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This document is intended to guide individuals preparing proposals for new undergraduate degree programs. While the document includes content that must be included in the proposals, it is not intended to be comprehensive. At any time, SCHEV (State Council of Higher Education in Virginia) may request clarification of proposal content or additional information. In addition, SCHEV may request information beyond that included in the template.

Proposals for new degree programs must be approved by SCHEV before their implementation.

SCHEV Council action on new degree programs will occur at two specific meetings during the academic year, one in the fall and one in the spring. Council must first be informed about a new degree program (not eligible for facilitated approval) via a Program Announcement before the program can be presented for approval at a later Council meeting.

Program Announcements are due September 1 (for May approval) or March 1 (for October approval) for implementation the following academic year. Board of Visitor’s approval is required before the submission of a Program Announcement.

**General guidelines per SCHEV policy**

* All proposal text is Times New Roman, 12-point font. At minimum, footnotes should be in TNR 10 font.
* All citations must use APA format. If a URL is included, be sure it links directly to the documentation.
* Use one-inch margins and single space between narrative text.
* Number all pages of the document in Times New Roman, 12-point font. Number appendices or attachments separate from the main document (A-1, B-1, etc.).
* Include support documentation (e.g., forms, contracts, MOU agreements, cited documents, preceptor internships/practicum sites) in a labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable.

**All requests that require institutional Board of Visitors (BOV) approval must be formally submitted to SCHEV within two years of the BOV approval date.**

**Additional Notes:**

* Headings noted "if applicable" are only included in the document if used.
* The order of the appendices should follow the text references.
* *There is information for both undergraduate and graduate degrees included throughout the document. Please disregard if material is not relevant to the current project.*

Please fill out the template according to the instructions included throughout the document. Please note that **black text** should remain in the document. **Blue text** should be deleted or replaced with proposal-related content. Green text is recommended language and can be modified with similar language.

# Description of the Proposed Program

## Program Background

The Program Background section provides a background of the proposed degree program, including the institution’s name, program designation and name, location of the program, if the program is a collaboration of campus units (e.g., departments, schools, or college), and initiation date (semester/ year) of the program. This section will present the purpose of the program, its benefits to graduates, along with the circumstances that prompted the program’s development. Employment for which graduates will be prepared should be clearly and accurately described. This section should align with the Current Needs section and should be written after the Current Needs section.

The program background must include (but is not limited to) the following items:

**Introductory paragraph**:

The introductory paragraph should include the type of degree (B.A., B.S., etc.) and the title of the degree program, sponsoring academic unit (include school, department, and/or program), and proposed initiation date.

Virginia Polytechnic Institute and State University (Virginia Tech) requests approval for a (*degree designation*) degree program in (*degree title*) to initiate in the (semester/ year). The proposed degree program will be located in the (*academic unit where the program will be housed*).

**Second paragraph**:

The second paragraph should discuss the purpose of the degree program and should address the following questions: What is the specific purpose of the degree program? The degree program will prepare students to do what? The program will expose students to what (specific skills and/or knowledge)? What specific need or issue(s) will be addressed? The degree program will prepare students to do what? The program will expose students to what (specific skills and/or knowledge)? How will graduates of the degree be prepared to serve the community and/or the job market? How are they needed?

**Note:** The purpose as stated here should be specific to this degree program and should be outside the scope of any other degree.

The purpose of the proposed degree program is to prepare registered dietitian nutritionists to create nutritional intervention programs to prevent and mitigate disease processes. The program will provide advanced training in nutrition therapy, clinical nutritional counseling, and individual, community, and population-based nutritional assessment. Through a combination of specialized coursework and a supervised internship experience, students will learn to integrate client/patient-centered principles and competent nutrition and dietetics practices as part of a medical team, apply food systems principles and management skills to ensure safe and efficient delivery of food and water programs, and use sound, evidence-based nutritional care processes for optimal health and the treatment of diseases and clinical problems.”

**Subsequent paragraphs:**

In the subsequent paragraphs, describe the status of the field and/or discipline in terms that warrant a new degree program. Note if the degree as emerging, cutting edge, interdisciplinary. Provide a description of the program area. Provide a **brief** history of the evolution of the discipline (both in general and on campus), if needed.

If appropriate, also provide some indication to what is currently happening in industry, society, and/or the field that warrants a new standalone degree at this time. The “carrots” or “teasers” should tie to information and/or are fleshed out in the Justification, Current Needs (Specific Demand) section. Statements should not be made that cannot be supported in the other areas of the program proposal.

## Institutional Mission

Quote the institutional mission in its entirety following by information demonstrating how the proposed degree program aligns with the institution’s mission.

Virginia Tech Mission:

Asstated in its mission, “Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.”

The proposed new degree program aligns with the institution’s mission. Demonstrate how the proposed degree program aligns with the institution's mission or the relationship of the proposed degree program to portions of the mission or with the entire mission.

## Accreditation (if applicable)

Provide full name and mission of the accrediting body, citing the accreditor’s website and timeline for seeking accreditation (month and year). Include actions and deliverables for the process to seek accreditation.

The existing (degree program title) is fully accredited by the (accrediting agency name – include citation). Provide details on accreditation process and requirements. The (degree program title) was (re)accredited effective July 2021 for a period of 6 years. The next (accrediting agency) accreditation review will occur in the spring of 2027. Faculty members have developed the proposed curriculum and courses to ensure compliance with all content areas required by the (accrediting agency).

If there are no accreditation requirements, delete heading.

## State Agency Authorization (if applicable)

Provide licensing agency name and timeline for seeking licensure approval (e.g., Virginia Department of Education, Virginia Board of Nursing). Indicate the process for state board authorization.

If there is no state agency authorization, delete heading.

## Admission Criteria (if applicable)

This section should be completed only if the program has specific admissions criteria beyond the general requirements for admission to the institution. Include an inventory of materials required of applicants beyond what is required for the institution in a bulleted list.

Admission to the proposed (degree title) program will require additional requirements beyond those of the admissions policies of Virginia Tech. Applicants will be required to also meet the following requirements. In order to be admitted to the proposed (degree title) program, students must:

* Include requirement(s) here

If the program does not have specific admissions criteria beyond the general requirements for admission to the institution, delete heading.

## Curriculum

The curriculum section should provide a detailed review of the curriculum, including the general education curriculum for undergraduate degree programs. This section includes a narrative section to describe the curriculum followed by all coursework included in the curriculum. The curriculum section should be aligned with the justification section. This section should demonstrate that curriculum (and the courses included in the curriculum) meet the need highlighted in the *justification for the proposed program* section. Per SCHEV policy, curricula must share a common core of courses.

**First paragraph**:

The first paragraph must include degree program name, number of credits required, indicate if the program is thesis or non-thesis for master’s degrees. Indicate focus and intent of the curriculum.

The proposed (degree title) is a 120-credit hour degree program. The focus of the proposed degree program is to prepare students seeking a career in nutrition and dietetics.

**Second paragraph**:

Specifically discuss focus/intent of the curriculum; discuss the uniqueness or particular strength of the core curriculum. Articulate knowledge derived from core coursework. Knowledge acquired from other required courses may be discussed if such courses are required for all students.

The curriculum will provide a solid, educational foundation in the discipline and practice of food and nutrition. Core components of the curriculum include nutritional care of individuals with diseases; nutrition management to support health and disease management; changing nutritional behaviors in individuals and groups; individual, community, and population-based nutritional assessments; fundamentals of dietary research; diet, recipe, and menu planning using principles of food chemistry, human health, agricultural production, and environmental sustainability; national and international public health nutrition policies and programs; and, the application of food safety principles while managing the flow of food in various settings.

**Third paragraph**:

Describe the purpose of the sub areas, experiential learning, and capstone requirement and what knowledge and skills the opportunities will provide to students. Indicate experiential learning and capstone learning information including deliverables and time (clock hour) requirements.

If the curriculum is designed to meet curricular requirements or standards of an accrediting agency, e.g., required credit hours, required courses (optional), etc., name the agency and indicate that the curriculum will meet the requirements or standards.

Indicate the number of new courses developed for the program, if applicable.

Three new courses were developed for the proposed degree program. All new courses are denoted with an asterisk (\*).

Program Requirements

Curriculum presentation must include category headings for each grouping of courses (e.g., General Education Requirements, Core Courses, Major Courses, Restricted Electives) and the number of credits required for the category. **Please indicate new courses with an asterisk (\*)**.

If sites for experiential learning or capstone (practicum/internship) are needed, include site name and full address.

If curriculum is designed to address accrediting body standards, an abbreviated version of standards or requirements should be placed in the appendix.

**Example of format:**

**General Education Requirements: 45 credit hours** (Undergraduate degrees only)

Discourse: 9 credits

Critical Thinking in the Humanities: 6 credits

Reasoning in the Social Sciences: 6 credits

Reasoning in the Natural Sciences: 6 credits

Quantitative and Computational Thinking: 9 credits

Critique and Practice in Design and the Arts: 6 credits

Critical Analysis of Identity and Equity in the United States: 3 credits

**Core Courses: 27 credit hours**

COMM 3134: Public Advocacy (3 credits) \*

ECON 4434: Experimental Economics (3 credits) \*

STAT 5615: Statistics in Research (3 credits) \*

**Restricted Elective Courses: 18 credit hours**

Students will select a minimum of 9 credits from each track.

Major I: XXX  (these could be majors, options, or categories of courses)

ECON 4214: Economics of Health Care (3 credits)

PSYC 3094: Advanced Research Methods in Psychological Science (3 credits)\*

STAT 5615: Statistics in Research (3 credits)

XXX

XXX

Major II: XXX

NEUR 5004: Principles in Neuroscience (3 credits)\*

PHIL 3505: Modern Logic and its Development (3 credits)

STAT 5615: Statistics in Research (3 credits)

XXX

XXX

**Free Elective Courses: 30 credit hours**

Students will be required to take electives to complete the degree program. Electives can be taken from any courses offered in the university.

**Total: 120 credit hours**

**Information for undergraduate degree programs:**

Include a breakdown of curriculum and credit hours including core and sub areas such as majors, concentrations, emphasis areas, focus areas, or tracks. Indicate the title of the sub-area, provide a brief description of the sub-area focus and intent, and specific knowledge that will be provided. List all required courses. Include a description of capstone projects and experiential learning requirements, including deliverables and time (clock hour) requirements. How student failure will be addressed should be indicated. Finally, include the number of credits of free elective courses and total number of credits.

If the undergraduate degree will require more than 120 credits, include a separate heading ("SCHEV Degree Program Requirements"). An explanation of why the degree program needs to exceed 120 credit hours must be included in the text. Indicate if the additional credit hours will impede a timely graduation or time to graduation.

Note: Part-time plan of study only needed (and required) if part-time students will be allowed in the program.

All new courses are denoted with an asterisk (\*). (*if applicable*)

See Appendix A for a sample plan of study for full-time and part-time students.

See Appendix B for course descriptions.

## Time to Complete (if applicable)

May be included for undergraduate programs with special circumstances (non-standard format) that may impact time to degree. Must be included if undergraduate credits hour requirements exceeds 120 credits. Indicate how long it will (typically) take for students full-time and part-time to go through the program.

If not applicable, delete the heading.

## Faculty Resources

This section provides a brief overview of the depth and breadth of faculty involved with the program. It provides a description of full-time faculty committed to the program, particularly those involved with the common core curriculum and required courses. Section should include information regarding core faculty such as collective years of faculty experience, specializations and expertise, and notable research. Specific names are not included.

Virginia Tech’s proposed (degree title) program will be administered by (academic unit). The (academic unity) has 82 full-time faculty members. A total of five (5) full-time faculty members faculty members will be dedicated to the proposed degree program. Three (3) existing full-time faculty from the (academic unit), will teach the (degree title) core requirements of the proposed degree program.

Collectively, the three (3) existing full-time faculty members offer over 75 years of combined teaching and research experience in the field, and have published numerous papers and books, while also engaging with conferences and as strategic advisors to partner organizations.

See Appendix C for faculty curriculum vitae (abbreviated).

## Student Learning Assessment

This section provides a description of student assessment. This includes a narrative section to describe how and when the outcomes will be assessed. Describe how assessment methods were chosen or designed by faculty including any other validity evidence. Are learning outcomes designed to address accreditation standards and outcomes? Explain how. Discuss how capstone projects and required experiential learning (if applicable) will be used to assess student learning. Explain how faculty/ administrator’s assessment results are incorporated into curriculum reform, program review, and budget reallocations and planning.

Outcomes should be listed in bulleted format. Specific learning outcomes directly related to core coursework and required courses for all students should be included. Terms/verbs should demonstrate various levels of knowledge (e.g., as indicated in Bloom's taxonomy). Concentrations, tracks, or focus areas should have specific, separate learning outcomes. Indicate learning outcomes for each.

Finally, provide a **Curriculum Map** connecting the core and required courses with corresponding learning outcomes. Please include the specific methods to be used to measure student learning outcomes in formative and summative ways. Note that course grades are not an appropriate measure of student learning in this context.

Students who complete the proposed B.S. in Nutrition and Dietetics will possess the appropriate knowledge and skills needed to conduct comprehensive nutrition assessment and develop client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.

Student learning will be assessed throughout the proposed program via a variety of formative and summative mechanisms. Measures will include but are not limited to quizzes, group projects, group and individual papers and presentations, individual course assignments, course exams, case studies, and simulations.

Learning Outcomes

Students will be able to:

* Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
* Apply food systems principles and management skills to ensure safe and efficient delivery of food and water.

Curriculum Map

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Core and Required Courses** | **Assessment Measures** |
| Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | Formative:  Class assignments (for example, developing a specialized diet meal plan for an individual with cancer,    Summative:  Course Exam (for example, items on exam to explain why certain diets are recommended for various disease states) |

## Employment Skills

Using action verbs, include specific competencies/skills that all program graduates will be able

to do on a job. These are not learning outcomes. This should be a bulleted list of employment skills.

Include specific skills for concentrations, tracks, and/or focus areas. What will graduates be able to do on a job?

Note: Abilities skills, and competencies must be appropriate to the curriculum and degree level of the program, and to the occupation(s) that are identified under employment demand.

The proposed (degree title) degree program will offer graduates knowledge, skills, and abilities for professional employment opportunities in the field of nutrition and dietetics.

Graduates will be able to:

* Examine, interpret, and analyze environmental, molecular (e.g., genetics, proteins, metabolites), food, and nutritional factors related to health conditions (e.g., diabetes), physiological processes (e.g., wound healing), and the development of disease.
* Evaluate and counsel clients/patients regarding the effectiveness of complementary and integrative nutrition on food, disease states, and wellness.

## Relation to Existing Programs

This section should describe the proposed program’s relationship to existing institutional degree programs that are similar or related to the proposed program. The discussion should explain the curricular similarities and differences between existing and proposed degree programs.

**Please note: degree programs presented must be at the same degree level as the proposed degree program**.

Degree programs are compared only to describe the focus/purpose of the degree, the core and required curriculum, and the knowledge and skills of the graduates. Is the program an expansion of an existing program, such as a certificate, option, concentration, minor, major, or track? If so, discuss what has occurred that indicates a need exists to elevate the program to a degree program? What are the reasons to elevate the sub area at this time?

Will approval of the program result in the closure of the existing certificate, option, concentration, minor, major, or track? Discussion should include programs across the institution including the name/title, degree designation, and location of existing degree programs. Discuss focus of existing degree program, core courses, and what graduates are prepared to do.

If an expansion, provide degree title name, sub-area name (include academic units involved), description of existing program and reasons for sub-area expansion, status of existing program (e.g., modification, closure, etc.), what courses or faculty will be added?

Virginia Tech offers one degree program that is related to the proposed program: the (existing program title). The (existing program title) degree program focuses on food quality, safety, marketability and availability. It aims to equip students with an understanding of the basic chemical and biological elements of food. Students learn how to analyze the nutritional content of food, discover new food sources, and research ways to make processed foods safe and health . Students also develop the communication skills needed to engage the scientific community, food produces, and the public. Graduates are prepared for a wide variety of jobs in the public and private sectors designed to improve the efficiency and safety of food products.

# Justification for the Proposed Program

## Response to Current Needs (Specific Demand)

This section articulates the justification for the degree program at the degree level and in the discipline proposed and how it responds to current local, state, regional, national, and/or international needs. The goal is to convince the reader that the degree program responds to an existing or emerging need.

This section should be aligned with the background and curriculum sections. This section should be written in conjunction with the curriculum section and prior to writing the background section. Multiple distinctive sources of evidence should establish that the degree program will serve the needs or will address emerging needs of the Commonwealth (and beyond). Quoted statements should be strategically included to support the writer’s assertions/statements regarding the need for the degree program. References to national and/or international publications (***no citations older than 10 years allowed***) or web-resources must be included and citations should be included in footnotes. All footnotes must be in APA format.

Links should direct the reader to the relevant literature, not simply to a Web page that references the source. If a source is not publicly available on the Internet (e.g., journal article, etc.), excerpt the source in an appendix. Include the primary reference page, the page prior, and the page after the quoted text. (Short articles – less than 10 pages - may be included as a labeled appendix item.)

Some questions to consider when writing this section:

* What is occurring in the field and/or society that warrants/indicates a demonstrated need for the proposed program at the proposed level?
* What evidence demonstrates that the degree program is needed?
* What evidence demonstrates that the Commonwealth needs this degree program or will need it in the future (visionary) to address emerging disciplines, industry, or societal needs?
* How was future need determined?
* What is the need for the program among the institution’s stakeholders (e.g., regional/local communities, local/state industries)?

When appropriate, it is possible to provide letters of support from industry that include statements of need for the professionals with the specific knowledge, skill, and abilities of graduates of the of the proposed degree program (should be within 12 months of submitting the proposal to SCHEV). Letters of support should be signed on official company/organization letterhead, state need for graduates of such a program, and state that the curriculum is appropriate for the program. The letters must be individualized – form letters are not accepted (i.e., share the same language).

See Appendix X for letters of support from prospective employers.

See Appendix X for Supplemental Material.

## Employment Demand

**NOTE: Schedule a 45-60 minute meeting with SCHEV team to discuss employment demand requirements.**

This section articulates how the program will respond to the needs of the labor market, including the current and future demand for graduates of the program. The following should be included as part of this section: (1) BLS and VEC information, (2) complete citations for referenced information, (3) in-text citations for quoted information, and (4) links to Web-based resources, when possible.

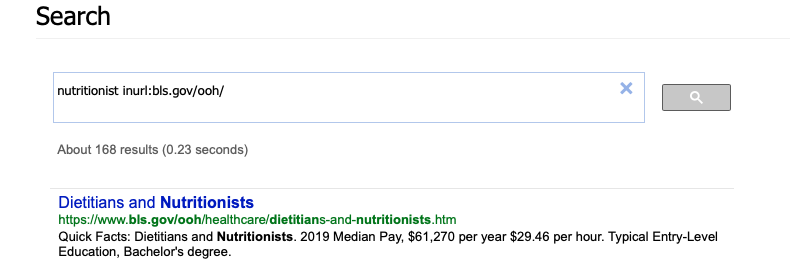
**Bureau of Labor Statistics (BLS) Information**

Go to the link [Occupational Employment Statistics](https://www.bls.gov/ooh/)and search occupations that would be aligned with the degree being proposed. The search window is located on the right side of the banner.

Please include all related occupations.

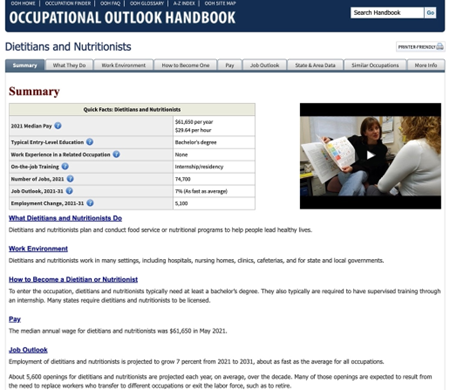


Example search result for “Nutritionist”.



Click on the appropriate occupation(s) and a new screen will open that includes all of the BLS information about that occupation.

For example, see <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> and graphic pasted below. The Summary, What They Do, How to Become One, and the Job Outlook tabs will offer insight into the program. The “Job Outlook” tab contains critical information for this section.



**Example BLS text**:

The Bureau of Labor Statistics (BLS) indicates that from 2019 to 2029, employment for dieticians and nutritionists will grow much faster than the average for all occupations or 8%.1 The BLS notes that dieticians and nutritionists typically need a bachelor’s degree. The BLS indicates that “according to the Centers for Disease Control, more than one-third of U.S. adults are obese. Many diseases, such as diabetes and heart disease, are associated with obesity. The importance of diet in preventing and treating illnesses is now well known. More dietitians and nutritionists will be needed to provide care for people with these conditions.”2 Additionally, “dietitians and nutritionists who have earned advanced degrees or certification in a specialty area may enjoy better job prospects.”3

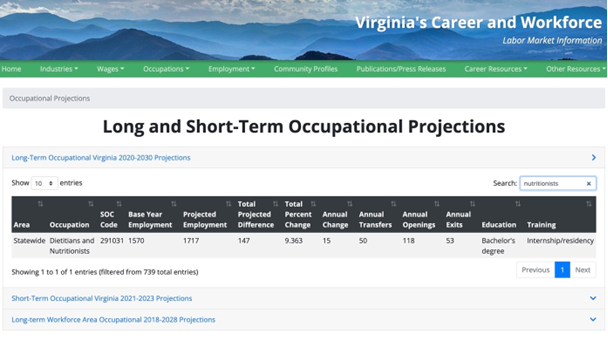
Example of additional text from industry and employer letters:   
“We look for interns and full-time staff to support and perform comprehensive nutritional assessment and diet planning. We expect to hire 3-5 such graduates in the next 3 years and would be eager to recruit from Virginia Tech.”  

“With its core focus on nutritional care of individuals with diseases and nutrition management to support health and disease management the proposed degree program would provide an in-state source of potential future employees with the necessary skillsets to support our organizational needs. We expect to hire at least 2 such graduates in the next 2-3 years and would immediately consider recruiting from Virginia Tech.”

**Virginia Employment Commission Information**

For the table below: Go to the link[VEC Long-Term Occupational Projections](https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search80257=food&search81630=food%20scientist#Long-Term-Occupational-Virginia-2016-2026-Projections-2536), click on the “”Long-Term Occupational Virginia 2018-2028 tab,  and search occupations that would be aligned with the degree being proposed. Please include all related occupations. Add rows to the table below as necessary. Provide the citation for each position.

Example search result for “nutritionist”. Use this information to complete the VEC table below.



**Virginia Employment Commission, Labor Market Information 20****-20****(10-Yr)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Occupation | Base Year Employment | Projected Employment | Total Projected Difference | Total Percent Change | Annual Change | Education |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

When appropriate, it is possible to provide letters of support from potential employers that include statements of need for the professionals with the specific knowledge, skill, and abilities of graduates of the of the proposed degree program (should be within 12 months of submitting the proposal to SCHEV). Letters of support should be signed on official company/organization letterhead, include title of the individual writing the letter and how they are involved in company hiring, state the need for graduates of such a program, state that the curriculum is appropriate for the program, and that the organization would be willing to hire graduates of the program if positions were available. The letters must be individualized – form letters are not accepted (i.e., share the same language).

See Appendix X for employment announcements.

See Appendix X for letters of support from prospective employers (if applicable).

## Duplication

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

***Additional Information about Duplication and why it is important to complete a thorough review of similar programs:***

Upon publication of a Program Announcement in the Council’s Agenda Book, institutions already offering similar degree programs may provide feedback on the need for new degree programs and the potential effects of an additional program in Virginia. The chief academic officer of the interested institution should write SCHEV and the proposing institution within 30 days. SCHEV recommends that the feedback address (at least) the following two questions:

* Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional degree programs in Virginia?  If not, why not?
* Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive or no effect on your institution’s degree program, including student enrollment and access to external resources such as experiential learning sites?

The proposing institution must address any such feedback in the program proposal when submitted to SCHEV. The response should address directly and with evidence the need for additional degree production in the discipline and at the level being proposed, beyond degree production of existing programs at Virginia public institutions. The response should also address any concerns, arguments, or critiques offered by other institutions with evidence. Failure to address feedback received may result in action on the proposed program being deferred to a future Council agenda.

Use the following link for information on other similar degree programs in the state:

[https://research.schev.edu//degreeinventory/SCHEVDegreeInventory.asp](https://research.schev.edu/degreeinventory/SCHEVDegreeInventory.asp)

For each existing degree program at the same level and with the same CIP code as the proposed degree program, provide a brief description comparing the similarities and differences of the existing degree program and the proposed degree program.

The following items must be included and discussed individually for each degree program:

**A detailed** **comparison of curriculum required coursework including core courses and restricted courses (narrative).** If it is a track or concentration, note as such.  However, it is not necessary to discuss the curriculum of sub-areas in detail.

* Name of institution, name of degree program
* Similarities between the required curriculum of proposed program and the similar or related state program (including core courses and required elective courses)
* Differences between the required curriculum of proposed program and similar or related program (including core courses and required elective courses)

There is one public institution in Virginia that offer a similar or related degree program to the proposed B.S. in Nutrition and Dietetics: George Mason University

**George Mason University (GMU)**4

George Mason University offers a Bachelor of Science (B.S.) degree in Nutrition. The program requires 30-33 core courses; students who choose the practicum capstone complete 33 credits. All students complete a core of 10 courses (30 credit hours). A capstone experience is required. The program offers a thesis (6 credit hours or a practicum (3 credit hours).

**Similarities**

GMU’s program requires two (2) core courses (6 credit hours) in Nutrition Research Methods and Introduction to Biostatistics/Statistics in Health Services. These courses are similar to two (2) courses (6 credit hours) in the core in the proposed program. GMU’s program has one (1) (3 credit hours) course in the electives in Food Nutrition Security Policy that is related to one (1) required course (3 credit hours) in Public Health Nutrition Policies and Programs in the proposed degree program.

**Differences**

GMU’s program is different from the proposal proposed program. GMU’s program does not require such coursework Medical Nutrition Therapy, Theories of Counseling and Consultation, Nutrition Counseling for Behavior Change, Business of Dietetics and Healthcare, and Clinical Nutrition Care Applications. Virginia Tech’s program will require such coursework. GMU’s program requires 15 credits of advanced nutrition courses. Virginia Tech’s proposed program will require 16 credits of advanced nutrition courses. Virginia Tech’s program does not require courses in Nutrition throughout the Lifecycle, Nutrition Education, Macronutrients, Micronutrients, Nutritional Assessment, and Monitoring, and Surveillance. The 16 credits of advanced nutrition coursework include courses in Medical Nutrition Therapy, Nutrition Counseling for Behavior Change, Business of Dietetics and Healthcare, Principles of Dietetics and Nutrition Practice, Clinical Nutrition Care Applications, and Professional Practice in Nutrition and Dietetics.

Repeat for all institutions found in the SCHEV degree inventory with similar CIP codes and fields.

Include correspondence from other institutions in response to the program announcement in appendix (Appendix X). (*if applicable*)

See Appendix X for correspondence from other institutions in response to the Program Announcement. (*if applicable*)

## Student Demand

**NOTE: Schedule a 30-45 minute meeting with the SCHEV team to discuss student demand requirements.**

This section provides evidence that sufficient student demand exists to support the projected enrollments. Evidence must be obtained **within the 12 months** prior to submitting the proposal to SCHEV. Evidence of student demand must include at least **one** of the following sources:

* Student Survey
* Inquiries from Prospective Students
* Enrollment Information

Student Survey

* Description of how survey population was developed; include date survey was administered
* Description of demographics of survey respondents, such as current program (if applicable), education level, gender, etc.
* **Summary of results (include raw numbers) should be included in appendix with a screen shot of the original survey.**

**Surveys should use a 5-point Likert scale and contain certain specific questions. Consult the SCHEV team prior to developing the survey.**

Inquiries from prospective students

Letters (signed) and/or e-mails of support from prospective students (delete or blacken student names and email addresses) that include a statement of interest for proposed degree program and/ or indicate enrollment in the program.

Enrollment Information

Enrollment data within the last three (3) years from existing program areas such as concentrations, minors, options, or tracks can be included if applicable. Students included in sub-area enrollment data should **NOT** be included in survey pools. (double-dipping)

Lack of Seat Availability

Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia, including data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within at least three (3) years of submitting the proposal to SCHEV.

See Appendix X for the original survey. Results are included as a separate document behind the survey.

See Appendix X for prospective student emails.

**NOTE: Schedule a 60 minute meeting with the SCHEV team to discuss enrollment and resource needs.**

This table projects the estimated headcount and FTE (full-time equivalent) for the proposed program. This table also provides the graduation rate expected for each year after the target enrollment year. Proposals must use the SCHEV-approved table below. Do not recreate this table in an alternative format.

**Note:** This table should be completed with the assistance of the institution’s planning or institutional research office.

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

**Summary of Projected Enrollments in Proposed Program**

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

Assumptions:

Retention percentage: XX

Percentage of full-time students: XX\_ Percentage of part-time students: XX

Full-time students credit hours per semester: XX

Part-time students credit hours per semester: XX

Full-time students graduate in XX years

Part-time students graduate in XX years

Note: “Target Year” refers to the year the institution anticipates the program will have achieved full enrollment. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (seethe [Virginia Public Higher Education Policy on Program Productivity](https://research.schev.edu/Productivity/)). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program

For four-year institution programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

**Definitions**:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

# Projected Resource Needs for the Proposed Program

## Resource Needs

In a narrative, provide a description of all resources that the department or college (or some partner) will provide for the proposed program. In addition, include the number of participating **new** faculty in an FTE conversion.

The following items should be discussed **separately**:

**Full-time Faculty**

Faculty effort is 50% or more of individual’s teaching load. This is not intended to represent their classification on campus (e.g., full-time faculty). When anticipating a new faculty hire, estimate the faculty rank and the salary for the new hire (this may be presented as a range. Indicate amount of fringe benefits.). This is applicable to full-time and part-time new hires.

In the initial year, one full-time faculty member will be reallocated to dedicate more than 50% of instructional time to the proposed degree program (1 FTE). The faculty member is a full professor who currently teaches in the Department XX.

If there are no full-time faculty FTE dedicated to the program, say that.

In year one, no full-time faculty FTE of instructional effort will be dedicated to the proposed program.

Proceed with years two - five.

In year two, two new faculty members will be hired for initiation of the proposed degree program with 0.5 FTE instructional effort.

New Hire 1: The first new faculty member will be at the assistant or associate professor rank with expertise in XXX. The new faculty member will dedicate at least 50% instructional time to the proposed degree program and will represent 1.00 FTE. This position will be hired with a salary of $XX,000 and fringe benefits of  $XX,000 for a total of $XXX,000.

New Hire 2: The second new faculty member will be at the assistant or associate professor rank with expertise in XXX. The new faculty member will dedicate at least 50% instructional time to the proposed degree program and will represent 1.00 FTE. This position will be hired with a salary of $XX,000 and fringe benefits of  $XX,000 for a total of $XXX,000.

**Part-time Faculty**

Follow guidelines for full-time faculty for language and formatting.

Faculty effort for the proposed program is less than 50% of individual’s teaching load. Describe faculty in the department.

If other Departments will provide faculty to teach core courses or required courses, name the department, the number of faculty (if known), the FTE in the initial year and FTE through the target enrollment years.

One current faculty member in the Department of XX will be reallocated 0.45 FTE instructional time to teach in the proposed program.

The Department of XX will reallocate two faculty members for 0.20 FTE part-time faculty instructional effort in the initiation year. By the target year, 0.20 FTE will be needed to teach three courses from the Department of XX.

If other Departments will provide faculty to teach core courses or required courses, name the department, the number of faculty (if known), the FTE in the initial year and FTE through the target enrollment years.

**Adjunct Faculty**

If there are no new adjunct faculty hires, please state that.

Adjunct faculty will not be required to launch or sustain the proposed program.

Indicate FTE in initial year and FTE through the target enrollment year. Include salary. If benefits will be offered, indicate amount separate from salary. If no benefits will be offered, indicate that.

**Graduate Assistants**

If there are no new graduate assistants, please state.

No new graduate assistants will be required to initiate or sustain the proposed program.

Indicate the number of graduate assistants, salary, and benefits. If no benefits will be offered, indicate that.

**Classified Positions**

If there are no new classified positions, please include the following statement:

No new classified positions will be required to launch or sustain the proposed program.

Provide the title of the position, salary, and benefits (do not discus position duties).

**Include other information below as applicable.**

**Equipment**

**Library**

**Telecommunications**

**Space**

**Targeted Financial Aid**

**Special tuition or fee charges**

If the program will have a set tuition rate and/or additional fee charges, include that in this section.

The College of Agriculture and Life Sciences has a mandatory fee of $750 per full-time student per semester to cover costs associated with field experiential sites used by students, as well as funding for required and optional cocurricular activities. Based on the current and projected enrollment, it is anticipated that the B.S. in Nutrition and Dietetics will receive $105,000.00 annually from the school fee.

**Other resources (specify)**

In the table below, indicate the projected enrollment including the total number of students that are expected to enroll in the program (Headcount) and the projected number of students that will be full time in the program (FTE) by in-state and out-of-state status. Estimated tuition and E&G (Educational and General) fees should be based on the current year with full-time enrollment assumptions of 30 credits (15 cr/sem) for undergraduate programs. Only fall and spring semesters are included in this calculation (i.e., no Summer). These values, along with the projected revenue from tuition and E&G fees, should be determined and calculated by the department/ unit’s fiscal manager. Finally, include potential revenue from other funding sources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cost and Funding Sources to Initiate and Operate the Program** | | | |
| **Informational Category** | | **Program Initiation Year**  **20\_\_ - 20\_\_** | **Program Full Enrollment Year[[1]](#footnote-1)**  **20\_\_ - 20\_\_** |
| 1. | Projected Enrollment (Headcount) |  |  |
| 2. | Projected Enrollment (FTE) |  |  |
| 3. | Projected Enrollment Headcount of In-State Students |  |  |
| 4. | Projected Enrollment Headcount of Out-of-State Students |  |  |
| 5. | Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program | $ | $ |
| 6. | Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program | $ | $ |
| 7. | Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program | $ | $ |
| 8. | Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources) | $ | $ |

**Certification Statements**

1. A request of any kind will be submitted to the General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes

No

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes

No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes

No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

The institution’s Chief Academic Officer attests to the accuracy of the above statements

|  | |
| --- | --- |
| Name (Printed) |  |
|  |  |

**Appendices**

## Appendix A

**UG Degree Sample**

**Full-time students**

|  |  |  |
| --- | --- | --- |
| **Year** | **Fall Semester** | **Spring Semester** |
| **One** | HNFE 4125: Advanced Medical Nutrition (3 credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total -XX** | **Total-XX** |
| **Two** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Three** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Four** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |

**\*** Can include generic pathways course titles and ‘restricted electives’ and free electives.

Credit Hours – Year 1 – Fall Semester – XX credits

Credit Hours – Year 1 – Spring Semester – XX credits

Credit Hours – Year 2 – Fall Semester – XX credits

Credit Hours – Year 2 – Spring Semester – XX credits

Credit Hours – Year 3 – Fall Semester – XX credits

Credit Hours – Year 3 – Spring Semester – XX credits

Credit Hours – Year 4 – Fall Semester – XX credits

Credit Hours – Year 4 – Spring Semester – XX credits

**Total Credit Hours: 120**

**Part-time students**

|  |  |  |
| --- | --- | --- |
| **Year** | **Fall Semester** | **Spring Semester** |
| **One** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total -XX** | **Total-XX** |
| **Two** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Three** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Four** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Five** |  |  |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |
| **Six** | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | Course title (X credits) | Course title (X credits) |
|  | **Total-XX** | **Total-XX** |

**\*** Can include generic pathways course titles and ‘restricted electives’ and free electives.

Credit Hours – Year 1 – Fall Semester – XX credits

Credit Hours – Year 1 – Spring Semester – XX credits

Credit Hours – Year 2 – Fall Semester – XX credits

Credit Hours – Year 2 – Spring Semester – XX credits

Credit Hours – Year 3 – Fall Semester – XX credits

Credit Hours – Year 3 – Spring Semester – XX credits

Credit Hours – Year 4 – Fall Semester – XX credits

Credit Hours – Year 4 – Spring Semester – XX credits

**Total Credit Hours: 120**

Appendix B  
**Course Descriptions**

Provide course descriptions for all of the required and restricted elective courses included in the undergraduate degree program, curriculum. Note: course descriptions need to be exactly as they appear in the Catalog, including pre-requisite information. Please use subheadings to label “Required Courses” and “Elective Courses.” Indicate courses created for the degree program with an asterisk.

New courses are denoted with an asterisk (\*).

**Core Courses**

Course designator/ course number: Course title (credit hours)

Course description

**Restricted Elective Courses**Course designator/ course number: Course title (credit hours)

Course description

## Appendix C

**Faculty Curriculum Vitae (abbreviated)**

Name, highest degree, year awarded, Institution, Current Title. Specialization Area: list specialization area.

John Smith, PhD, 2007, Virginia Tech, Associate Professor. Specialization Area: Neuroscience.

## Appendix D

**Employment Announcements**

## Appendix E

**Student Demand Survey**

**SCHEV Proposal Submission**

**Student Demand Survey Template**

This survey template is to be used when gathering student demand data regarding a new degree program to be submitted to SCHEV. The survey should include a paragraph that provides a summary of the degree program including degree level and designation (B.S., B.A., M.S., Ph.D., etc.), minimum credit hours and expected timeline, and any subareas or concentrations that are included in the program. Finally, there should be a statement that explains what the graduates of the program will be prepared to do once they have completed the program. It is important to include specific knowledge and skills in this statement.

To fill out this template, replace all text in blue with information specific to the proposal degree program. All black text should remain in the document.

Note: Remember to adjust your population depending on the degree program level. For example, the survey population for bachelor's degree programs should include high school, community college students, and/or Virginia Tech students who have not declared a major. The survey population for a master's degree program should include juniors and seniors and possibly some working professionals if applicable. The survey population for a doctoral program should include master's level students and possibly some working professionals if applicable.

Surveys starts HERE:

Undergraduate Program

SCHEV Student Demand Survey – Virginia Tech’s B.S. in Nutrition

The Department of Human Nutrition, Foods, and Exercise is seeking to establish a new Bachelor of Science (B.S.) in Nutrition degree program. The proposed curriculum for the undergraduate degree program would require students to complete a minimum of 120 credit hours and include coursework providing competencies and skills related to professional dietetic practice with an emphasis on Nutrition Counseling for Behavior Change. Core curriculum components include medical nutrition therapy, nutrition counseling, research methods, community nutrition, business and healthcare management, foods, and public health. Graduates of this degree would be eligible to sit for the Registration Exam for Dietetics to become a Registered Dietitian Nutritionist immediately upon graduation.

The survey does not collect any personally identifiable information and responses are anonymous.

Please read the information below and complete the following questions to help us gauge interest in this program.

1. What is your academic status?
2. Freshman
3. Sophomore
4. Junior
5. Senior
6. I am a high school student
7. I am a community college student

1. Have you declared a major?
2. I have declared a primary major
3. I have not declared a primary major
4. If you have not declared a primary major, please indicate how much you agree with the following statement:

“If Virginia Tech offered a Bachelor of Science (B.S.) in Nutrition, I would enroll in this degree program.”

a. Strongly Agree

b. Agree

c. Undecided

d. Disagree

e. Strongly Disagree

4. What is your gender?

1. Male
2. Female
3. Gender diverse
4. Prefer not to say

1. To which racial or ethnic group(s) do you most identify?
2. White
3. African American
4. Hispanic
5. Asian
6. Native American
7. Pacific Islander
8. Other

## Appendix F

## Appendix G

## Appendix H

## Appendix I

1. For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3. [↑](#footnote-ref-1)