation.

The Commission will conduct visits to the first three off-campus locations of this kind initiated by an institution.

When an institution initiates its fourth off-campus site/location, the Commission may, at its discretion, authorize substantive change committees to review one or more of these additional locations. The Commission may choose not to conduct visits to any of these additional sites at the times of their initiation if the institution has previously demonstrated a record of effective oversight of its off-campus educational locations and has not been placed on sanction. The Commission, however, will require visits to a representative sample of sites at the fifth-year interval between scheduled reaffirmations if (1) the additional sites have been initiated since the last scheduled reaffirmation and (2) the sites have not been visited.

At any time, the Commission may choose to authorize visits to new sites developed between the fifth-year review and the next scheduled reaffirmation of accreditation.

At the time of reaffirmation, the Commission will conduct a thorough review of a representative sample of institutional locations/sites where a student can obtain 50 percent or more of course work toward an educational program. The extent of the review will depend in part on whether there has been a recent review of the sites.

2. The initiation of a branch campus. A branch campus is *defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.*
3. The initiation of a change in governance/ownership with a change in control.
4. The initiation of mergers/consolidations.
5. The initiation of coursework, certificates, or degree programs at a more advanced level than currently approved by the Commission.

The President of the Commission also is authorized to appoint a Substantive Change Committee to review an institution for any change requiring a more in-depth evaluation beyond the prospectus/application submitted by the institution. The report of the Substantive Change Committee will be used by the Commission to determine the ongoing accreditation of an institution.

In preparation for a Substantive Change Committee visit, the institution will be required to update its compliance with the *Principles* using a template which cites relevant Core Requirements, Comprehensive Standards, and Federal Requirements, and to distribute the completed document to visiting committee members in advance of their on-site review.

Policy Statements Regarding Substantive Change

1. The *Principles of Accreditation: Foundations for Quality Enhancement* applies to all programs and services of COC-accredited institutions wherever they are located or however they are delivered. Failure to comply with the *Principles* or with procedures referred to in this policy could result in placing the institution on sanction or removing it from membership.
2. Denial of approval of substantive change is not appealable. An institution that fails to gain approval of the substantive change may resubmit a revised prospectus or application following the guidelines and time frames described in Procedures One and Two.

An Institution failing to gain approval of a planned consolidation/merger shall maintain its separately accredited status with the Commission. However, if the institution continues with the change after denial of approval of the consolidation/merger, the institution's accreditation could be terminated.
3. The Commission's substantive change policy applies only to accredited institutions. Applicant and candidate institutions may not initiate substantive change until membership has been attained.
4. Procedures One and Two may not address all substantive changes that the Commission will review in the interim between an institution's reaffirmation cycles. Therefore, the Commission reserves the right to classify significant changes other than those described above as substantive in nature and to follow up accordingly. The follow-up procedure may include a committee visit.
5. An institution may withdraw its prospectus/ application or may discontinue substantive change at any time during the review process.
6. Although Commission staff may approve many of the substantive changes submitted by institutions and described in this policy, staff will automatically refer to the Commission the following cases requiring prior approval: (1) a proposed substantive change submitted by an institution currently on sanction, (2) a proposed substantive change submitted by an institution recently removed from sanction with particular attention for those involving non-compliance with Core Requirement 2.11.1 or Comprehensive Standard 3.10.1 dealing with financial health, (3) a proposed substantive change submitted by an institution currently on reimbursement for Title IV federal funding, (4) an institution implementing a substantive change without securing prior approval, where required, (5) the application of an institution initiating coursework, certificates, or degree programs at a more advanced level than currently approved by the Commission, and (6) the prospectus of an institution planning a merger/consolidation.
7. All final decisions regarding the accreditation status of an institution are made by the Commission on Colleges. If an institution is removed from membership, the institution may appeal the decision to the Appeals Committee of the College Delegate Assembly. Denial of substantive change and the imposition of sanctions are not appealable actions.
8. Substantive changes of the types described in Procedures One and Two normally will not affect an institution's cycle of reaffirmation of accreditation. For merger/consolidation approvals, see Procedure Three, page 13.

Fees and Expenses

- 1 Fees related to the review of an application/prospectus

The following fees will be assessed to institutions planning the initiation of a substantive change and requiring an application/prospectus review:

- \$300 For an institution seeking review of a single substantive change prospectus
- \$300 Per each type of substantive change submitted by an institution seeking review of a multiple proposal

\$150 Per institution for a collaborative effort between two member institutions seeking review of a single prospectus

\$100 Per institution for a collaborative effort among three or more member institutions seeking review of a single prospectus

2. Fees related to Substantive Change Committee visits

In addition to the fee assessed for reviewing the substantive change prospectus, the following fees will be assessed to an institution hosting a Substantive Change Committee visit:

- The actual cost of the committee (Includes travel, lodging, food, and related expenses), and
- 25 percent of the total cost of the committee

Non-Compliance with Reporting Requirements

If an institution fails to follow this substantive change policy and its procedures, the accreditation of the institution may be placed in jeopardy, the institution's case may be referred to the Commission for the imposition of a sanction, or the institution may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for unreported substantive changes.

*Adopted: Commission on Colleges, December 1999
Revised: Executive Council, April 2001
Revised for the Principles of Accreditation: February 2004
Revised: Commission on Colleges, December 2006*

PROCEDURE ONE

The Review of Substantive Changes Requiring Notification and Approval Prior to Implementation

Changes Requiring Notification and Approval

Substantive changes requiring notification, submission of an application or a prospectus, and approval by the Commission on Colleges prior to implementation by the institution are as follows:

- Initiating coursework, certificates, or degree programs at a more advanced level than those previously approved by the Commission (Examples: an associate degree granting college initiating bachelor's degrees or a four-year institution initiating degrees at the master's level. Institutions may not offer individual credit courses or programs beyond the level of current accreditation). Institutions requesting a level change should complete an application for initiating programs at a more advanced degree level, *not* a prospectus.

The Commission classifies institutions according to the highest degree level offered by an institution. Those classifications are as follows:

Level I	Offers the associate degree as the highest degree
Level II	Offers the baccalaureate degree as the highest degree
Level III	Offers the master's degree as the highest degree
Level IV	Offers the master's and specialist degree as the highest degrees
Level V	Offers three or fewer doctorate degrees as highest degrees
Level VI	Offers four or more doctorate degrees

An institution adding a doctorate degree causing it to be reclassified from Level V to Level VI is not subject to this policy; however, the institution is required to inform the Commission of the additional doctorate in order for the Commission to reclassify the institution within the Commission's data base.

- Initiating an off-campus (additional) site (site-based/classroom group instruction) at which students can earn at least 50 percent of the credits toward the educational program.

Offering 25-49 percent of an educational program at an off-campus site does not require a prospectus; however, the institution is required to notify the Commission and also provide a faculty roster, a discipline-specific description of library/learning resources, a description of physical facilities, and a list of courses to be offered at the site.
- Initiating distance learning courses and programs by which students can earn at least 50 percent of a program's credits offered electronically.
- Initiating degree completion programs. (Example: adult or accelerated programs in management or organizational leadership)
- Initiating a branch campus. A branch campus is *defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.*
- Initiating any change of legal status, governance, form of control, or ownership of the institution. (Examples: change from private to public or from public to private, a change of ownership, a change in the legal status or form of control of the institution)

- Expanding at the institution's current degree level (*significant departure from current programs*). (Examples: adding a master's degree in nursing when the institution is accredited at Level III but currently offers only a master's degree in education; an institution accredited at Level II (bachelor's degrees), offering only a bachelor's degree with a major in religion, adding three new bachelor's degrees with majors in biology, business administration, and computer science)
- Initiating programs at a lower degree level—normally pertaining to programs that are significantly different from current degrees. (Examples: a graduate institution initiating degrees at the undergraduate level, a baccalaureate degree-granting institution initiating occupational and technical degrees at the associate degree level)
- Initiating any change in the established mission of the institution. (Examples: the transformation of a technical or specialized junior college into a comprehensive community college, the initiation by a seminary of significant liberal arts offerings, the addition by a medical college of general purpose offerings, the initiation of an engineering school at a liberal arts institution)
- Changing significantly the length of a program, substantially increasing the number of clock or credit hours awarded for successful completion of a program, or changing clock hours to credit hours. (Example: expanding a certificate program from 250 contact hours to 450 contact hours)
- Adding courses or programs that represent a significant departure, either in the content or method of delivery, from those offered when last evaluated by the Commission.
- Entering into a teach-out agreement or closing an institution. (See also the Commission policy "Closing an Institution or Program: Teach-Out Agreements.")

Time of Notification

The chief executive officer of an institution undergoing substantive change requiring prior approval must provide written notification of the change to the President of the Commission six months in advance of implementation of the substantive change. The only exception to this deadline is the initiation of programs offered at a more advanced degree level. This change requires twelve months advance written notification.

If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

Submission of a Prospectus or an Application

Upon notification, the President of the Commission will ask the institution to submit a completed prospectus if one has not been submitted. (In the case of an institution seeking approval of a change of degree level, the institution will complete an application—not a prospectus.) The prospectus must be submitted at least three months in advance of the planned implementation date to allow ample time for review and approval (for the application for degree level change, nine months). (Refer to the Appendix for a description of information to be included in the prospectus. For a copy of the application for level change, access www.sacscoc.org, click on "Resources" followed by "Institutional Resources.") *Please submit the completed application prospectus in print copy only.*

Staff Options

Upon receipt of an application for initiating coursework or programs at a more advanced degree level, the application automatically will be forwarded to the Commission on Colleges for review and approval at its next scheduled meeting: June or December. (See page 5, item 6, for a complete list of substantive changes automatically referred to the Commission for approval.)

Upon receipt of a substantive change prospectus not automatically referred to the Commission for approval, the Commission staff member will review the prospectus and any additional material submitted by the institution and will recommend to the President of the Commission one of the actions listed below.

1. accept the prospectus and approve the program, with or without a site visit, or
2. refer the prospectus to the Committee on Compliance and Reports (standing committee of the Commission) for review.

**Options of the Committees on Compliance and Reports
Following Review of the Prospectus or of the Application**

The application for offering more advanced degree programs is automatically referred to the Committees on Compliance and Reports. If the President of the Commission refers the prospectus to the Committee on Compliance and Reports, the Committee will review the prospectus and any additional material submitted, and will recommend one of the following actions:

1. accept the prospectus—or the application if the institution is initiating coursework, certificates, or degree programs at a more advanced level—and approve the program, with or without a site visit. A site visit is required within six months of the establishment of the following approved substantive changes:
 - (a) programs at a more advanced degree level
 - (b) consolidation/merger
 - (c) branch campus
 - (d) off-campus sites at which a student can earn at least 50 percent of courses of an educational program, if any of the following applies: the institution (1) has a total of three or fewer additional locations, or (2) has not demonstrated, to the Commission's satisfaction, that it has a proven record of effective educational oversight of additional locations, or (3) has been placed on Commission sanction or is subject to some limitation on its accreditation)
 - (e) a change of ownership resulting in a change of control.
2. defer action and seek additional information
3. deny approval of the substantive change and continue the institution's accreditation.

Preparation for a Substantive Change Committee Visit

When a Substantive Change Committee is authorized, it is charged to determine the institution's continued compliance with the *Principles of Accreditation*. The visit will occur within six months of the implementation date. In preparation for this visit, the institution's Commission staff member will ask the institution to complete a substantive change template which cites relevant Core Requirements, Comprehensive Standards, and Federal Requirements. This template, in addition to roster of faculty members who will be teaching in the program, will be forwarded to the Committee in advance of its visit. The institution should use the Commission's "Faculty Roster Form" for reporting faculty qualifications. (See www.sacscoc.org and click onto institutional resources.)

An institution may not initiate any additional degree programs at the more advanced degree level that would be considered substantive change until **after** the Commission has taken positive action on its continued accreditation following a Substantive Change Committee visit.

**Options of the Committees on Compliance and Reports
Following Review by a Substantive Change Committee**

The report of the Substantive Change Committee, together with the response of the institution to the recommendations contained in that report, will be reviewed by the Committee on Compliance and Reports. The Committee on Compliance and Reports may recommend one of the following actions:

1. continue the institution in accreditation, with or without a monitoring report, with or without sanctions of Warning or Probation
2. discontinue accreditation

PROCEDURE TWO

The Review of Substantive Changes Requiring Only Notification Prior to Implementation

Changes Requiring Notification Only

Substantive changes requiring an institution to notify the Commission on Colleges prior to implementation by the institution are as follows:

1. For site-based/classroom group instruction (*where the instructor is present*)
 - a. Initiating an off-campus site at which a student may earn more than 25 percent and less than 50 percent of credits toward a program, thereafter reporting 50 percent or more of a degree program.
 - b. Adding significantly different degree programs (*approved for the institution*) at a currently approved off-campus site (*does not apply to new sites*)
2. For distance learning/technology-based group or individual instruction (*where the instructor and student are geographically separated*)
 - a. Offering credit courses via distance learning/technology-based instruction by which students can obtain at least 25 percent of their credits toward a degree program (*thereafter reporting 50 percent or more of a degree program or an entire degree program*)
 - b. Adding significantly different programs (*approved for the institution*) from previously reported programs offered through distance learning
3. Initiating significant changes in existing technology-based delivery systems in distance learning/ (*off-campus programs*)
4. Initiating programs/courses delivered through contractual agreement or consortium
5. Relocating a main campus

Time of Notification

The chief executive officer of an institution undergoing substantive change must provide written notification of the change to the President of the Commission *prior to implementation*. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

Staff Options

Upon receipt and review of the substantive change notification, Commission staff will recommend one of the following options to the President of the Commission: (1) acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution's accreditation or (2) acknowledge receipt of the notification and request additional information. Upon receipt of additional information, if requested, Commission staff may (1) acknowledge receipt of the additional information and include the change in the scope of the institution's accreditation, (2) refer the substantive change to the Commission for review, (3) authorize a substantive change visit, or (4) take other action as may be appropriate.

PROCEDURE THREE

Procedure for the Review and Approval of Consolidations/Mergers

Definition

The Commission on Colleges defines a consolidation as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a merger as the acquisition by one institution of another institution's assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Commission on Colleges. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with a non-accredited institution)

Procedures for a COC Member Institution Initiating a Consolidation/Merger with another COC Member Institution (s)

Time of Notification: The chief executive officers of the member institutions undergoing merger/consolidation must provide written notification of the change to the President of the Commission on Colleges six months in advance of the designated date for final approval of the consolidation/merger by the new institution's governing board. Upon notification, the President of the Commission or designated staff member will ask the institutions involved in the consolidation/merger to submit a combined written prospectus.

Submission of the Prospectus: The Commission on Colleges meets in the summer and in December. The prospectus for substantive change must be submitted to the Commission office by April 15 for review and consideration at the Commission's summer meeting in June, and by October 1 for consideration at the December meeting. The prospectus must describe how each institution plans to continue to meet the *Principles* while implementing the change. (*Please refer to the Appendix for descriptions of information to be included in the prospectus.*)

Review Process: The President of the Commission will forward the institutions' prospectus to the Commission on Colleges. If the prospectus is accepted, the Commission will approve the consolidation/merger of the institutions involved pending final approval by the new institution's governing board of the consolidation/merger. It also will authorize the appointment of a Substantive Change Committee to visit the new institution to determine ongoing compliance with the *Principles of Accreditation*. The institutions involved in the consolidation/merger will be considered one accredited institution after the Commission has favorably acted on the prospectus and after the newly-formed institution has received final authority from its governing board.

The Substantive Change Committee visit will occur within six months of the Commission's approval and the board's final approval of the consolidation/merger. The report of the Substantive Change Committee, together with the response of the institution to any recommendations contained in that report, will be reviewed by the Commission on Colleges. Following review, the Commission will (1) continue the new institution in accreditation or (2) impose sanctions for failure to maintain compliance with the *Principles*.

If the Commission does not approve the prospectus for a consolidation or merger and the institutions do not proceed with the change, the COC-accredited institutions will maintain their separately accredited status. However, if they continue with the change without prior approval, they could lose their accreditation. The newly-formed institution may apply for accreditation with the Commission on Colleges in keeping with the Commission's procedures for applicant institutions.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission's action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation cycle. If the Commission determines that the substantive change adversely affects each member's continued compliance with the *Principles of Accreditation*, the accreditation of all member institutions involved will be placed in jeopardy.

**Procedures for a COC Member Institution Initiating
a Consolidation/Merger with a Non-COC Accredited Institution**

Time of Notification: The chief executive officer of the COC-accredited institution undergoing consolidation/merger must provide written notification of the change to the President of the Commission six months in advance of the designated date for final approval of the consolidation/merger by the new institution's governing board. Upon notification, the President of the Commission or designated staff member will ask the COC-accredited institution to submit a written prospectus.

Submission of the Prospectus: The Commission on Colleges meets in the Summer and in December. The prospectus for substantive change must be submitted to the Commission office by April 15 for review and consideration at the Commission's summer meeting in June, and by October 1 for consideration at the December meeting. The prospectus must describe how the member institution plans to continue to meet the *Principles* while implementing the change. (*Please refer to the Appendix for descriptions of information to be included in the prospectus.*)

Review Process: Upon receipt of the prospectus, the President of the Commission will refer it to the Commission on Colleges for review. Following review, the Commission will (1) accept the prospectus and authorize the appointment of a Substantive Change Committee to visit the institution, (2) deny acceptance of the prospectus, or (3) defer action to the next Commission meeting, pending submission of additional information.

If the prospectus is accepted, the institutions can begin implementation of the consolidation/merger. During this time, the accreditation status of the COC-accredited member institution will remain unchanged until after the consolidation/merger has been approved by the Commission.

A Substantive Change Committee visit will occur within six months of its authorization. The report of the Substantive Change Committee, together with the response of the member institution to any recommendations contained in that report, shall be reviewed by the Commission on Colleges. The Commission will (1) approve the consolidation/merger of the newly-formed institution, (2) deny the consolidation/merger for failure of the new institution to comply with the *Principles*, or (3) defer action.

If the Commission does not accept the prospectus for a consolidation/merger or the Commission does not approve the consolidation/merger following the visit by the Substantive Change Committee and the COC-accredited institution does not proceed with the change, the COC-accredited institution will maintain its separately accredited status. However, if the member institution continues with the change without prior or final approval, it could lose its accreditation with the Commission. The newly-formed institution may then apply for accreditation with the Commission on Colleges in keeping with the Commission's accreditation procedures for applicant institutions...

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission's action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation of accreditation cycle. If the Commission determines that the substantive change adversely affects each member's continued compliance with the *Principles of Accreditation*, the accreditation of the COC member institution involved shall be placed in jeopardy.

APPENDIX

The Content of the Substantive Change Prospectus

One print copy of a prospectus should be submitted to the Commission on Colleges and include all applicable information below regarding the change. The document should include concisely worded narrative with information specified in this appendix. Please note that the Commission on Colleges reserves the right to make amendments to the requirements outlined below for certain types of changes.

Reminder: An institution initiating a level change must complete an "Application Form" and submit it in quadruplicate *in lieu of completing a prospectus*.

Cover Sheet for Substantive Change Prospectus

- Include name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus
- List all off-campus sites at which 50 percent or more of a program's credits are available
- List all off-campus sites at which 25-49 percent of a program's credits are available
- List programs for which 50 percent or more of the program's credits are approved for electronic delivery
- List degrees which institution is authorized to grant. As a subset of each degree, list majors available.
(*Photocopy from catalog is acceptable*)
- List certificate and/or degree programs which are related to the proposed program(s)
- List institutional strengths which facilitate the offering of the proposed program(s)

1. **ABSTRACT** (limit to one page or less)

Describe the proposed change; list the street address, if the change involves the initiation of an off-campus site; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); and instructional delivery methods.

2. **BACKGROUND INFORMATION**

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

3. **ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL**

Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

4. **DESCRIPTION OF THE CHANGE**

Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

5. **FACULTY**

Provide a complete roster (using the Faculty Roster form at www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member's academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and the impact of the new initiative on faculty workload.

For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

6. **LIBRARY AND LEARNING RESOURCES**

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. For doctoral programs, document **discipline-specific refereed journals and primary source materials**.

7. **PHYSICAL RESOURCES**

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

8. **FINANCIAL SUPPORT**

Provide a business plan that includes the following: (a) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus); (b) projected revenues and expenditures and cash flow; (c) the amount of resources going to institutions or organizations for contractual or support services; and (d) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

9. **EVALUATION AND ASSESSMENT**

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. **APPENDICES**

Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc.

January 2007