

Agenda Book

March 16, 2020

REVISED 3-12-20

Location: SCHEV Offices, Richmond, VA



March 16, 2020, Council Meetings Schedule of Events

SCHEV offices
101 N. 14th Street
Richmond, VA 23219

NOTE CHANGE IN DATE AND LOCATION

- | | |
|---------------|--|
| 10:00 – 12:30 | Academic Affairs Committee (9th floor conference room) - Section I on the agenda
(Committee members: Ken Ampy (chair), Rosa Atkins (vice chair), Thaddeus Holloman, Marianne Radcliff, Carlyle Ramsey, Katie Webb) |
| 10:00 – 12:30 | Resources and Planning Committee (10th floor conference room) - Section II on the agenda
(Committee members: Tom Slater (chair), Victoria Harker (vice chair), Marge Connelly, Henry Light, Stephen Moret, Bill Murray) |
| 12:30 – 12:55 | Lunch |
| 1:00 – 3:30 | Council Meeting (9th floor conference room) - Section III on the agenda |



March 16, 2020, Council Meetings Agendas

SCHEV offices
101 N. 14th Street
Richmond, VA 23219

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I. Academic Affairs Committee (9th floor conference room)	10:00		
I.A. Call to Order	10:00	Mr. Ampy	
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LUNCH	12:30		
III. Council meeting (9th floor conference room)	1:00		
III.A. Call to Order and Introductions	1:00	Mr. Fralin	

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III.K. Receipt of Public Comment	3:15	Mr. Fralin	
III.L. Old Business	3:20	Mr. Fralin	
III.M. New Business	3:25	Mr. Fralin	
III.N. Motion to Adjourn	3:30	Mr. Fralin	
<p style="text-align: center;">NEXT MEETING: May 18-19 (Virginia Wesleyan University) (May 18 schedule will include a joint meeting with private college presidents (PCAB))</p>			

Last update: 3/12/20

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JANUARY 7, 2020
MINUTES**

Mr. Ampy called the meeting to order at 9:47 a.m., at the State Council of Higher Education for Virginia in Richmond, Virginia. Committee members present: Ken Ampy, Rosa Atkins, Heywood Fralin, Thaddeus Holloman, and Marianne Radcliff.

Committee members absent: Carlyle Ramsey and Katie Webb.

Staff members present: Joseph G. DeFilippo, Kathleen Kincheloe, Ashley Lockhart, Sylvia Rosa-Casanova, and Emily Salmon.

APPROVAL OF MINUTES

On motion by Ms. Radcliff, and seconded by Mr. Fralin, the minutes from the October 28, 2019, meeting were approved unanimously.

Mr. Ampy introduced and invited staff to present information on the following topics:

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION

In attendance:

- Chris Glass, Senior Vice President

Dr. DeFilippo introduced the Institute of World Politics, a private degree-granting institution. He described its focus on graduate level programs in security and international affairs and explained its current accreditation status. Mr. Glass commended the certification process set forth by SCHEV and thanked Staff for their assistance.

On motion by Ms. Atkins, seconded by Ms. Radcliff, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Institute of World Politics to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 7, 2020.

ACTION ON MISSION STATEMENT CHANGE

In attendance:

- Dr. Katherine Rowe, President
- Dr. Jeremy Martin, Chief of Staff

Dr. DeFilippo described Council's duties with regard to institutional mission statement changes within the Code of Virginia. He also described the SCHEV policy that enacts that code duty and recognizes three levels of mission statement change. Within that

context, he introduced the William & Mary mission statement change, which falls under the “expansion” level. There was some discussion about William & Mary’s year-long rewording process, including some remarks on institutional values and inclusiveness from Dr. Katherine Rowe.

On motion by Ms. Atkins, seconded by Ms. Radcliff, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the College of William and Mary in Virginia, to take effect 30 days following adjournment of the 2020 General Assembly:

Mission

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Mr. Ampy instructed the committee to look at the report of the program proposals that are currently under review as of December 5, 2019.

UPDATE ON TRANSFER VIRGINIA PROGRESS REPORT ON HIGHER EDUCATION AND WORKFORCE ALIGNMENT PROJECT

Dr. Parker provided an update on Transfer Virginia and provided committee members with its Annual Report. She described the goals of the initiative and how it relates to SCHEV’s goal of being the best-educated state by 2030. Her presentation provided details on the statewide template, online portal, and its call to action with a lens on equity and social mobility for students.

There was some discussion on the specifics of the template, how the credit for prior learning portal will be integrated into the new system, and how Transfer Virginia might affect the K-12 pipeline into higher education. Dr. Parker used mathematics as an example for improving opportunities for all students and highlighted their current work with the Virginia Department of Education on that issue.

Mr. Fralin left the committee meeting at 10:25 a.m.

REPORT ON HIGHER EDUCATION AND WORKFORCE ALIGNMENT PROJECT

Ms. Salmon provided an update on the higher education and workforce alignment project, including how its recommendations could serve as a resource for policymakers. She described some of her meetings with stakeholders, as well as the common themes

she found among several states with similar initiatives. There was some discussion about the next steps, which include reaching out to individual institutions, as well as a timeline for draft and final reports.

UPDATE ON GRADUATE OUTCOME SURVEY

Dr. Jim Ellis, Director of Design and Methodology, Survey and Evaluation Research Laboratory, at Virginia Commonwealth University, gave a presentation to the committee with an update on the Graduate Outcome Survey. He updated the committee on the status of the timeline, questionnaire, and cognitive interviews. There was some discussion about the size of the pilot and production surveys, as well as testing various levels of compensation.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo briefly commented on staff activities and achievements. He acknowledged the transfer connection between Staff, school superintendents, and the Virginia Department of Education, and regularly meeting with various stakeholders. He also highlighted the agency's legislative activities with regard to the General Assembly session.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 11:01 a.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #I.C – Action on Programs at Public Institutions

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present two new degree programs for Council approval or disapproval, in accord with its duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements:

Programs Presented for Approval

- Old Dominion University, Master of Science (M.S.) in Data Analytics (CIP: 11.0802)
- Radford University, Master of Science in Athletic Training (M.S.A.T.) in Athletic Training (CIP: 51.0913)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council’s consideration of new degree programs for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802), effective summer 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903), effective summer 2021.

Old Dominion University
Master of Science (M.S.) in Data Science and Analytics
(CIP: 11.0802)

Program Description

Old Dominion University (ODU) is proposing the creation of a Master of Science (MS) degree program in Data Science and Analytics to be initiated summer 2020. The program would be located in the Graduate School. The proposed program is designed to provide students with the knowledge and skills to use programming tools and software packages to develop statistical models. Students will learn how to use data for identifying trends and patterns, solving problems, communicating results, and recommending optimal solutions. The curriculum will require a course to introduce students to data science and analytics and include coursework in data visualization, data analytics and big data, statistical probability models, and statistical tools for data science and analytics.

Two concentrations would be offered: 1) Computational Data Analytics and 2) Business Intelligence and Analytics. Students selecting the concentration in Computational Data Analytics will learn computational data analysis, data visualization, and natural language processing. Students will have the opportunity take coursework in topics such as video analytics, algorithms and data structures, and information retrieval. Students selecting the concentration in Business Intelligence and Analytics will learn to gather, analyze, and use data to make informed decisions. Graduates of the degree program would possess the skills to: 1) develop statistical models; 2) perform analytics on complex data including big data; 3) write professional code; 4) organize, manage, and clean data and present complex data visually; and 5) lead teams in retrieving, cleaning, and modeling data. To meet the curriculum requirements, ODU developed 13 new courses, of which five are core courses and eight concentration courses.

The proposed degree program would require 30 credit hours of graduate coursework: 12 credit hours of core coursework; 15 credits in a concentration area; and a three credit hour capstone project.

Justification for the Proposed Program

ODU asserts that data science and analytics is a rapidly growing field of study. “Data science focuses on asking questions, writing algorithms, and building statistical models and, data analytics uses data to draw conclusions and solve programs.” In combining the two fields into one degree program, the proposed MS degree program will respond to current needs by preparing graduates to use data mining techniques, analyze information, and determine solutions to complex problems.” In 2016, a poll conducted by Gallup for the Business-Higher Education Forum revealed that “by 2021, 69% of employers expect candidates with DSA [data science and analytics] skills to get preference for jobs in their organizations. Yet only 23% of college and university leaders say their graduates will have those skills.” The authors conclude by writing, “the current shortage of DSA talent in the national job pool demonstrates that business-as-usual

strategies won't satisfy this demand. If we are to unlock the promise and potential of data and all the technologies that depend on it, employers and educators will have to act" (https://www.bhef.com/sites/default/files/bhef_2017_investing_in_dsa.pdf).

ODU cites the 2017 Burning Glass report "The Quant Crunch. How the Demand for Data Science Skills is Disrupting the Job Market" in which the authors write, "higher education needs to be nimble and responsive, and its bachelor's, graduate, certificate, and executive-level programs have to be responsive to workforce needs" (https://www.burning-glass.com/wp-content/uploads/The_Quant_Crunch.pdf).

Further, in 2017 IBM reported that "39% of Data Scientists and Advanced Analyst positions require a Master's or Ph.D. The most in-demand jobs in data science and analytics require advanced education further driving up demand and salaries for professionals with these qualifications" (<https://www.forbes.com/sites/louiscolombus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#50ed08567e3b>). ODU writes that "new graduate programs are needed to train both domain experts in the techniques of data science, and 'core' data scientists who will be making advancements in the field of data science and analytics itself." The proposed MS in Data Science and Analytics degree program will provide advanced knowledge in performing analytics on complex data, including big data to ensure a cadre of professionals possessing the degree level and skills needed by industry.

Student Demand

In January 2019, ODU conducted an online survey of undergraduate students majoring in degree programs in the College of Science. When asked about the likelihood of enrolling in the proposed program, of the 100 respondents 22 (22%) indicated they were "very likely" and 36 (36%) indicated they were "somewhat likely."

In January 2019, ODU conducted an online survey of undergraduate students majoring in degree programs in the Batten College of Engineering and Technology. When asked about the likelihood of enrolling in the proposed program, of the 34 respondents 12 (approximately 35%) indicated they were "very likely" and 12 (approximately 35%) indicated they were "somewhat likely."

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 15.0 in the program's first year (2019-20). The projections continue as follows: FTES 2020-21, 18.0; 2021-22, 18.0; and 2022-23, 18.0. ODU anticipates 12 graduates per year beginning in 2023-24. If these enrollment and graduation projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

ODU asserts that graduates of the proposed program "will be qualified and prepared to use state-of-the-art programming tools and software packages to develop statistical models when they enter the data science and analytics workforce." Graduates will be prepared "to serve in fields such as business, science, public policy, and health." Employment advertisements in Virginia and nationally indicate a preference for master-

level graduates with a degree in data science. Data specific to future employment demand were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for data scientists or data analysts. However, data from the BLS for operations research analysts indicates demand is anticipated. The BLS notes that operations research analysts “use statistical analysis, simulations, predictive modeling, or other methods to analyze information and develop practical solutions to business problems..., and use advanced mathematical and analytical methods to help organizations solve problems and make better decisions” (<https://www.bls.gov/ooh/Math/Operations-researchanalysts.htm#tab-2>). Graduates of the proposed program will be prepared to do the same work for organizations. The BLS projects that between 2018 and 2028 employment of operations research analysts is expected to grow 26% (<https://www.bls.gov/ooh/Math/Operations-researchanalysts.htm#tab-6>). Employment of statisticians is expected to grow 31%, “much faster than the average for all occupations” (<https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm#tab-6>). The BLS writes that “growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. In addition, the large increase in available data from the Internet will open up new areas for analysis.”

The VEC projects that between 2016 and 2026 employment of operations research analysts is expected to increase 36.53% or 296 employment positions annually (available at: <https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page81630=1&size81630=12&page80257=1&size80257=12&search79862=operations%20resear>). Employment of statisticians is expected to increase 43.36% or 51 employment positions annually (available at: <https://virginiaworks.com/occupationalprojections?page79862=1&size79862=12&page81630=1&size81630=12&page80257=1&size80257=12&search79862=statist>).

Issues of Duplication

Six public institutions (GMU, RU, UVA, VCU, Virginia Tech, and W&M) offer similar or related degree programs. GMU offers a MS in Data Analytics Engineering. GMU's program focuses on the technologies and methodologies of data analytics for solving big data problems. GMU's program is similar to the proposed program in that coursework in big data, data analytics, and statistics are required core courses. Both programs require a capstone course. The proposed program differs from GMU's program in that GMU's program requires coursework in operation research and data mining and ODU's program will not require such coursework. GMU's program does not require an introductory data science and analytics course whereas ODU's program will require the course.

Radford offers a MS in Data and Information Management. Radford's program is related to the proposed program in that coursework in algorithms is required. Radford's program differs from the proposed program in that the program requires 15 credit hours of database-related courses which are not required in ODU's proposed program.

UVA offers a MS in Data Science. UVA's program is similar to the proposed program in that coursework in data visualization, statistical modeling, and programming languages is required. Both programs have a three-credit hour capstone requirement. UVA's program differs in that it requires an ethics course and ODU's program does not require the course. Further, ODU's program requires coursework in statistical/probability models for data science and analytics, data analytics and big data which UVA does not require.

VCU offers a MDA in Decision Analytics. VCU's program is related to the proposed program in that both programs require a course in statistical analysis. The programs differ in that VCU's program requires courses in business and ODU's program does not require business courses.

Virginia Tech offers a MA in Data Analysis and Applied Statistics. Virginia Tech's program is related to the proposed in that coursework in statistics is required. Virginia Tech's program differs from ODU's proposed program in that it primarily focuses on statistics and applications whereas ODU's program does not. ODU requires coursework in computer science and Virginia Tech's program does not require such coursework.

W&M offers a MS in Business Analytics. W&M's program is related to the proposed program in that coursework is required in probability and statistics, as well as data visualization. W&M differs from the proposed the program in that it focuses primarily on business analytics.

Resource Needs

The proposed program will be funded primarily through reallocations within the institution. Faculty resources from the College of Sciences, Department of Mathematics and Statistics, Department of Computer Science, and the Department of Information Technology and Decision Sciences will be reallocated for the proposed program. ODU asserts none of the reallocations will have a negative effect on academic programs in the departments or the resources of other areas of the institution. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The ODU Board of Visitors approved the proposed program on December 6, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802)** to the Academic Affairs Committee for approval.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802), effective summer 2020.

Radford University
Master of Science in Athletic Training (M.S.A.T.) in Athletic Training
(CIP: 51.0913)

Program Description

Radford University (RU) is proposing the creation of a Master of Science in Athletic Training (MSAT) degree program in Athletic Training to be initiated in summer 2021. The program would be located in the College of Education and Human Development, Department of Health and Human Performance. Designed to prepare students to serve as athletic trainers, the proposed program will focus on theory and practical applications related to the prevention, diagnosis, and acute care and rehabilitation of physically active populations (e.g. youth sport participants, high school and college athletes, and recreationally active adults and older adults). The core curriculum will include courses in emergency care and planning, structural and functional anatomy, organization and administration, assessment, therapeutic interventions, and research methods. Students will learn how to determine which modality is best for individual injuries. The program will require four practicums which will provide students with “real world” experiences under the guidance of a practicing certified athletic trainer. Graduates will possess knowledge and skills to analyze movement, diagnose injury, prescribe exercises, provide counseling to prevent injuries, and coordinate medical coverage at athletic events. The proposed program will prepare graduates to sit for the comprehensive certification test administered by the Board of Certification, Inc. (<http://www.bocatc.org/about-us>). Radford developed all new courses for the proposed program.

The proposed degree program is designed to be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). RU indicates that the institution will “submit a Substantive Change document which is a process that allows accredited programs to ‘transfer’ their accreditation from the BS level to the MS level.” RU plans to submit the CAATE substantive change in summer/fall 2020 and anticipates formal approval of the substantive change will be granted prior to the first cohort entering the program in summer 2021.

The program would require 64 credit hours of coursework. All students would be required to complete: 39 credit hours of coursework in core courses; seven credit hours for competency-based assessment; 15 credits of practicum coursework; and three credit hours for a capstone project.

Justification for the Proposed Program

RU notes that the proposed program responds to a change in the degree level needed to become an athletic trainer. In 2015, the National Athletic Trainers’ Association (NATA) Board of Directors and the Commissioners of the Commission on Accreditation of Athletic Training Education (CAATE), with the support of the Board of Certification and the NATA Research & Education Foundation “agreed to establish the professional

degree in athletic training at the master's level" (<https://www.atstrategicalliance.org/strategic-alliance-degree-statement>). These groups formed the "AT Strategic Alliance" which believes that "the changing nature of healthcare and an increased emphasis on inter-professional practice will make the master's level of education very important to the profession's future" (<https://www.nata.org/career-education/education/resources-tools/degree-change-faqs>).

The proposed program responds to current needs for athletic trainers in Virginia and the nation as a whole. Certified athletic trainers are needed to care for young athletes and participate in efforts to prevent, treat, and manage concussions. The Virginia High School League (VHSL) reported that in 2018-2019, nearly "174,000 students participated in VHSL athletic activities" (<https://www.vhsl.org/about-vhsl/>). A 2017 article, "Athletic Trainer Services in Public and Private Secondary Schools," contends that "the presence of athletic trainers (ATs) in secondary schools to provide medical care is crucial, especially with the rise in sports participation and resulting high volume of injuries" (<https://natajournals.org/doi/10.4085/1062-6050-51.11.15>). RU affirms that the proposed program will "produce athletic trainers who can meet this need in the wide variety of youth sport programs found in secondary schools."

Student Demand

In spring 2019, RU surveyed undergraduate student aides working with Certified Athletic Trainers in the Virginia Tech Sports Medicine program. Students were asked if they would enroll in the proposed program. Of the 54 respondents, three (approximately 5.5%) indicated "strongly agree" and eight (approximately 15%) indicated "agree".

In fall 2019, RU surveyed undergraduate students enrolled in two classes at the university: ESHE 201, Introduction to Athletic Injuries and ESHE 450, Research Methods. Of the 57 respondents, 25 were juniors and 26 were seniors. Of the 51 students, one student (approximately 2%) "strongly agreed" and eight (approximately 16%) "agreed" that they would enroll if the proposed degree program were offered.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 16 in the program's first year (2021-22). The projections continue as follows: FTES 2022-23, 32.0; 2023-24, 32.0; and 2024-25, 32.0. RU anticipates having 15 graduates each year beginning in 2025-26. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

RU notes that graduates of the proposed program will be qualified to work as athletic trainers in a variety of settings, including professional sport teams, university and secondary school athletic programs, and health and wellness clinics. Employment announcements show demand for Master-level graduates in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects between 2018 and 2028 employment of

athletic trainers is projected to grow 19 percent or “much faster than the average for all occupations” (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>). The BLS indicates that “because athletic trainers are usually on site with athletes and are often the first responders when injuries occur, the demand for trainers in schools should continue to increase.” The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of athletic trainers is expected to increase 28.61% or 24 positions annually (<https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=athletic%20traine>).

Issues of Duplication

Four public institutions (GMU, JMU, ODU, and UVA) offer a similar or related degree programs. The curriculum requirements are typically similar in that the degree programs must meet standards established by Commission on Accreditation of Athletic Training Education (CAATE).

George Mason University (GMU) offers a 65-credit MS in Athletic Training degree program. GMU’s program is similar to the proposed program in that coursework is required in athletic training foundations, functional anatomy, emergency care, administration in athletic training, and research methods. Both programs require a practicum. GMU’s program differs in that it requires core coursework in pharmacology and pediatric sports medicine, whereas the proposed program requires a general medical course. GMU’s program requires six credit hours of assessment coursework whereas RU’s program requires nine credits of assessment coursework, specifically for a course covering assessment of the head, neck, and thorax.

James Madison University (JMU) offers a 72-73 credit hour MSAT in Athletic Training. JMU’s program is similar to the proposed program in that coursework is required in administration of athletic training programs, human anatomy, and emergency management of injuries. Both programs require coursework in lower extremity, upper extremity, and head, spine and thorax injuries. Four practicum courses are required in JMU’s program and in the proposed program. JMU’s program differs in that it requires two courses in evidence-based practice and two general medicine courses; RU’s proposed program requires one course in research methods and one general medical course. JMU’s program requires 24-25 credit hours for practicum, whereas the proposed program will require 15 credit hours.

Old Dominion University (ODU) offers a MS in Athletic Training that requires 69 credit hours. ODU’s program is similar to the proposed program in that both programs require four practicum courses and coursework in human anatomy, emergency management, and assessment courses in lower extremity, upper extremity, and head, spine and thorax. ODU’s program differs from the proposed program in that it requires coursework in pharmacology and behavioral health. RU’s program will use competency-based assessments to reinforce basic competencies in these areas. ODU’s program incorporates the therapeutic interventions aspect of athletic training

within a three credit hour assessment course. RU's proposed program requires three classes (nine credit hours) that cover therapeutic interventions.

The University of Virginia (UVA) offers a MS in Athletic Training that requires 67 credit hours. UVA's program and the proposed program require core coursework in functional anatomy, general medical conditions, research methods, administration in athletic training, and therapeutic interventions. Both programs require courses to prepare students to evaluate and treat injuries of the upper and lower extremities and head, thorax, and spine. Practicum coursework is required for both programs. UVA's program differs from the proposed program in that coursework in pharmacology and radiology are required, whereas the proposed program requires a general medical course. UVA's program also requires courses in evidence-based sports medicine, psychosocial aspects of injury, human performance in sports medicine, and principals of strength and conditioning in sports medicine, which RU will not offer in the proposed program. However, RU's program will require 7 credits of on-line Competency Based Learning that will cover some of the areas in the courses in UVA's program.

Resource Needs

The proposed program will be funded through reallocations in the Department of Health and Human Performance. Funds will be reallocated to support adjunct faculty and pay stipends provided for preceptors supervising students. None of the reallocations will have a negative effect on "any existing degree program." The institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The RU Board of Visitors approved the proposed program on May 4, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903)** to the Academic Affairs Committee for approval.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903), effective summer 2021.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #I.D – Action on Bachelor Degree Programs in Teacher Education at Public Institutions

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: In 2018, in response to chronic teacher shortages, the General Assembly passed legislation that permits undergraduate programs in education to serve as teacher preparation programs. Previously, except for certain narrowly defined exceptions, students had to receive an undergraduate degree in a subject matter discipline or interdisciplinary studies. The new enablement broadened institutions' options for how to do teacher preparation and encouraged the development of four-year pathways to teacher licensure (as opposed to five-year bachelors/masters pathways). During the 2018-19 academic year, and following consultation with the Secretary of Education, Virginia Department of Education (VDOE), and institutions of higher education, SCHEV issued specialized guidance for public institutions to request new teacher preparation bachelor degree programs. That process resulted in Council's May 2019 approval of 25 degree programs from seven institutions to commence in Fall 2019. SCHEV has again issued special guidance for the 2019-20 academic year, for programs to begin in Fall 2020. Accordingly, this agenda item advances seven new bachelor degree programs in teacher education from four public institutions.

Materials Provided:

Table: Programs/Endorsements by Institution, with Projected Increase in Teacher Production.

Financial Impact: The financial impact of the programs presented here will vary from institution to institution, and in some cases the full impact may not be known for several years. Generally speaking, existing faculty resources will be refocused from the graduate level to the undergraduate level, and from liberal arts and sciences to teacher

education. The financial impact on students should be to reduce the cost of achieving initial licensure.

Timetable for Further Review/Action: No further action by Council will be required for the programs under consideration today. Some four-year public institutions may seek approval of new bachelor degree teacher preparation programs for fall 2021. If so, this would involve Council action on an additional slate of bachelor programs during the 2020-21 academic year.

Resolution: Based on a full review of institutional submissions, staff presents to the Academic Affairs Committee for approval seven new bachelor degree programs in teacher education, from four institutions: James Madison University (JMU); Longwood University (LU); Norfolk State University (NSU); and the University of Mary Washington (UMW). The proposed programs will train teacher candidates for initial licensure in Virginia, in multiple endorsements.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the seven institutions listed below to implement the specified bachelor degree programs in teacher education, effective fall 2020.

Institution	Degree	Program Name	CIP
JMU	Bachelor of Science (BS)	Teaching English to Speakers of Other Languages	13.1401
LU	Bachelor of Science (BS)	Early Childhood Education	13.1210
LU	Bachelor of Science (BS)	Elementary Education and Teaching	13.1202
LU	Bachelor of Science (BS)	Elementary and Middle School Education and Teaching	13.1206
NSU	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202
NSU	Bachelor of Science in Education (BSEd)	Special Education	13.1001
UMW	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202

Table: Programs/Endorsements by Institution, with Projected Increase in Teacher Production.

Institution	Award	Title	CIP	Initial License and Endorsements	Increase in Annual Teacher Production
JMU	BS	Teaching English to Speakers of Other Languages	13.1401	English as a Second Language PreK-12	10
LU	BS	Early Childhood Education	13.1210	Early/Primary Education PreK-3	9
LU	BS	Elementary Education and Teaching	13.1202	Elementary Education PreK-6	12
LU	BS	Elementary and Middle School Education and Teaching	13.1206	Elementary Education PreK-6, <i>plus one of the following middle school endorsements:</i> Middle Education English Middle Education History & Social Science Middle Education Mathematics Middle Education Science	12
NSU	BSEd	Elementary Education	13.1202	Elementary Education PreK-6	23
NSU	BSEd	Special Education	13.1001	Special Education General Curriculum K-12	13
UMW	BSEd	Elementary Education	13.1202	Elementary Education PreK-6	7

Projected Increases in Annual Teacher Production by Endorsement:

- **ESL** **10**
- **Special Education** **13**
- **Elementary** **54**
- **Early Childhood** **9**
- **Middle School** **12**

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #I.E – Action on Process to Revoke Medical Learning Center’s Certificate to Operate

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item: The purpose of this agenda item is to request Council authorization to initiate revocation against Medical Learning Center (MLC), a certified school which has failed to provide requested information in connection with an attempted audit by SCHEV staff on January 22, 2020. The school’s refusal to cooperate with SCHEV violates 8VAC40-31-195, which states that among reasons for which Council “may suspend or revoke a school’s certificate to operate” is:

Failure to provide the council or council staff within a reasonable timeframe any information, record, or files pertaining to the operation of the school....

Background Information/Summary of Major Elements: MLC is a non-degree school that offers three allied health programs, including a practical nursing program that is also overseen by the Virginia Board of Nursing (VBoN). Of the three programs, only the practical nursing program is required to have SCHEV certification.

On November 19, 2019, the VBoN withdrew MLC’s approval to offer a practical nursing program, effective September 10, 2019. MLC was cited for violating more than a dozen VBoN regulatory requirements that affect the quality of education. MLC has appealed this decision.

I. Medical Learning Center’s Violation of 8VAC40-31-195 Justifies Revocation. On December 31, 2019, Mr. Alphonso A. Wells of SCHEV wrote to Ms. Gullalai Safi, proprietor of MLC, to request the following items of information in preparation for an audit to occur during the month of January 2020:

- List of all students enrolled in the practical nursing program.

- Start date and anticipated completion date for students currently enrolled in the practical nursing program.
- List of start dates for the practical nursing program during January 1-March 31, 2020.
- List of all prospective students for the practical nursing program during January 1-March 31, 2020.

The reason for requesting these specific items was to enable SCHEV to oversee the closing of the practical nursing program following the removal of its approval by the VBoN. This oversight is standard operating procedure, to ensure protection of students of any program that is closing or likely to close. In his letter, Mr. Wells specified January 9, 2020, as the deadline for the submission of this information. Ms. Safi failed to provide the requested information by the January 9 deadline. Indeed, the requested information has still not been provided as of the writing of this agenda item. This failure violates 8VAC40-31-195, and thus SCHEV's pursuit of revocation is justified.

II. Additional Context Indicates MLC has Chronic Issues of Poor Quality and Resistance to SCHEV Oversight.

A. SCHEV had good reasons for seeking to audit MLC in January 2020

SCHEV announced to Ms. Safi in December 2019 that it intended to conduct an audit of MLC in January 2020. This intention was motivated by three factors, each of which was sufficient by itself to prompt an audit:

- on November 19, 2019, the VBoN revoked MLC's approval to offer a practical nursing program on grounds of chronic poor performance and low quality;
- SCHEV's last audit of MLC in July 2018 identified several items of non-compliance, for which a follow-up audit was now overdue;
- three recent student complaints against MLC alleging predatory practices remained unresolved.

B. MLC's Resistance to SCHEV Oversight

As noted above, MLC has violated 8VAC40-31-195 by failing to provide information about the operation of the school requested in Mr. Wells' letter. This failure, however, is just one instance of a pattern of resistance to SCHEV oversight by Ms. Safi and her attorney Mr. Michael Lau. Specifically:

i. Mr. Lau's first intervention. Mr. Lau intervened with SCHEV's first attempt to schedule a January 2020 audit, asserting in a letter received on December 10 that since *he* was not available in January the audit would need to be rescheduled to March 2020.

Note:

- ***audits are not administrative proceedings, and entail no right for the physical presence of an attorney;***
- ***no school has ever requested an attorney to be present at an audit within memory of any current SCHEV staff;***
- ***postponing an audit another two months was unacceptable to SCHEV staff given that final closure of the practical nursing program was now likely.***

ii. Mr. Lau's second intervention. Ms. Sylvia Rosa-Casanova of SCHEV then informed MLC that the audit must occur in January, and that it would now occur at an unspecified date within the month of January. Mr. Lau intervened again, contending (1) that SCHEV was not authorized to conduct an "unannounced" audit and (2) that MLC had the right to counsel at the audit because it was an "administrative hearing."

Note:

- ***contrary to Mr. Lau's assertion, Virginia regulation governing postsecondary education does not prohibit unannounced audits—in fact, SCHEV is under no restrictions at all with regard to providing advance notice;***
- ***contrary to Mr. Lau's assertion, a compliance audit by a regulating agency is not an administrative hearing—there is no right to have counsel present at an audit, much less to reschedule an audit solely to enable counsel's attendance;***
- ***SCHEV has conducted unannounced audits in the past, when there have been issues of urgency and/or reason to believe that a school may use advance notice to thwart disclosure of information.***

iii. SCHEV's unsuccessful attempt to audit MLC on January 22, 2020.

a) Two SCHEV auditing staff reported to MLC at approximately 8:40 AM on the morning of Wednesday January 22, 2020, to conduct the on-site audit. (Note that according to its public postings MLC is open seven days a week: 8 AM to 6 PM Monday to Friday, and 8 AM to 3 PM on Saturday and Sunday.) At 9:45 AM, Ms. Sandra Freeman of SCHEV notified MLC that SCHEV would be conducting an audit of the school that day and the next. While waiting in the car, SCHEV auditors witnessed the arrival of a person they assumed was the school proprietor, Ms. Gullalai Safi, at approximately 9:50 AM. SCHEV staff knocked on the door and received no response although they could see someone in the office talking on the phone. SCHEV staff called the phone number posted on the door and received no response. At 10:05, two women arrived at MLC and knocked on the door to the school. They were not admitted although one told the auditors she had a 10:00 AM appointment. The auditors left the premises and came back on two other occasions that morning, knocking on the door to obtain admittance into the school. No one responded. At 10:43 AM, Ms. Safi sent SCHEV an email asserting that she was not at the school that day. SCHEV staff left MLC's premises at approximately 11 AM and returned to the office.

b) The next day, January 23, Mr. Lau sent an email to SCHEV in which he said the following: "MLC is private. Unless given permission, no one is entitled to enter, regardless whether someone is inside or not. The law protects you and MLC in the same way. Just like arriving unannounced and waiting by your doorstep does not entitle that person to enter your home, your agents (sic) arrival and waiting at the doorstep of MLC does not entitled (sic) them to enter MLC."

Note:

- ***SCHEV staff appeared at the school within the time period (i.e., the month of January) announced to MLC more than a month***

- previously, and thirteen days after the January 9 deadline for MLC to submit information about its practical nursing program;*
- *SCHEV staff appeared at the school within normal working hours on a weekday, with good reason to believe the school proprietor was present despite her emailed assertion to the contrary.*

Materials Provided

- February 5, 2020: SCHEV letter to Medical Learning Center
- September 25, 2019: Virginia Board of Nursing Informal Fact Finding Results
- September 7, 2018: SCHEV Report of Audit

Financial Impact: N/A

Timetable for Further Review/Action: If Council approves the resolution to pursue revocation, Medical Learning Center is entitled to further administrative steps, including an informal fact-finding conference and a formal hearing before an officer appointed by the Supreme Court of Virginia. Once those administrative processes have been fulfilled, the matter would be referred back to Council for final determination.

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of new higher education institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolution: Based on a full review of circumstances related to Medical Learning Center's failure to provide information to SCHEV, pursuant to 8VAC40-31-195, staff presents to the Academic Affairs Committee a resolution to institute revocation against the school.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to revoke Medical Learning Center's certificate to operate, in accordance with requirements of the Administrative Process Act.



COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

(804) 225-2600
www.schev.edu

February 5, 2020

Gullalai Safi
Medical Learning Center, Inc.
2720 Prosperity Avenue, suite 400
Fairfax, VA 22031

Via Certified Mail: 7018 0360 0000 6304 6943

Dear Ms. Safi:

This letter comes to inform you that the State Council of Higher Education for Virginia (SCHEV) will provide a summary of Medical Learning Center's (MLC) recent actions at the Council meeting scheduled for March 16-17, 2020. This meeting will take place at Radford University, 801 East Main St., Radford, Virginia 24142. We will provide additional information regarding the Council agenda the week prior to the meeting.

Pursuant to 8VAC40-31-195(A) (11) of the *Virginia Administrative Code*, Council may revoke a certificate to operate (CTO) if the school fails "to provide the council or council staff within a reasonable timeframe any information, records, or files pertaining to the operation of the school or recruitment and enrollment of students or in response to an audit." In view of MLC's decision to be uncooperative with staff attempting to conduct an audit, we will present the following information to Council and recommend revocation of MLC's CTO:

- On July 18, 2018, SCHEV conducted an audit of MLC. The Report of Audit reflected eight items of non-compliance and one item of concern. When schools have major issues on non-compliance, SCHEV typically schedules a follow-up audit within six months. MLC was not scheduled for a follow-up audit in six months due to an ongoing, unresolved issue it was having with the Virginia Board of Nursing (VBoN).
- On November 26, 2019, VBoN issued an order to withdraw MLC's approval for its Practical Nursing program.
- On December 9, 2019, SCHEV scheduled an audit of MLC for January 9-10, 2020. The school sent an email agreeing with the date of audit. The auditor requested that MLC send specific items to SCHEV two weeks prior to the scheduled audit.
- On December 10, 2019, Mr. Michael Lau, attorney for the school, sent a letter to SCHEV stating that the scheduled date for the audit was not convenient for him. He requested that SCHEV re-schedule the visit for March 2020.

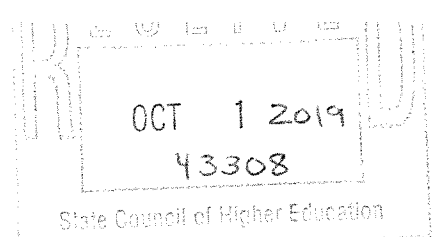
- On December 17, 2019, SCHEV notified MLC that it would conduct an unannounced audit in January 2020 due to concerns about (1) MLC's Practical Nursing Program; (2) three complaints against MLC and their resolutions; and (3) as a follow-up to MLC's July 2018 audit.
- In an email, dated January 3, 2020, I informed MLC that an audit is not an administrative hearing where a school requires representation by counsel. Indeed SCHEV had not recommended revocation of the certificate to operate. SCHEV simply wished to conduct a compliance audit after which we would prepare a report and provide MLC with a copy. MLC and its counsel remained uncooperative.
- SCHEV again asked MLC to submit the pre-audit items requested by the auditor. MLC did not comply.
- SCHEV did not conduct the audit because MLC did not grant the auditors admission to the location.
- As MLC did not provide the requested documents and did not grant admission to the school for an audit, SCHEV staff will report the matter to Council pursuant to 8VAC40-31-195(A)(11) of the Virginia Administrative Code with a recommendation to revoke MLC's certificate to operate. Council will decide whether to proceed with revocation in accordance with the Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia).

Sincerely,

Sylvia Rosa-Casanova

Sylvia Rosa-Casanova
Director, Private Postsecondary Education

C: Robin L. Hills, DNP, RN, VBoN
Jacquelyn Wilmoth, RN, MSN, VBoN
Michael Lau, Attorney



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

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September 25, 2019

Joy Bowman Peck, RN, BSN, M.ED
Medical Learning Center, Inc.
2720 Prosperity Avenue, Suite 400
Fairfax, VA 22031

Certified Article Number

9414 7266 9904 2125 4177 51

SENDER'S RECORD

RE: Case Number 194362, 186363

Dear Ms. Peck:

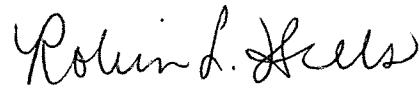
Thank you for meeting with the Education Special Conference Committee delegated by the Virginia Board of Nursing ("Board") at your Informal Conference on September 10, 2019.

Enclosed is the recommendation of the Education Special Conference Committee. This recommendation will be considered by the Board on November 19, 2019. At its meeting, the Board may accept, reject, or modify the recommended decision, or refer the matter to a formal hearing. You will be notified in writing of the Board's decision after its meeting.

Since you participated in the Informal Conference, pursuant to Virginia Code § 2.2-4021 you have the opportunity to respond either in person or in writing at the time the Board considers this recommendation. Your response is limited to addressing the recommended findings of fact, conclusions of law and disposition, contained in the attached Recommendation. If you choose to respond in person, you will be allotted five minutes to address the Recommendation with the Board. *No new information should be provided in either a written response or personal appearance, as no new or additional information will be considered.* Written responses must be received in the Board office by November 12, 2019. Please understand that any written response received after said date will not be considered by the Board. If you plan to appear, you must confirm your appointment by close of business on November 12, 2019.

If you have any questions regarding this matter, please contact our office at (804) 367-4634.

Sincerely,

A handwritten signature in black ink that reads "Robin L. Hills". The signature is fluid and cursive, with the first name "Robin" and last name "Hills" clearly legible.

Robin L. Hills, DNP, RN, WHNP
Deputy Executive Director
Virginia Board of Nursing

cc: Michael Lau, Attorney
Anne Joseph, Adjudication Specialist
Patricia Dewey, Former Senior Investigator, Enforcement Division
Gullalai Safi, Program Administrator
Jacquelyn Wilmoth, Nursing Education Program Manager
Susan Yale, Compliance Investigator SCHEV
Peter Blake, Director, SCHEV

BEFORE THE VIRGINIA BOARD OF NURSING

**IN RE: MEDICAL LEARNING CENTER PRACTICAL NURSING EDUCATION
PROGRAM**
Program Code: US28110500
Case Numbers: 194362, 186363

REPORT AND RECOMMENDATION OF EDUCATION SPECIAL CONFERENCE COMMITTEE

Jurisdiction and Procedural History

Pursuant to Virginia Code §§ 2.2-4019 and 54.1-2400(10), the Education Special Conference Committee (“Committee”) of the Virginia Board of Nursing (“Board”) held an informal conference on September 10, 2019 in Henrico County, Virginia, to inquire into evidence that Medical Learning Center Practical Nursing Education Program (“MLC-PN”) may have violated certain laws and regulations governing the operation of a practical nursing education program in the Commonwealth of Virginia and to determine MLC-PN’s approval status to operate a practical nursing education program.

Joyce Peck, R.N., M.A., M.Ed., Director of Nursing Education, MLC-PN, appeared at this proceeding on behalf of the program. Also present was Gullali Safi, Administrator. The program was represented by Michael Lau, Esquire.

Upon consideration of the evidence, the Committee makes the following Findings of Fact and Conclusions of Law and recommends that the Board adopt the following Order.

Notice

By letter dated April 3, 2019, the Board sent a Notice of Informal Conference (“Notice”) to MLC-PN notifying it that an informal conference would be held on May 9, 2019. The Notice was sent by certified and first class mail to the legal address of record on file with the Board. At MLC-PN’s request, the informal conference was continued to July 10, 2019. The informal conference was again continued at MLC-PN’s request.

Recommended Findings of Fact and Conclusions of Law

1. MLC-PN was granted initial approval to operate a practical nursing education program in the Commonwealth of Virginia effective August 5, 2016.
2. MLC-PN violated 18 VAC 90-27-130(B)(1)(b) and 90-27-140(A)(4) of the Regulations for Nursing Education Programs (“Regulations”) in that it has failed to submit evidence of progression toward full approval and to progress students through its weekend program in accordance with the timeframe it submitted to the Board in its application for initial approval. The approved timeframe indicated that the full program would consist of three trimesters, with the first cohort starting the program in March of each year and completing the program in February of the following year for a total of 12 months. The second cohort was to start in November and complete the program in June of the following year, for a total of 8 months. However:
 - a. The 2018-2019 student handbook and student enrollment agreements signed in December 2017 indicate that the weekend program would take approximately 16 months and run from December 2017 to March 2019.
 - b. Students’ stated start dates were inconsistent with the approved timeframe and across multiple program documents. According to student enrollment agreements, the third cohort’s start date was December 2, 2017. The 2018 – 2019 student handbook indicated that the start of spring classes was “January – March.” According to the program director, the cohort’s start date was January 2018. According to student transcripts and the quarterly report received July 3, 2018, the cohort’s start date was February 2018.
 - c. Students’ stated completion dates were inconsistent with the approved timeframe and across multiple program documents:

i. According to the quarterly report received January 10, 2018, the first cohort was due to complete the program in May 2018. The completion date was changed to July 2018 and then August 2018. According to student enrollment agreements, students were expected to complete the program at the end of March 2019. According to student transcripts, the students in this first cohort started in February 2017 and graduated in December 2018.

ii. The second cohort, which started in May 2017, was scheduled to complete the program in July 2018. The completion date was later changed to August 2018 and then to October 2018. According to student transcripts, the students in this cohort graduated in January 2019.

d. Students were allowed to join a cohort two months or more into the program. At the informal conference, Dr. Safi stated that these students were already CNAs who were familiar with nursing fundamentals and they were able to catch up; however, no written policy to this effect was provided.

3. At the informal conference, Ms. Peck and Dr. Safi revealed that the discrepancy between proposed and actual graduation dates was based on the fact that the 88-hour Professional Development course listed in the third trimester is not actually taught at MLC by MLC faculty on a particular timeframe, but is taught by the Nursing Review Center at a different facility in Maryland. Students sign up for and complete this class on their own schedule. When asked how long students have to take this final class, Ms. Peck said there was no time limit. When asked if she would allow a student to take the final class one year after completing all other classes, she said that she probably would not allow it, but that there is no written policy to this effect.

4. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-80(A)(5) and (B) of the Regulations in that as revealed during a site visit to its new location on November 7, 2018, it did not have sufficient resources to meet the objectives of the program and the needs of the students.

Specifically, there was no technology equipment in the classrooms and the lab lacked privacy curtains, adequate supplies, over-bed wall mounts, a learning resource center, and computers. At the informal conference MLC-PN's representatives said that the visit took place while the program was transitioning from one facility to another. At the informal conference, MLC-PN submitted photographs of the skills lab taken in the Fall of 2018 but no updated photographs that demonstrate compliance were submitted.

5. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-90(B)(1), and 18 VAC 90-27-100(D)(2) of the Regulations in that not all students in the first cohort were provided direct client care nursing experience in pediatrics, as evidenced by the following: nine students obtained their pediatric clinical experience at Higher Horizons Daycare Center, where they did not participate in any qualifying activities and not all objectives were met. Students were assigned to non-nursing daycare staff and observed these staff members making assessments of the children. Students did not participate in any hands-on care. More than 50% of the clinical experience portion of the course was provided through simulation. Regarding pediatric course content, MLC-PN representatives reported at the informal conference that monitoring vital signs in pediatric patients and care of the neonate are not taught in the didactic or clinical pediatric courses.

6. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-100(D)(4), and 18 VAC 90-27-60(A)(2) of the Regulations in that the faculty member assigned to teach the pediatrics clinical simulation is not qualified to provide instruction in pediatrics. The faculty member's curriculum vitae indicates that she taught pediatric simulation courses in the past, but there is no indication she has any actual pediatric clinical experience.

7. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-110(G) of the Regulations in that although a preceptor was used in the maternity/gynecology clinical setting, the program failed to provide any information regarding its use of preceptors. At the informal conference,

MLC-PN representatives agreed with this allegation and stated that no formal orientation was provided to preceptors. Utilization of preceptors was not included in MLC-PN's initial application.

8. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-40(D)(2) of the Regulations in that the program administrator, not the program director, oversees the admission of students into the program. Dr. Safi shared during the informal conference that she conducts the initial round of applicant screening interviews.

9. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-40(D)(1), and 18 VAC 90-27-60(C)(2) of the Regulations in that the program administrator dictates the subject matter to be taught, the teaching plan, and the content of tests rather than allowing the program director and faculty members to carry out these duties.

10. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-80(C) in that it did not provide applicants information regarding the program, admission and graduation requirements, fees and expenses, tuition refund policy, education facilities, curriculum plan, course descriptions, and school calendar prior to admission. For example, the enrollment agreement states that fees for books are separate from tuition. Students complained that when they left the program, they struggled with Dr. Safi about refunds. At the informal conference, MLC-PN representatives explained that if a student leaves during their first semester they have to return the books, and if they insist on keeping the books, MLC-PN charges them for the books. However, this policy does not appear in the enrollment agreement or the student handbook.

11. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-60(A)(1) in that one instructor held only single-state licenses in Maryland and the District of Columbia and was not licensed or privileged to practice nursing in the Commonwealth of Virginia. At the informal conference, Ms. Peck

stated that this was an oversight and that when it was determined that the instructor did not have a Virginia license, her employment was terminated.

12. At the informal conference, MLC confirmed that 23 students were enrolled in the first two cohorts. In the first cohort, four students graduated and three took and passed the NCLEX. In the second cohort, four students graduated, and three took and passed the NCLEX.

Recommended Order

Based on the foregoing Findings of Fact and Conclusions of Law, the Committee recommends that the Board issue an Order as follows:

1. The approval of Medical Learning Center Practical Nursing Education Program to operate a practical nursing education program in Virginia is WITHDRAWN effective the date of entry of this Order. The program shall cease operations no later than June 30, 2020, when all students shall either have graduated or transferred to an approved program.

2. From the date of entry of this Order until closure, MLC-PN shall comply with the following terms and conditions:

a. The program shall comply with its NCLEX success plan as submitted to the Board.

b. The program shall comply with the Board's regulations for maintaining an approved practical nursing education program.

c. The program shall submit to the Board a report regarding its progress in meeting the regulations for closure and the status of all remaining students no later than 30 days after entry of this Order.

3. MLC-PN shall comply with the requirements of 18 VAC 90-27-240 of the Regulations for closure of a nursing education program as follows:

- a. The program shall not admit any new or transfer students.
- b. The program shall cease operations no later than June 30, 2020, when all students shall either have graduated or transferred to an approved program.
- c. In accordance with 18 VAC 90-27-240(B)(2) of the Regulations, the program shall provide to the Board a list of the names of students who have transferred to approved programs and the date on which the last student was transferred no later than June 30, 2020.
- d. In accordance with 18 VAC 90-27-240(C)(1) and (2) of the Regulations, the governing institution shall inform the Board of the arrangements made to safeguard the records and, if the governing institution ceased to exist, the academic transcript of each student and graduate shall be transferred by the institution to the Board for safekeeping no later than July 31, 2020.

Reviewed and approved
By Ethlyn McQueen-Gibson, DNP, MSN, RN-BC
Chair, Education Special Conference Committee



COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

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September 7, 2018

Ms. Gullalai Safi
Medical Learning Center
2812 Old Lee Highway, Suite 301
Fairfax, VA 22031

Dear Ms. Safi,

Enclosed, please find a copy of the *Report of Audit* which summarizes the July 17 & 18, 2018, audit of Medical Learning Center located in Fairfax, Virginia. The report reflects eight "Findings of Non-Compliance," "One item of concern and the corrective action required ensuring full compliance with the regulations. Based upon the number of findings it will be necessary to conduct a follow-up audit within six months.

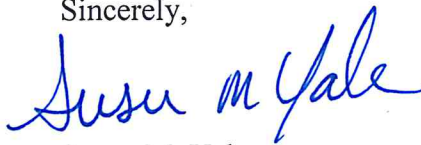
- A "Finding of Non-compliance" is a determination that an institution has failed to provide substantive evidence that its activities meet a corresponding criterion for certification in Virginia or that a school policy or action is in direct violation of a certification standard.
- An "Item of Concern" denotes an area wherein, while the institution is meeting the specific Virginia criterion, SCHEV staff believes that:
 - (a) the institution could make improvements; and/or
 - (b) if left unchecked, it could damage the academic quality of the institution.

Medical Learning Center must correct the areas discussed in the *Report of Audit* by submitting the required documentation within 60 calendar days of this letter. Documentation of all corrective actions must be submitted to the POPE unit of the State Council of Higher Education for Virginia no later than **Tuesday, November 6, 2018**. Failure to submit documentation of the corrective action by the date indicated above may lead to adverse administrative action, which may include suspension or revocation of the certificate to operate.

Although the review was thorough, it cannot be assumed to be all-inclusive. The absence of statements in the report concerning Medical Learning Center's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve Medical Learning Center of its obligation to comply with all statutory and regulatory provisions governed by 8 VAC 40-31 et seq. of the Virginia Administrative Code.

If you have questions or concerns regarding this report, its' findings, or Virginia's institutional certification standards, please contact me at (804) 225-2620 or via email at susanyale@schev.edu.

Sincerely,



Susan M. Yale
Compliance Investigator

cc: P. Saxby, VBON

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit **Medical Learning Center** **Audit Date: July 17 & 18, 2018**

Report Date: September 6, 2018

ITEMS OF NON-COMPLIANCE

1. INSTITUTION DOES NOT MEET ADVERTISING REQUIREMENTS

8 VAC 40-31-30(B)(i)

A school certified to operate by council in accordance with this chapter shall include a clear statement that the council has certified the school to operate in Virginia in all publicity, advertisement, and promotional materials distributed to current or prospective students.

Finding:

The school does not have the statement "Certified to Operate by SCHEV" on the school's Facebook page. All promotional materials and sites must include the statement "Certified to operate by the State Council of Higher Education for Virginia" according to Virginia regulation. The school's flyers & mailers use the word "Approved" not "Certified", all promotional materials must state "Certified".

Required Action:

Medical Learning Center must update the school's Facebook page and website to include the statement "Certified to operate by SCHEV." In addition all flyers and mailers must be updated using the word "Certified" Please send a copy of the updated pages and materials to the PPE unit of SCHEV.

2. ENROLLMENT AGREEMENTS AND START DATES DO NOT MATCH

8 VAC 40-31-160 (E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of students enrolled at Medical Learning Center and found the signed enrollment agreements do not always match the dates the students began classes. The student files did not reflect current student status and did not have accurately documented changes or alterations.

Required Action:

Medical Learning Center must have accurate start dates on enrollment agreements and the student documents must accurately reflect the current status of all students. Please send a document to SCHEV stating all student information will be accurate in the student files and will be updated to reflect changes if any changes occur. Please send a copy of this document to the PPE unit of SCHEV.

3. INSTITUTION DOES NOT HAVE ALL ITEMS JUSTIFYING ADMISSION

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of students enrolled at Medical Learning Center and found documentation missing justifying admission. The students take an admissions test but there is no indication in the file if the exam was passed or failed. No final grade is indicated. In addition, the school does not record or document if the required interview has been completed.

Required Action:

Medical Learning Center must adhere to the school's admissions policy published in the catalog. The school must record and keep all documentation in the student file justifying admission to the school. The school must provide a statement to SCHEV stating they will follow the school's admissions policy in the future. Please send a copy of the statement to the PPE unit of SCHEV.

4. INSTITUTION DOES NOT MAINTAIN A RECORD OF FINANCIAL TRANSACTIONS FOR EACH STUDENT

8 VAC 40-31-160(E)(4)

A record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds. Fiscal records must be maintained for a minimum of three years after

the student's last date of attendance. When tuition and fees are paid by the student in installments, a clear disclosure of truth-in-lending statement must be provided to and signed by the student.

Finding:

Medical Learning Center does not keep all information about student payments and refunds on the student ledger card. The ledger card states the monthly payments not method of payment or if a refund has been given once a student withdraws. In addition, Medical Learning Center does not maintain financial records of students. Virginia regulation states that all financial records must be maintained for a minimum of three years after the student's last day of attendance.

Required Action:

Medical Learning Center must update current student files to include a record of all financial transactions and keep a copy in the student's file. In addition, the school must send a statement to the PPE unit of SCHEV confirming all financial records will be kept for a minimum of three years after the student's last day of attendance.

5. SCHOOL CATALOG MISSING REQUIRED STATEMENTS

8 VAC 40-31-160 (D) (5)

A school certified to operate by the council in accordance with this chapter shall include in any print and electronic catalogs:

- The established grievance process of the school, which shall include a provision that students will not be subjected to adverse actions by any school officials as a result of initiating a complaint.

Finding:

Medical Learning Center is missing one item required to be in writing in a catalog, bulletin or brochure. The catalog does not include:

- a. A statement that students will not be subject to unfair treatment by the school as a result of initiating a complaint. The catalog states, "Students will not be subjected to adverse actions by any school official at MLC as a result of initiating a complaint with the BON or SCHEV." The policy should be for all grievances not just complaints with BON or SCHEV.

Required Action:

Medical Learning Center must update the non-retaliation statement in the catalog and send an updated version to the PPE unit of SCHEV.

6. INSTITUTION DOES NOT HAVE A PLAN IN PLACE TO ENSURE THE INTERACTION BETWEEN STUDENTS AND INSTRUCTORS

8 VAC 40-31-160(J)

A plan is in place that ensures interaction between student and faculty, and among students.

Finding:

Medical Learning Center does not have a written policy outlining that faculty is accessible to students for information outside of regularly scheduled class time and throughout the period the course is being offered.

Required Action:

Medical Learning Center must develop and publish a statement which outlines a policy on the interaction between faculty and students outside of class time. Please send a copy of the statement to the PPE unit of SCHEV.

7. INSTITUTION'S REFUND POLICY IS NOT IN COMPLIANCE WITH VIRGINIA REGULATION

8VAC 40-31-160 (N)

A school may require the payment of a reasonable nonrefundable initial fee, not to exceed \$100, to cover expenses in connection with processing a student's enrollment, provided it retains a signed statement in which the parties acknowledge their understanding that the fee is nonrefundable. No other nonrefundable fees shall be allowed prior to enrollment.

Finding:

Medical Learning Center is currently using a refund policy that does not meet the Virginia regulations. The current policy states that the school has a \$50 non-refundable application fee and \$100 non-refundable entrance exam fee. According to Virginia regulations \$100 is the maximum a school can designate as non-refundable.

Required Action:

Medical Learning Center must update their refund policy published on the enrollment agreement and in the school's catalog. Please send an updated copy of both documents to the PPE unit of SCHEV.

8. INSTITUTION DOES NOT HAVE A PROCESS IN PLACE TO EVALUATE SCHOOL EFFECTIVENESS

8VAC 40-31-160 (G)(2-3)

The school must have a clearly defined process by which the curriculum is established, reviewed and evaluated. Evaluation of school effectiveness must be completed on a regular basis and must include, but not be limited to:

1. An explanation of how each program is consistent with the mission of the school.
2. An explanation of the written process for evaluating each degree level and program, or career-technical program, once initiated and an explanation of the procedures for assessing the extent to which the educational goals are being achieved.

3. Documented use of the results of these evaluations to improve the degree and career-technical programs offered by the school.

Finding:

Medical Learning Center does not have a clearly defined process to review programs; the school needs to develop a written document with goals, methods of assessing the goals and documented results of surveys conducted. In addition, the Virginia Board of Nursing requires the school to have an advisory committee to include community members.

Required Action:

Medical Learning Center must develop a process to review and evaluate their curriculum. The evaluation process must be completed on a regular basis (monthly, quarterly or yearly). Medical Learning Center must send a statement defining the evaluation process and how the new process will be implemented. In addition, community members must be added to the school's advisory committee. Please submit documentation to the POPE unit of SCHEV.

ITEM OF CONCERN

1. The SCHEV faculty qualification forms need to be signed by a school administrator and the instructor. All of the instructor qualification forms were not signed.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #I.F – Review of Program Announcements from Public Institutions

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item: The purpose of this agenda item is to present “Program Announcements” for new degree programs that public institutions plan to submit for SCHEV approval later this spring. The Program Announcement is a new feature of the SCHEV program approval process in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements: Following Council approval in May 2019, SCHEV has instituted a set of modifications to its program approval process to begin in January 2020. These modifications include the creation of a two-stage system—first a Program Announcement, then the Program Proposal—for new degree programs.

The Program Announcement stage is intended to serve three primary purposes:

- to alert the Academic Affairs Committee of new degree programs well before they are presented by staff for Council action;
- to give Committee members the opportunity to raise questions and requests for further information that can be incorporated into the full proposal; and
- to provide advance notice to other institutions of higher education so they can comment on issues related to program duplication.

Materials Provided:

Table of Program Announcements

Appendix: Program Announcements from Public Institutions, March 2020

Financial Impact: N/A

Timetable for Further Review/Action: For programs announced here, proposals may be submitted for full review by June 1, 2020. Proposals submitted by that deadline will be reviewed by staff for Council action at the October 2020 meeting.

Relationship to Goals of the Virginia Plan for Higher Education:

Council's consideration of new degree programs for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolution: N/A

Table of Program Announcements The table lists the Program Announcements included in this agenda item, by institution and level; institutions with similar existent programs are also indicated.

	Institution	Program	CIP	Institutions with Similar Programs	Page
1	GMU	MS in Finance	52.0807	CNU	1
2	GMU	PSM in Forensic Science	43.0406	GMU, VCU	5
3	GMU	MS in Information Security Management	52.1206	GMU, NSU, ODU, VCU	10
4	GMU	MS in Kinesiology	31.0505	ODU, UVA	14
5	GMU	MA in Peacebuilding	30.2801	—	18
6	GMU	PhD in Business	52.0201	ODU, UVA, VCU, VT	21
7	GMU	PhD in Kinesiology	31.0505	ODU	26
8	UVA	BA in Media Studies	09.0102	VCU, VSU	30
9	UVA	MEd in Education, Culture and Society	13.0901	—	34
10	UVA	MEd in Qualitative Analytics in Education and the Social Sciences	13.0604	—	38
11	UVA	MUD in Urban Design	04.0401	—	41
12	VCU	BS in Health Services	51.0701	GMU, JMU, NSU, ODU	45
13	VCU	BS in Human and Organizational Development	52.1005	—	49
14	VCU	MBSD in Brand Strategy and Design	52.1499	—	53
15	VCU	MEd in Higher Education	13.0406	GMU, UVA, VT	57
16	VCU	PhD in Biosciences	26.0101	GMU, VCU, VT, UVA	60
17	VCU	PhD in Computer Science	11.0101	GMU, ODU, UVA, VT, W&M	64
18	VCU	DNP in Nursing Practice	51.3818	GMU, JMU, ODU, RU, UVA, VCU	69
19	VSU	BS in Sport Management	31.0504	JMU, ODU, RU	74
20	VSU	MBA in Business Administration and Management	52.0201	GMU, JMU, LU, ODU, RU, UMW, UVA, VCU, VT, W&M	78
21	VSU	MS in Data Analytics Engineering	11.0802	GMU, RU, UVA	82
22	VSU	EdS in Educational Administration and Supervision	13.0401	ODU, UVA, VCU	86
23	VCCS NVCC	AS in Biology	26.0101	—	90

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Finance
CIP code	52.0807
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 27, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (33 credits)

MSF 603: Managerial Economics and Decisions of the Firm (3 credits)*
MSF 643: Financial Economics and Statement Analysis (3 credits)*
MSF 632: Statistical and Quantitative Methods for Finance (3 credits)*
MSF 702: Corporate Finance and Governance (3 credits)*
MSF 706: Investment Analysis (3 credits)*
MSF 707: Futures, Options, and Other Derivatives (3 credits)*
MSF 732: Fixed Income Securities (3 credits)*
MSF 705: Venture Capital, Private Finance, and Alternative Investments (3 credits)*
MSF 777: Student Managed Investment Fund (3 credits)*
MSF 717: International Finance and Financial Markets (3 credits)*
MSF 783: CFA Ethics and Preparation (3 credits)*

Total: 33 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will be able to:

- Recognize and demonstrate ethical accountabilities to ensure ethical professional practices in financial fields.
- Analyze ambiguous, complex financial issues using quantitative and qualitative methods and techniques with sound theoretical foundations.
- Identify the essential relationships between finance and other functional areas of business when making business decisions.
- Effectively assess and present information necessary for problem solving through various communication tools.
- Apply interpersonal and leadership skills needed to form, lead, and work effectively with diverse organizational teams.
- Apply knowledge in the diverse regulatory environments of international markets to address current and emerging issues in the global economy.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates will be able to:

- Value and analyze financial securities.

- Manage portfolios for high-net-worth individual investors.
- Evaluate financial markets and develop the ability to analyze and trade securities.
- Launch initial public offerings (IPOs) and seasoned equity offerings (SEOs), and execute merger and acquisition (M&A) deals.
- Manage financial risk of banks through an understanding of consumer lending.
- Apply financial decision making within a corporate finance firm and forecast the firm's financial statements.
- Assess and manage risks of insurance companies.
- Develop modelling skills and understand risk management tools used by banks and other financial institution.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Christopher Newport University	MFINA, Master of Financial Analysis, CIP code: 52.0801	Launched Fall 2019

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Financial analysts	329,500	349,800	6%	
Financial examiners	60,900	65,200	7%	
Financial managers	653,600	758,300	16%	
Securities, commodities, and financial services sales agents	442,400	460,900	4%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Financial Examiners	1,742	2,048	17.57%	31	Bachelor's degree
Financial Managers	13,959	16,869	20.85%	291	Bachelor's degree

Financial Specialists, All Other	4,830	5,360	10.97%	53	Bachelor's degree
Securities, ... Sales Agents	5,517	6,115	10.84%	60	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024	
1	Projected Enrollment (Headcount)	35	47	
2	Projected Enrollment (FTE)	25	40	
3	Estimated Tuition and E&G Fees	\$998 (in-state) \$1,600 (out-state)	\$1048 (in-state) \$1,680 (out-state)	
4	Projected Revenue from Tuition and E&G Fees	\$1,061,742 (assumes 13 in-state, 12 out-state)	\$1,800,480 (assumes 20 in-state, 20 out-state)	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed MS degree program in Finance is needed in Virginia to address the increase in finance-related jobs and the dearth of graduates with master's-level degrees in Finance.

Student Needs: Student demand for master's in Finance degrees and regional conferrals grew rapidly from 2013 to 2017 (annualized rate of 18.6 percent). Additionally, a master's in Finance is the most sought-after specialized business master's degree, indicating a strong student demand within the business field.

Employer Needs: A study identified 31,576 regional job postings for related occupations over a period of 180 days in 2019. BLS projects very high demand for specialized jobs in cash and risk management. A bachelor's is typically required; however, many employers seek candidates with a master's in Finance.

State Needs: From 2016 to 2026, employment opportunities for master's in Finance graduates is projected to increase by 10.0% in the DMV region, higher than the 9.1% expected for all occupations. Employment growth for finance professionals is particularly strong in Virginia,

with a projected increase of 13.8%, higher than the 10.3% forecast for all other jobs in the state.

These needs have not been met by educational institutions in Virginia. Currently, there is only one other public university in Virginia offering a graduate program in Finance, which was initiated in 2019. Given the fast growth trends in finance careers, there is a strong need by the State of Virginia for the proposed program.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Professional Science Master's (PSM)
Degree Program Name	Forensic Science
CIP code	43.0406
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	February 27, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (15-18 credits)

FRSC 510: Basic Crime Analysis (3 credits)
FRSC 511: Advanced Crime Scene Analysis (3 credits)
FRSC 515: Selected Topics in Forensic Science (Quality Assurance/Accreditation/Ethics in a Forensic Laboratory section) (3 credits)
FRSC 530: Law and Forensic Science (3 credits)
FRSC 570: Trace and Physical Evidence Concepts (3 credits)

Students without a bachelor's degree in Forensic Science must take the following course in the first semester of study:

FRSC 500: Introduction to Forensic Science (3 credits)

Emphasis Options (6-7 credits)

Students choose one area of emphasis:

Crime Scene Investigation Emphasis (6 credits)

Students select two courses.

FRSC 512: Physical Evidence Laboratory (3 credits)
FRSC 513: Forensic Photography (3 credits)
FRSC 514: Survey of Forensic Chemistry, Biology, and DNA Analysis (3 credits)
FRSC 516: Forensic Drone Photography (3 credits)
FRSC 550: Issues in Forensic Anthropology (3 credits)
FRSC 590: Medicolegal Death Investigation and Pathology (3 credits)

Biometric Identity Analysis Emphasis (6 credits)

Students select two courses.

FRSC 620: Face and Biometric Pattern Analysis (3 credits)
FRSC 630: Fingerprint Identification (3 credits)
FRSC 640: Legal, Privacy and Ethical Issues in Identity Analysis (3 credits)

Forensic Biology Analysis Emphasis (6-7 credits)

Students select two courses.

FRSC 514: Survey of Forensic Chemistry, Biology, and DNA Analysis (3 credits)
FRSC 515: Selected Topics in Forensic Science (DNA section) (3 credits)

FRSC 560: Advanced Forensic DNA Sciences (3 credits)
and FRSC 561: Forensic DNA Laboratory (1 credit)
BIOL 509: DNA Analysis of Biological Evidence (3 credits)

Forensic Chemistry Analysis Emphasis (6-7 credits)

Students select two courses.

FRSC 512: Physical Evidence Laboratory (3 credits)
FRSC 514: Survey of Forensic Chemistry, Biology, and DNA Analysis (3 credits)
FRSC 520: Toxicology (3 credits)
FRSC 540: Advanced Forensic Chemistry (3 credits)
and FRSC 541: Forensic Chemistry Laboratory (1 credit)
FRSC 570: Trace and Physical Evidence Concepts (3 credits)

Professional Skills Options (12 credits)

Students choose one professional skills option.

Option One: Business Fundamentals Graduate Certificate (12 credits)

Students who complete the requirements for the Business Fundamentals Graduate Certificate receive both the graduate certificate and the PSM degree upon completion of both programs' requirements.

Option Two: Professional Preparation (12 credits)

COS 600: Multidisciplinary Problem Solving and Leadership (3 credits)
or GBUS 551: Leadership (3 credits)
GBUS 653: Organizational Behavior (3 credits)
MBA 712: Project Management² (3 credits)
or GCH 691: Project Management in Public Health (3 credits)

Students choose one course from the following:

COS 500: Professional Preparation for STEM Disciplines (3 credits)
COS 600: Multidisciplinary Problem Solving and Leadership (if not chosen above) (3 credits)
GBUS 540: Analysis of Financial Decisions (3 credits)
GBUS 551: Leadership (if not chosen above) (3 credits)
GBUS 613: Financial Reporting and Decision Making (3 credits)
GBUS 623: Marketing Management (3 credits)
GBUS 643: Managerial Finance (3 credits)
GBUS 738: Data Mining for Business Analytics (3 credits)
GBUS 739: Advanced Data Mining for Business Analytics (3 credits)
GBUS 744: Fraud Examination (3 credits)
GCH 691: Project Management in Public Health (if not chosen above) (3 credits)
MBA 712: Project Management (if not chosen above) (3 credits)
Other courses may be chosen in consultation with the faculty advisor.

Internship (3 credits)

Students arrange an internship with an outside entity with an interest in forensic science and management. The internship work must produce one or more products such as a

comprehensive report, a departmental presentation, a research project, or an article. Internship placement and product type must be approved by the student's faculty advisor.
FRSC 790: Internship in Forensic Science (3 credits)

Total credits: 36 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will learn to:

- Understand the history, context, best practices, and training components of the various fields that make up the forensic sciences.
- Demonstrate comprehensive knowledge of the scientific method that underlies research in forensic science.
- Evaluate the findings and practical utility of forensic science research and apply an understanding of human dynamics to successfully operate a full service private/public forensic science laboratory.
- Demonstrate ability to address specific management needs in the forensic sciences through the application of contemporary problem-solving method and theory.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates will be able to:

- Demonstrate advanced preparation in analytical and research skills required for solving problems sets at their work place.
- Demonstrate the advanced communication skills needed to be successful in a business or a professional environment. Forensic science laboratories, whether in private industry or governmental organizations, are interdisciplinary work environments that require collaboration and teamwork to be successful.
- Be readily immersed in a real-world learning environment with all appropriate skill sets. This program comprehensively addresses and delivers all components of knowledge and skillsets that graduates need to succeed in a professional enterprise.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth University	Forensic Science, MS, CIP code: 43.0406	17.4
George Mason University	Forensic Science, MS, CIP code: 43.0406	32.6

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Forensic Science Technician	16,700	19,100	14%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Forensic Science Technician	694	826	19.02%	13	Bachelor 's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024	
1	Projected Enrollment (Headcount)	20	56	
2	Projected Enrollment (FTE)	13	36	
3	Estimated Tuition and E&G Fees	\$13,536 (in-state) \$29,520 (out-state)	\$13,536 (in-state) \$29,520 (out-state)	
4	Projected Revenue from Tuition and E&G Fees	\$270,720 (in-state) \$590,400 (out-state)	\$541,440 (in-state) \$1,180,800 (out-state)	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The addition of the proposed Professional Science Master's (PSM) degree designation to the existing MS degree program in Forensic Science will enable George Mason University to serve a broader range of student interests, especially those interested in leadership and management. The proposed PSM degree program will capitalize on the need for professional education in Virginia and the region by providing students the only PSM degree program in Forensic Science in the Commonwealth.

The discipline of forensic science has evolved due to technological changes, advances in molecular biology, and modifications in policy. Experts in Virginia and the region have come to realize that there is not a single pathway that students/professionals should follow, but rather several different avenues that can lead to successful careers in forensic science management. Students interested in DNA will find opportunities to develop new laboratory skills. Students more focused on genealogy will be able to work on software to better perform searches. Many current practitioners in the field will choose to focus on management as section leaders or laboratory managers.

The goal of the proposed PSM degree designation is to provide a foundational graduate education for students in the science and practice of forensic science management. With experts serving on the advisory board, partnerships with businesses, internships to provide experiential education, and faculty trained to provide a rigorous and comprehensive curriculum, the proposed program will produce graduates with professional skills who will be leaders in the workforce in Virginia and elsewhere.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Information Security Management
CIP code	52.1206
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 27, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework (24 credits)

- ISM 603: Fundamentals of Information Security (3 credits)*
- ISM 620: Security of Communication Networks (3 credits)*
- ISM 630: Data Security Management (3 credits) *
- ISM 640: Analytics Driven Management of Security Operations (3 credits)*
- ISM 710: Managing Information Security with Vendors and Partners (3 credits)*
- ISM 720: Economics of Information Security (3 credits)*
- ISM 730: Information Security Governance, Policy and Compliance (3 credits)*
- ISM 747: Information Security Risk Management and Audit (3 credits)*

Restricted Electives (12 credit hours)

Students select from the following list of courses offered by the College of Health and Human Services, the Schar School of Policy and Government, and the School of Business. In selecting courses, students may elect to follow tracks in health administration and policy, public policy, or business.

- HAP 670: Introduction to Health Informatics (3 credits)
- HAP 678: Introduction to US Health System (3 credits)
- HAP 745: Health Care Security Policy (3 credits)
- HAP 752: Advanced Health Information Systems (3 credits)
- BIOD 610: Advanced Topics in Global Health Security (1 – 4 credits)
- BIOD 705: Intelligence: Theory and Practice (3 credits)
- BIOD 760: National Security Technology and Policy (3 credits)
- GOVT 745: International Security (3 credits)
- POGO 646: Policy and Program Evaluation (3 credits)
- POGO 750: Topics in Policy and Government (3 credits)
- PUAD 635: Emergency Preparedness: Interagency Communication and Coordination (3 credits)
- PUAD 781: Information Management: Technology and Policy (3 credits)
- GBUS 613: Financial Reporting and Decision Making (3 credits)
- GBUS 623: Marketing Management (3 credits)
- GBUS 643: Managerial Finance (3 credits)

- GBUS 653: Organizational Behavior (3 credits)
- ISM 692: Internship (3 credits) *
- ISM 792: Special Topics in Information Security Management (3 credits) *
- MBA 712: Project Management (3 credits)
- MBA 715: Advanced Project and Program Management (3 credits)

Total credit hours: 36

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will learn to:

- Recognize and demonstrate accountabilities to ensure ethical professional practices in data collection, transmission, use, secure storage, and analyses.
- Analyze organizational processes, technologies and information infrastructure for information security needs, and appropriate compliance requirements.
- Prioritize, from a business perspective, security deficits and breaches, and corresponding solutions to address such deficits and breaches.
- Evaluate the essential relationships between business functions to develop decisions about information security needs and managing associated risks in coordination with teams of information technology experts.
- Assess the business implications of information security requirements and solutions for problem solving.
- Apply interpersonal and leadership skills needed to form, lead, and work effectively with diverse organizational teams to meet the organization's information security needs.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates will be able to:

- Develop management plans to ensure computer files are safeguarded against accidental or unauthorized modification, destruction, or disclosure, and emergency data processing needs are met.
- Develop management plans to advise senior management on all matters related to information assurance such as supporting current systems and technologies as well as advise on capability development efforts.
- Develop and conduct security awareness training and education program to educate, refresh, and motivate personnel in practices that protect people, property and information.
- Manage risk assessments and executing tests of data processing systems to ensure functioning of data processing activities and security measures.
- Manage monitoring, measuring, and usage of security performance to redesign security to support business priorities.
- Evaluate effectiveness of information technology professionals, and propose and execute staffing changes in support of business priorities.
- Work with teams of information technology experts to manage compliance assessment reviews and self-inspections to ensure adherence with government and company regulations/ requirements, identify deficiencies and recommend corrective action.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	MS, Information Security and Assurance, CIP code: 11.1003	21.6
Norfolk State University	MS, Cybersecurity, CIP code: 11.1003	14 (recent 3-yr)
Old Dominion University	MS, Cybersecurity, CIP code: 11.1003	0.2
Virginia Commonwealth University	MS, Computer and Information Systems Security, CIP code 11.1003	6.6

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Information Security Analysts	112,300	147,700	32%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Information Sec. Analysts	11,725	16,592	41.51%	487	N/A

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024	
1	Projected Enrollment (Headcount)	25	73	
2	Projected Enrollment (FTE)	16	45	
3	Estimated Tuition and E&G Fees	\$30,000	\$30,000	
4	Projected Revenue from Tuition and E&G Fees	\$480,000	\$1,350,000	

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program focuses on building information security management competencies through an appropriate blend of deep business and requisite technical knowledge. To satisfy the demand for information security professionals and their competency in different verticals, such as healthcare, public policy, and business, interdisciplinary electives are included from these disciplines.

Over the next decade, Virginia is expected to add 487 new Information Security Analyst jobs each year. According to BLS projections, there will be approximately 1,430 openings annually for information security analysts in Virginia. These job openings are filled by recent college graduates. Virginia public universities do not have enough programs to graduate students to meet the growing demand. These programs have conferred 42 degrees each year, which is short of the market demand. Further, the programs that exist focus almost exclusively on the technical aspect of information security. The professional association ISACA found that in 2018, 61 percent of organizations believe that fewer than half of all applicants for open information security analyst positions were well-qualified. The same report identified the top skills gaps as: a) understanding of the business; b) communication; and c) technical skills. The proposed program has been designed with the goal of meeting the combination of these gaps.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Kinesiology
CIP code	31.0505
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	December 12, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses: 18 credits

KINE 600: Scientific Foundations of Kinesiology (3 credits)
KINE 601: Advanced Exercise Physiology (3 credits)
KINE 602: Advanced Applied Biomechanics (3 credits)
KINE 605: Research Methods in Kinesiology (3 credits)
KINE 615: Measurement Techniques and Instrumentation* (3 credits)
KINE 798: Directed Inquiry* (3 credits) or KINE 799: Thesis* (3 credits)

Restricted Electives (12-18 credits)

KINE 500: Special Topics (3 credits)
KINE 501: Independent Study (3 credits)
KINE 506: Exercise Psychology (3 credits)
KINE 603: Advanced Movement and Fitness Assessment (3 credits)
KINE 604: Motor Control and Learning (3 credits)
KINE 606: Advanced Exercise Nutrition (3 credits)
KINE 607: Exercise Programming: Movement Selection and Progression* (3 credits)
KINE 608: Data Analytics in Kinesiology* (3 credits)
KINE 609: Advanced Principles of Strength and Conditioning (3 credits)
ATEP 510: Advanced Functional Anatomy (3 credits)
KINE 610: Corrective and Preventative Exercise Techniques* (3 credits)

Electives (6 credits)

With permission of an academic advisor, students may take up to six credits of related coursework offered by other programs within the College other academic units at the University.

Total: 36 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will be able to:

- Describe the responses that occur during exercise in the body's various physiological systems.
- Evaluate basic movement patterns and identify common deficiencies in healthy populations

- Develop a thorough fitness profile of an individual with the ability to incorporate fitness assessment results into a comprehensive exercise program.
- Describe the biomechanical measures of human movement and exercise using qualitative and quantitative techniques.
- Demonstrate knowledge of new trends and issues in human movement and exercise science.
- Develop nutritional recommendations based on exercise demands and individual needs.
- Design and implement exercise programs appropriate for an individual based on movement capabilities, fitness level and goals.
- Compare major theoretical frameworks and factors within the field of motor learning that need to be considered when working with individuals.
- Incorporate common strength and conditioning principles with the ability to integrate strength, speed, agility and plyometric training safely into an exercise program.
- Apply data analysis and statistical techniques commonly used within the field of human movement and exercise science.
- Develop a research proposal and design an experimental protocol to test a specific research question.
- Conduct a research project that requires data collection, analysis and presentation of findings (written and oral).

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates will be able to:

- Direct fitness testing and evaluation of clients.
- Develop evidence-based exercise programs for various populations.
- Analyze and monitor various forms of data and outcome measurements.
- Record/measure physiological measurements using a variety of technology.
- Utilize an evidence-based approach to make clinical decisions.
- Provide innovative education to clients and staff.
- Motivate and provide support to clients.
- Create reports using various software packages.
- Lead, develop, implement and coordinate programs and projects.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	MS, Exercise Science, CIP code: 31.0505	5
University of Virginia	MEd, Kinesiology, CIP code: 31.0505	41

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert

correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Exercise physiologists	15,800	17,300	10%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Exercise Physiologists	1,248	1,395	11.78%	15	Master's degree
Health Specialties Teachers, Post-secondary	5,078	6,641	30.78%	156	

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024
1	Projected Enrollment (Headcount)	15	46
2	Projected Enrollment (FTE)	11	34
3	Estimated Tuition and E&G Fees	\$13,009 (in-state); \$35,839 (out-state)	\$13,009 (in-state); \$35,839 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$121,775 (assumes 60% in-state)	\$376,396 (assumes 60% in-state)
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed MS degree program in Kinesiology responds to current needs in Virginia. The current needs are: 1) improving the quality of health of Virginians across the lifespan, and 2) a market demand for highly trained individuals within sub-fields of Kinesiology.

Throughout the nation obesity, cardiovascular disease, and musculoskeletal issues are quite common. The state of Virginia is impacted just as much by these health issues as the rest of the country. Virginia's plan for well-being features goals for increasing levels of physical activity and decreasing the percent of adults who are overweight. To address these goals highly educated Kinesiology professionals are needed who are capable of incorporating the current

best evidence into practice. A multidisciplinary approach to improving the health and well-being, characterized by health professionals utilizing an integrated care approach, is necessary to address these issues.

Furthermore, the current Virginia job market for individuals with a degree in Kinesiology favors those with a graduate degree. A BS in Kinesiology degree provides a basic understanding of subfields of kinesiology; however, a deep understanding of areas is often not afforded to graduates of undergraduate programs. In order for individuals to be competitive in securing a position in a specialization area of Kinesiology, such as an exercise physiologist or a strength and conditioning coach, a master's-level or higher degree is needed. The proposed MS degree program in Kinesiology will produce graduates capable of taking an evidence-based and multidisciplinary approach to improve the health of individuals across the Commonwealth.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Arts (MA)
Degree Program Name	Peacebuilding
CIP code	30.2801
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 27, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (27 credits)

Foundational Courses (9 credits)

CONF 605: Foundations of Peacebuilding (6 credits)*

CONF 670: Conflict Sensitive and Inclusive Peacebuilding (3 credits)*

Peacebuilding Programming Skills (9 credits)

CONF 660: Conflict Assessment and Program Evaluation (3 credits)

CONF 661: Program Design and Monitoring (3 credits)*

CONF 662: Funding and Managing Peacebuilding Programming (3 credits)*

Capstone Courses (9 credits)

CONF 675: Peacebuilding Capstone (3 credits)*

CONF 694: Internship (6 credits)

Internship

The internship provides students with opportunities to integrate theory and practice of conflict analysis and resolution, and to network with professionals in the field. The internship requires 160 hours of supervised work per every 3 credits.

Electives (3 credits)

Students select from any 500, 600, or 700 level CONF courses, except required courses.

Total Credits: 30 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will be able to:

- Conduct effective conflict assessment.
- Connect conflict intervention strategies to a conflict assessment outcome.
- Engage funding sources to build peacebuilding programs.
- Compare and contrast peacebuilding approaches.
- Employ theories about conflict activity and conflict prevention to design intervention across different contexts.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates will be able to:

- Conduct conflict assessment using multiple frameworks.
- Write effective grant proposals.
- Develop and administer program budgets.
- Design and conduct program monitoring and evaluation.
- Design programs that support multiple diverse stakeholders.
- Identify and develop funding sources.
- Connect with the multiple actors in the peacebuilding field.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
N/A		

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Social and community service managers	168,800	190,700	13	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Social/Community Service Managers	2,672	3,298	23.43	63	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024	
1	Projected Enrollment (Headcount)	15	25	
2	Projected Enrollment (FTE)	11	19	
3	Estimated Tuition and E&G Fees	\$652 (in-state), \$1,540 (out-state)	\$680 (in-state), \$1,600 (out-state)	

Cost and Funding Sources to Initiate and Operate the Program			
4	Projected Revenue from Tuition and E&G Fees	\$479,880 (assumes 35% in-state, 65% out-state)	\$1,026,000 (assumes 35% in-state, 65% out-state)
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The peacebuilding field has been expanding quickly over the past couple of decades, and the number of organizations that work on building peace, whether locally or internationally, has grown significantly. However, what these organizations often need when hiring new employees are people who are not only familiar with the conflict analysis and resolution and peacebuilding theories, but who are also reflective practitioners able to write and manage grants; design, manage, and monitor programs; and have overall program management and leadership skills for long-term and sustainable peacebuilding. The proposed MA in Peacebuilding degree program will capitalize on the need for professional education in Virginia and the region by providing students the only peacebuilding-focused degree in the Commonwealth.

The proposed MA program is designed to address the needs in Virginia and the region for professionals who can design and manage these programs. It will provide students with an opportunity to acquire real-world, practical, and professional skills needed to quickly enter the peacebuilding non-governmental and international organizations field upon graduation with the abilities needed to grow as practitioners.

With its proximity to Federal agencies, particularly the U.S. Department of State and USAID, the Northern Virginia region is a major hub for peacebuilding programming. These agencies have major contracting with Virginia-based companies that then deliver the ground based peacebuilding programming. The proposed degree program will provide professionals trained to meet the specific demands of this industry.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Business
CIP code	52.0201
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	October 10, 2018

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework (15 credit hours)

BUS 701: Professional Practicum (3 credits)*

BUS 702: Writing for Business PhD Students (3 credits)*

BUS 703: Research Project (3 credits)* Must be repeated for a combined total of 6 credits.

BUS 801: Field Research in Business (3 credits)*

Research Methods – Restricted Electives (15 credit hours)

Students evaluate and investigate a range of research approaches. All courses must be approved by a faculty advisor.

CS 811: Research Topics in Machine Learning and Inference (3 credits)

ECON 611: Microeconomic Theory (3 credits)

ECON 637: Econometrics I (3 credits)

ECON 838: Econometrics II (3 credits)

OR 641: Linear Programming (3 credits)

OR 642: Integer Programming (3 credits)

OR 645: Stochastic Processes (3 credits)

PSYC 611: Advanced Statistics (3 credits)

PSYC 754: Quantitative Methods III: Psychological Applications of Regression Techniques (3 credits)

PSYC 756: Quantitative Methods IV: Multivariate Techniques in Psychology (3 credits)

PSYC 892: Special Topics in Psychology (1-6 credits) Course must be research methods-focused and at least 3 credits.

SOCI 620: Methods and Logic of Inquiry (3 credits)

SOCI 631: Survey Research (3 credits)

SOCI 634: Qualitative Research Methods (3 credits)

SOCI 655: Ethnography (3 credits)

SOCI 670: New Media and Networks (3 credits)

SOCI 730: Analytic Techniques of Social Research (3 credits)

STAT 525: Nonparametric Statistics and Categorical Data Analysis (3 credits)

STAT 526: Applied Regression Analysis (3 credits)

STAT 554: Applied Statistics I (3 credits)

STAT 634: Case Studies in Data Analysis (3 credits)

STAT 652: Statistical Inference (3 credits)
STAT 654: Applied Statistics II (3 credits)
STAT 656: Regression Analysis (3 credits)
STAT 662: Multivariate Statistical Methods (3 credits)

Concentration Areas (12 credit hours)

All students choose one concentration.

Organizational Behavior Concentration (12 credits)

Students will learn the necessary skills for publishing in leading academic journals.
Coursework will prepare students to solve people-based problems in organizations.

MGMT 711: Seminar in Organizational Behavior (3 credits)*
MGMT 712: Seminar in Strategic Management (3 credits)*
MGMT 892: Special Topics in Management (3 credits)* Must be repeated for a total of 6 credits.

Strategic Management Concentration (12 credits)

Students will learn to solve organizational problems related to corporate social responsibility, innovation and technological change, and implementation and planning.

MGMT 711: Seminar in Organizational Behavior (3 credits)*
MGMT 712: Seminar in Strategic Management (3 credits)*
MGMT 892: Special Topics in Management (3 credits)* Must be repeated for a total of 6 credits.

Information Systems Concentration (12 credits)

Students will learn to solve organizational problems related to designing, building, maintaining, and securing information systems.

MIS 721: Seminar in IS (1.5 credits)*
OM 721: Seminar in OM (1.5 credits)*
MIS 722: Seminar in Economics of IS (3 credits)*
MIS 723: Seminar in Technology Research in IS (3 credits)*
MIS 892: Special Topics in IS (3 credits)* May be repeated for different topics.

Operations Management Concentration (12 credits)

Students will apply research methods across business contexts to address managerial challenges such as revenue management, quality management, and product development.

MIS 721: Seminar in IS (1.5 credits)*
OM 721: Seminar in OM (1.5 credits)*
OM 731: Seminar in Supply Chain Management (3 credits)*
OM 732: Seminar in Innovation and New Product Development (3 credits)*
OM 893: Special Topics in Operations Management (3 credits)* Repeatable for different topics.

Minor (15 credit hours)

With approval of an advisor, students choose a minor area which consists of 15 credits of coursework in a specific area. Examples include psychology, sociology, economics, communication, gender studies, and research methods.

Dissertation Research (12 credit hours)

Students register for 3 or 6 credits the first semester enrolled in BUS 998, then at least 1 credit of BUS 998 or BUS 999 in subsequent semesters until the degree program is completed.

BUS 998: Doctoral Dissertation Proposal (1 – 6 credits)

BUS 999: Doctoral Dissertation Research (1 – 18 credits)

Total credit hours: 72 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will be able to:

- Demonstrate the ability to teach college-level courses.
- Master the analytical and methodological skills to evaluate and conduct research.
- Design and conduct original research.
- Communicate the results of their research to academic and practitioner audiences.
- Demonstrate an understanding ethical standards in business research, teaching, and service.

The concentration areas provide students with additional knowledge, skills and abilities. In Students will be able to synthesize knowledge of theory, employ methodologies, design and conduct research, and teach courses relevant to the specific concentration areas.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed program will be able to fulfill faculty positions primarily in business schools and possibly other departments. All graduates of the proposed program will be prepared to:

- Plan, develop, and teach courses in undergraduate and graduate business courses in areas relating to the student's specialization.
- Design research projects using methods suitable to the area of business practice leading to new knowledge in the field of business.
- Present research findings at academic conferences and at academic outlets (e.g., journals).

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	PhD, Business Administration, CIP code: 52.0201	9.2

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	PhD, Business Administration, CIP code: 52.0201	1.4
Virginia Commonwealth University	PhD, Business, CIP code: 52.0101	5.6
Virginia Tech	PhD, Business, CIP code: 52.0101	10.2

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Business teachers, postsecondary	108,000	123,900	15%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Business Teachers, Post-secondary	2,486	3,050	22.69%	56	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021- 2022	Program Full Enrollment Year 2024 - 2025	
1	Projected Enrollment (Headcount)	7	24	
2	Projected Enrollment (FTE)	5	18	
3	Estimated Tuition and E&G Fees	\$1022	\$1073	
4	Projected Revenue from Tuition and E&G Fees	\$91,980	\$347,652	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed PhD in Business addresses the need for qualified instructors for the steadily increasing number of business education students in Virginia and across the nation. According to the Association to Advance Collegiate Schools of Business (AACSB), the premier accrediting body for business schools, business degree program enrollment between 2012 and 2017 increased by almost 11%. Based on SCHEV data, degree completion is increasing in the Commonwealth as well. In 2004-2005, 6,574 bachelor's degrees and 2,292 master's degrees in business were awarded. By 2017-18, that number had increased to 9,296 bachelor's degrees and 4,559 master's degrees, a 49.6% increase.

The proposed program addresses the need for faculty with terminal degrees required to satisfy accreditation requirements for business schools. AACSB mandates that a certain percentage of business school faculty must be producing research. These "scholarly academic" faculty hold a doctoral degree in their discipline and conduct advanced foundational research. To maintain AACSB accreditation, business schools must hire "scholarly academic" faculty to fill a portion of faculty vacancies. In addition, Southern Association of Colleges and Schools (SACS) accreditation requires that faculty have either a terminal degree in their discipline or 18 hours of graduate degree work in their teaching field. The proposed program will produce such research-active business faculty with the credit hours in the field. This will help meet the growing demand for such faculty at business schools in Virginia and nationally, and to assist the Commonwealth in maintaining high research productivity.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Kinesiology
CIP code	31.0505
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	December 12, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (27 credits)

EFHP 810: Neuromuscular Responses to Exercise (3 credits)*
EFHP 811: Motor Learning and Control (3 credits)
EFHP 813: Musculoskeletal Biomechanics in Human Movement (3 credits)
EFHP 815: Measurement Techniques and Instrumentation (3 credits)*
EFHP 820: Careers in the Academy Seminar (3 credits)
EFHP 825: Data Analytics in Exercise, Fitness and Health Promotion (3 credits)*
EFHP 840: Doctoral Seminar in Exercise, Fitness, and Health Promotion (3 credits)
EFHP 860: Critical Perspectives in Exercise, Fitness, and Health Promotion (3 credits)
EFHP 880: Grant Writing (3 credits)*

Research Methods Requirements (15 credits)

EDRS 810: Problems and Methods in Education Research (3 credits)
EDRS 811: Quantitative Methods in Education Research (3 credits)
EDRS 812: Qualitative Methods in Educational Research (3 credits)
EDRS 821: Advanced Applications of Quantitative Methods (3 credits)
EDRS 831: Structural Equation Modeling (3 credits)

Experiential Learning (18 credits)

KINE 890: Research Experience 1 (6 credits)*
KINE 891: Research Experience 2 (3 credits)*
KINE 897: Independent Study (6 credits)*
Elective: Students select an additional 3 credits with advisor approval (3 credits)

Dissertation (12 credits)

KINE 998 Doctoral Dissertation Proposal (3 credits)*
KINE 999 Doctoral Dissertation Research (9 credits)*

Total: 72 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will learn to:

- Develop a research proposal and design an experimental protocol to test a specific research question for a dissertation project.

- Conduct a dissertation research project that requires data collection, analysis and presentation of findings (written and oral).
- Develop ethical skills to conduct science in health-related fields.
- Describe the responses that occur during exercise in the body's neurophysiological and neuromuscular systems.
- Evaluate movement patterns and identify common deficiencies in healthy populations.
- Disseminate knowledge effectively in the academic classroom, scientific community, and to general society.
- Develop knowledge of qualitative and quantitative techniques that are used in the kinesiology field.
- Knowledge of state-of-the-art equipment that is commonly used in the kinesiology field.
- Develop coding and data analytics skills to analyze kinesiology data.
- Compare major theoretical frameworks and factors within the field of motor learning.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Graduates will be able to:
- Conduct and engage in scholarly activity such as professional research, presentations, publications, and grant writing in Kinesiology and related disciplines.
 - Process and analyze various forms of data.
 - Conduct basic and applied scientific research that involves data collection, management, analysis and reporting of data via scientific peer-reviewed publications.
 - Serve as faculty in Kinesiology and related courses.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	PhD, Kinesiology and Rehabilitation, CIP code: 31.0505	1 (total)

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Health specialties teachers, postsecondary	254,800	313,900	23%	
Medical scientists, except epidemiologists	130,700	141,200	8%	

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Health Specialties Teachers, Post-secondary	5,078	6,641	30.78%	156	
Medical Scientists, Except Epidemiologists	1,931	2,305	19.37%	37	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	4	15
2	Projected Enrollment (FTE)	3	12
3	Estimated Tuition and E&G Fees	\$13,009 (in-state); \$35,839 (out-state)	\$13,009 (in-state); \$35,839 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$33,211 (assumes 60% in-state)	\$132,846 (assumes 60% in-state)
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The field of kinesiology is defined by the American Kinesiology Association as “the academic discipline which involves the study of physical activity and its impact on health, society, and quality of life.” Kinesiology programming is multidimensional, including areas of biomechanics, exercise physiology, motor behavior, athletic training, and sports medicine. Graduates of the proposed PhD program in Kinesiology will be prepared to work in academia and industry, as faculty and research scientists to improve health.

Graduates with doctoral-level education capable of conducting research and disseminating findings to improve the health and well-being at all prevention levels are needed to support health initiatives such as Health People 2020 and Virginia’s Plan for Well-Being prevention aim. The proposed program will produce faculty and doctoral students working with faculty to conduct community-based research projects aligned with Virginia’s plan for well-being. Existing Mason faculty have experience in such research projects, including those participating in Mason’s Advancing Healthcare Initiatives for Underserved Students (ACHIEVES) project and Mason’s Precision Outreach Intervention Surveillance and Exercise (POISED). These efforts address Healthy People 2020’s goal to “improve the health, function, and quality of life

of older adults,” as well as the Commonwealth's goal to “develop a statewide senior falls prevention program.”

As the push for “exercise as medicine” advances, graduates of the proposed program will be well-positioned to conduct consequential research to address current and future health initiatives, and to fill faculty positions that will provide instruction to individuals seeking careers dedicated to improving the health and well-being of society.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Bachelor of Arts
Degree Program Name	Media Studies
CIP code	09.0102
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	December 5, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

General Education Requirements: 55 credit hours

All undergraduate students in the College of Arts and Sciences must fulfill the following general studies requirements.

World Languages: 14 credits

Rhetoric for the 21st Century: 6 credits

Quantification, Computation, and Data Analysis: 6 credits

Artistic, Interpretive, and Philosophical Inquiry: 3 credits

The Chemical, Mathematical, and Physical Universe: 3 credits

Cultures and Societies of the World: 3 credits

Historical Perspectives: 3 credits

Living Systems: 3 credits

Social and Economic Systems: 3 credits

Science and Society: 3 credits

Engagements: 8 credits

Core Courses: 18 – 24 credit hours

MDST 2000 – Introduction to Media Studies (3 credits)

MDST 3050 – History of Media (3 credits)

MDST 3510 – Media Research **OR** MDST 4000 – Media Theory & Methods (3 credits)

MSDT 3/4XXX – Global Media course (3 credits)

MDST 3/4XXX – Diversity and Inclusion course (3 credits)

MDST 4510 – Capstone (3 credits)

All majors must select one upper level “Global Media” course and one upper level “Diversity and Inclusion” course, drawn from approved lists set by the Director of Undergraduate Programs.

Restricted Electives: 12 credit hours

All majors must select four upper-level Media Studies electives, including one “Practice of Media” course drawn from an approved list set by the Director of Undergraduate Programs.

General Electives: 29 – 35 credit hours

Students must take coursework from across the university to meet 120 credits.

Total Credit Hours: 120

For the capstone, all students will undertake an in-depth study of a specific media topic of their choice and produce a final scholarly or creative work of approximately 20 pages.

The program will also provide an Honors Program, for which students will be required to take two additional core courses, including an additional thesis or comparable research project.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Understand and explain media history, including the development and impact of media objects, technologies, and systems on individuals, groups, and societies.
- Demonstrate critical media literacy in news and information, within local, regional and global contexts.
- Analyze and articulate the politics, regulation, and ethics of media production, reception, and access.
- Apply media theories and research methods to analyze media content and form – written, visual, and aural.
- Create responsible media texts, including media analysis, journalism, entertainment, and advertising.
- Effectively communicate ideas and analyses related to the field of media studies in written and verbal form.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Draw on analytical and problem-solving skills to make informed decisions in a media production and/or research role.
- Critically evaluate media texts and technologies in various domains, including business, government, entertainment, journalism.
- Analyze and interpret impacts of media communications and technologies on individuals, groups, and societies.
- Compare evidence from multiple sources, including qualitative and quantitative data, to research and assess the media needs of a client or organization.
- Produce informed and responsible verbal and written communications across various media.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth U.	BS, Mass Communications, 09.0102	290
Virginia State U.	BA, Mass Communications, 09.0102	78

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Market Research Analysts	681,900	821,100	20%	Bachelor's degree
Advertising, Promotions and Marketing Managers	286,800	308,600	8%	Bachelor's degree
Public Relations and Fundraising Managers	81,200	87,600	8%	Bachelor's degree
Public Relations Specialists	270,000	287,300	6%	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2016-26 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Market Research Analysts and Marketing Specialists	19,241	24,390	26.76%	515	Bachelor's degree
Public Relations Specialists	7,148	8,295	16.05%	115	Bachelor's degree
Advertising and Promotions Managers	248	276	11.29%	3	Bachelor's degree
Public Relations and Fundraising Managers	1,254	1,441	14.91%	19	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	160	320
2	Projected Enrollment (FTE)	160	320
3	Estimated Tuition and E&G Fees	\$17,296	\$17,296
4	Projected Revenue from Tuition and E&G Fees	\$2,767,360	\$5,534,720
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Media systems and applications are increasing in number and complexity throughout the Commonwealth. The new Amazon headquarters in Crystal City, for example, exemplifies how

Virginia is a hub for development, deployment, and policymaking regarding media technologies and their users. The proposed BA in Media Studies responds to current needs in the Commonwealth and the nation for professionals trained to analyze and shape media landscapes.

Today, more than ever, “media are having a profound effect on our social, political, and economic lives,” underscoring the “need to study the impact of the media and to build a workforce with the skills to support it” (Byrne, 2017). These needs extend beyond traditional media and entertainment companies to the broad array of corporations, regulatory bodies, and nonprofit organizations that rely on social media and mass communication to accomplish core mission objectives. Given the growing media industry and infrastructure and the need to understand the human effects of these systems, media studies skills and insights are in high demand.

Virginia businesses, government, and civil society need educated professionals able to engage in creative media analysis, production and research. Graduates of the proposed program will be highly qualified media professionals with the knowledge and skills to address these requirements in Virginia and beyond. Although neither the BLS nor the VEC have job title matches specific to a BA in Media Studies, the closely related job titles provided above demonstrate the viability for employment of graduates of the proposed degree.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Master of Education
Degree Program Name	Education, Culture, and Society
CIP code	13.0901
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	December 5, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses – 15 credit hours

EDLF 7601: Social Foundations of Education (3 credits)

Students select four of the following:

EDLF 7602 – History of American Education (3 credits)

EDLF 7603 – Philosophy of Education (3 credits)

EDLF 7604 – Sociology of Education (3 credits)

EDLF 7605 – Anthropology of Education (3 credits)

EDLF 7606 – Comparative Education (3 credits)

EDLF 7630 – Education in Multicultural Societies: Global Perspectives (3 credits)

Focus Areas – 15 credit hours

Students will be required to select one of four focus areas. Advisors will be available to assist students with selecting an area of focus.

Gifted & Talented Education Focus Area: 15 credit hours

EDIS 5770 – Social, Emotional, and Counseling Issues in Talent Development* (3 credits)

EDIS 7220 – Intro to the Gifted (3 credits)

EDIS 7250 – Models and Strategies for Teaching the Gifted (3 credits)

Students select at least one of the following:

EDIS 7230 – Curriculum for the Gifted and Talented (3 credits)

EDIS 7270 – Differentiation of Instruction for Gifted Learners (3 credits)

If needed, students select one of the following:

EDIS 5000 – The Exceptional Learner (3 credits)

EDIS 7280 – Creativity and Problem Solving

English as a Second Language Focus Area: 15 credit hours

Students select five of the following:

EDIS 5270 – Teaching Reading and Writing for ELLs (3 credits)

EDIS 5423 – English Linguistics (3 credits)

EDIS 5424 – Second Language Acquisition (3 credits)

EDIS 5428 – ESL Methods PreK-12 (3 credits)

EDIS 5470 – ESL Assessment and Curriculum Design (3 credits)

EDIS 7700 – Foundations of Reading Instruction (3 credits)

Reading Education Focus Area: 15 credit hours

EDIS 7700 – Foundations of Reading Instruction (3 credits)
EDIS 7710 – Reading in the Content Area (3 credits)
EDIS 7720 – Word Study: Language Structures & Phonics (3 credits)
EDIS 7751 – Literacy Leadership and Coaching (3 credits)
EDIS 5760 – Adolescent Literacy (3 credits)

Instructional Technology Focus Area: 15 credit hours

Students select five of the following:

EDIS 5075 – Online Instruction for K-12 (3 credits)
EDIS 7000 – Instructional Design
EDIS 7010 – Computer Courseware Tools (3 credits)
EDIS 7070 – Instructional Materials Design
EDIS 7072 – Performance Improvement (3 credits)
EDIS 7076 – Technology, Learning Systems, and Culture

Total: 30 credit hours

The culminating activity will be a research paper of approximately 20-25 pages, developed over the course of the student's time in the program and submitted in their final semester.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Analyze and explain the cultural, social, and historical forces that shape the role, development, and organization of education.
- Apply an interdisciplinary approach to evaluate educational policies, practices, and outcomes in the U.S. and abroad.
- Evaluate the effectiveness of educational practices and other developmental support strategies on diverse populations.
- Critically analyze and synthesize scholarly literature in the context of various student needs and apply research methods in a chosen area of focus.
- Effectively communicate the results of research and analyses in scholarly papers and presentations.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Identify and apply the latest educational research on organizational policies, programs and practices to promote academic achievement and ensure equal educational opportunity.
- Promote and facilitate the training of educators in the academic success of various student populations.
- Select and implement evidence-based strategies to effectively teach to a more diverse student body and address specific needs in the classroom.
- Conduct and use results of empirical research to understand and improve the distinct school experiences of subpopulations of students, including immigrant and refugee students and students of color.
- Prepare reports, recommendations, and presentations to translate and apply evidence-based research to challenges confronting a particular organization.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None		

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Postsecondary Education Administrators	192,600	206,100	7%	Master's degree
Child, Family, and School Social Workers	39,800	364,600	7%	Master's degree
High School Teachers	1,072,500	1,110,600	4%	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Postsecondary Education Administrators	34,509	38,491	11.54	398	Master's degree
Child, Family, and School Social Workers	1,341	158	13.36	16	Master's degree
High School Teachers	10,764	2,037	23.34	204	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2020 - 2021	Program Full Enrollment Year 2022 - 2023	
1	Projected Enrollment (Headcount)	18	22	
2	Projected Enrollment (FTE)	18	22	
3	Estimated Tuition and E&G Fees	\$23,059	\$23,059	
4	Projected Revenue from Tuition and E&G Fees	\$415,062	\$507,298	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed degree responds to the need for education leaders and professionals with broad, interdisciplinary expertise in the philosophical and historical underpinnings of education, as well as the social, political and cultural forces that drive education practice and policy. For example, in 2019, Governor Northam established a Commission to review Virginia's history education standards, content, and instruction; and recommend how teachers might receive better training for teaching in diverse school settings. Across Virginia and the nation, school diversity is increasing alongside ongoing efforts to promote greater educational equity and outcomes for all students:

Classrooms today look much different than they did even just a couple decades ago. The number of students of color enrolled in public schools, for instance, has increased... Likewise, the number of students with disabilities, English learners, and LGBTQ students in pre K-12 has increased steadily over the past 10 years. For all these different types of students, there are just as many different learning styles and needs (Prescott et al., 2018).

Communities are demanding more culturally relevant curricula and support, and there is strong demand for professionals with an advanced understanding of the interrelationships between education, culture and society. Graduates of the proposed program will be highly qualified education professionals with the knowledge and skills to address these needs. Although neither BLS nor VEC have job title matches specific to an MEd in Education, Culture and Society, closely related job titles are included above to show the viability for employment of graduates of the proposed degree.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Master of Education
Degree Program Name	Quantitative Analytics in Education and the Social Sciences
CIP code	13.0604
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	June 6, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses: 21 credit hours

EDLF 5310 – Data Management for Social Science Research (3 credits)
EDLF 7180 – Tests and Measurements (3 credits)
EDLF 7420 – Quantitative Methods II – General Linear Models (3 credits)
EDLF 8310 – Generalized Linear Models (3 credits)
EDLF 8360 – Multilevel Modeling in Education Research (3 credits)
EDLF 8361 – Structural Equation Modeling (3 credits)
EDLF 5993 – Capstone (3 credits)

Restricted Electives: 9 credit hours

Students will select three courses from the following prescribed list:

EDLF 5500 – Field Experiments (3 credits)
EDLF 6080 – Education Policy (3 credits)
EDLF 7300 – Foundations of Educational Research (3 credits)
EDLF 7330 – Single-Subject Research (3 credits)
EDLF 7402 – Program Evaluation (3 credits)
EDLF 7404 – Qualitative Analysis (3 credits)
EDLF 7410 – Mixed Methods Research Design (3 credits)
EDLF 8315 – Causal Inference in Education Policy Research (3 credits)
EDLF 8380 – Special Topics in Qualitative Methods – Case Study Research (3 credits)
EDLF 8440 – Advanced Qualitative Analysis (3 credits)

Total: 30 credit hours

For the capstone, students will complete a research project or internship and produce a final paper of approximately 20-25 pages.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Apply social science research methods and design to real-world problems across a variety of learning environments.
- Evaluate the quality, reliability and validity of educational assessments and instruments, including tests, measures, and surveys.

- Apply statistical software and computational tools to gather, prepare, model, and analyze educational data.
- Evaluate and adopt measures to address privacy, security, and ethical issues related to data collection, management, and analysis.
- Communicate analytic results and interpretations effectively to relevant audiences.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Analyze educational data in P-16 contexts and use results to make decisions about learning, assessment, and program improvement.
- Develop and implement assessments and related metrics to collect educational data.
- Clearly communicate data analysis results to diverse audiences, including school leaders, educators, legislators, government agencies, and higher education personnel.
- Manage compliance initiatives for data security, privacy, and ethical standards.
- Facilitate program evaluation and/or research initiatives in P-16 contexts.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None		

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Instructional Coordinators	181,600	193,000	6%	Master's degree
Postsecondary Ed. Administrators	192,600	206,100	7%	Master's degree
Statisticians	44,400	58,000	31%	Master's degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Instructional Coordinator	4,781	5,463	14.26%	68	Master's degree
Postsecondary Ed. Administrators	3,037	3,474	14.39%	44	Master's degree
Statisticians	1,183	1,696	43.36%	51	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2020 - 2021	Program Full Enrollment Year 2022 - 2023
1	Projected Enrollment (Headcount)	6	20
2	Projected Enrollment (FTE)	6	20
3	Estimated Tuition and E&G Fees	\$23,059	\$23,059
4	Projected Revenue from Tuition and E&G Fees	\$138,354	\$461,180
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Educational institutions increasingly rely on analytical tools to model student learning, diagnose learning gaps, preempt student failure and improve student outcomes. Virginia schools and universities need educated professionals able to measure, mine, analyze, and report data about students and their educational environments. There is broad need for a workforce that can manage and analyze data that informs educational objectives, construct and interpret research reports, conduct assessments, surveys and research design, and communicate results to broad audiences.

The effective use of data and learning analytics are both critical components of a digital learning strategy to personalize learning for many more students, especially to increase student retention and achievement... [S]tates, districts, and schools must build and improve capacity to experience the potential of learning analytics to improve student outcomes... [I]mproving capacity involves ensuring that staff members and leaders understand the potential of learning analytics and have the knowledge, skills, and professional learning opportunities to implement the system. (Alliance for Excellence in Education, 2014).

Graduates of the proposed program will be highly qualified quantitative analytics professionals with the knowledge and skills to address these requirements in Virginia and across the nation. Although neither the BLS nor the VEC have job title matches specific to a MED in Quantitative Analytics in Education and the Social Sciences, closely related job titles are included above to show the viability for employment of graduates of the proposed degree.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Master of Urban Design
Degree Program Name	Urban Design
CIP code	04.0401
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	March 1, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Urban Core Seminar and Studio Requirements: 27 credits

UD 9010 – Urban Design Foundation Studio* (6 credits)
UD 9020 – Urban Design Next Cities Studio* (6 credits)
UD 9030 – Urban Design Final Thesis Studio* (6 credits)
UD 9611 – Urban Analysis* (3 credits)
UD 9621 – Urban Design Communication Strategies* (3 credits)
UD/ARCH 5612 – Urban Design Theory (3 credits)

Restricted Urban Seminar Electives: 9 credits

Students choose one course from each of the following three content areas:

Global Urbanization Processes: 3 credits

ARH/PLAN 7040 – Advanced Metropolis (3 credits)
SARC 6010 – Urbanizing Worlds (3 credits)

Urban Ecologies: 3 credits

LAR 6212 – EcoTech II (3 credits)
UD 9212 – Urban Ecologies and Material Assemblies* (3 credits)
EVSC 7040 – Climate Change: Science, Policy, Markets (3 credits)

Urban Economics/Policies: 3 credits

UD/PLAN 8050 – Advanced Land, Law and the Environment (3 credits)
PLAN 8420 – Economic Development (3 credits)
PLAN 8870 – Environment and the Economy (3 credits)
PLAN 8200 – Real Estate Develop Process I (3 credits)

Urban Design Electives: 9 credits

Students choose one course from each of the following three categories:

One urban design elective within the School of Architecture (3 credits)
One urban design elective within the School of Architecture or across the University (3 credits)
One independent research or open elective in relation to thesis project (3 credits)

Total Credits: 45

For the required thesis, students will conduct original, independent research and present their work through 1) visual representations, such as plans, renderings, diagrams, analytical drawings, and physical models; and 2) a brief written text up to 3,000 words.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Understand and explain the fundamental theories of urban design and urban analysis.
- Synthesize advanced knowledge of architecture, landscape architecture, and urban planning to evaluate design problems and propose solutions.
- Analyze the ethical ramifications of urban designs in relation to key contemporary challenges, including spatial equity, rapid urbanization, climate change, and digital integration.
- Gather, synthesize and integrate relevant knowledge from allied fields of urban ecology, urban sociology, and urban economics to inform, test and improve urban design projects.
- Employ a range of qualitative and quantitative research methods to analyze cities and patterns of urbanization at multiple scales.
- Design and assess solutions for specific urban projects through analysis of site location, morphology and infrastructure; urbanization patterns; and ecological, social, and economic context.
- Learn and apply appropriate urban design software to conduct geospatial analysis in Geographic Information Systems (GIS), 3D modeling, and animations.
- Collaborate effectively within interdisciplinary teams, valuing and embracing diverse skillsets and perspectives.
- Effectively communicate urban scenarios, research findings, and design proposals to general and specialist audiences, in writing and through graphic representation.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Synthesize and apply advanced knowledge of architecture, landscape architecture, and urban planning to design at a range of urban scales, from small urban spaces up through entire new cities, and in multiple geographical contexts.
- Integrate relevant research from within the field and allied disciplines into urban designs to address rapid urbanization processes and urban sustainability.
- Design and develop urban resilience strategies that address urban sustainability requirements in post-industrial and coastal areas impacted by climate change.
- Evaluate urban design projects and proposals for ethical ramifications, sustainability, and feasibility.
- Manage an urban design project from initial definition through implementation strategies.
- Select and use appropriate digital tools and software to simulate, model, and visualize urban design projects.
- Engage and collaborate with colleagues across multiple disciplines, and skillfully address and align competing resource and design priorities.

- Prepare and deliver visual representations and communication strategies for a wide range of stakeholder groups and audiences.
- Develop innovative urban design research questions, studies, and solutions that contribute to the profession.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None.		

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Urban and Regional Planners	39,100	43,300	11%	Master's degree
Architects, except landscape and naval	133,900	145,100	8%	Bachelor's degree
Landscape Architects	23,500	24,600	4%	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Urban and Regional Planners	1,243	1,416	14.75%	18	Master's degree
Architects, except landscape and naval	3,820	3,978	4.14%	16	Bachelor's degree
Landscape Architects	870	917	5.40%	5	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2020 - 2021	Program Full Enrollment Year 2022 - 2023	
1	Projected Enrollment (Headcount)	12	25	
2	Projected Enrollment (FTE)	8	18	
3	Estimated Tuition and E&G Fees	\$25,905	\$25,905	
4	Projected Revenue from Tuition and E&G Fees	\$207,249	\$466,290	

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

An advanced discipline that spans and transcends architecture, landscape architecture, and urban planning, urban design is essential to tackling the growing challenges confronting Virginia's urban centers and coastal regions. For example, in adopting urban design guidelines for the Tyson region in 2017, Fairfax County officials recognized the need to promote effective urban design:

Transforming a highly functioning suburban development into a more efficient, sustainable, pedestrian focused and transit-oriented city will be a great urban design challenge. Higher population and building densities, increased building heights, varied adjacent land uses and limited open space require thoughtful building placement, architectural definition, and articulation of the public realm.

With Virginia's population increasingly concentrated in growing cities, urban designers have an important role to play in designing and shaping our urban environments:

Urban designers have the unique background to deal with the experiential qualities of cities... [U]nprecedented urban growth strains the quality of life on many levels – walkability of streets, sociability of public spaces, access to recreation and nature, the journey to work, assault from urban noise, safety, health and much more... Through their training and special professional orientation, urban designers can improve urban life through the design and management of many of these dimensions (Southworth, 2016).

Graduates of the proposed Master of Urban Design degree program will be highly qualified urban design professionals with the advanced knowledge, training and skills needed to engage the diverse design challenges and opportunities facing contemporary towns, cities and regions in the Commonwealth and beyond.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science
Degree Program Name/Title	Health Services
CIP code	51.0701
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 10, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed B.S. in Health Services will require 120 credits. Transfer students from other colleges and universities will be expected to meet the university's general education requirements or equivalents prior to formal admission.

Program Requirements

New courses are denoted with an asterisk (*).

Core Courses (39 credits hours)

HCMG 300: Health Care Organization and Services (3)*

ALHP 310: Introduction to Healthcare Professions (3)*

ALHP 320: Person-Centered Care (3)*

ALHP 325: Introduction to Rehabilitation Services (3)*

ALHP 330: Human Growth and Development for Health Professions (3)*

ALHP 340: Health Care Technology and Innovation (3)*

ALHP 410: Professional and Clinical Ethics (3)*

ALHP 415: Health Care Financing and Budgeting (3)*

ALHP 416: Healthcare Economics (3)*

ALHP 420: Leadership Development (3)*

ALHP 425: Health Care Management and Performance (3)*

ALHP 430: Overview of Research in the Health Sciences (3)*

ALHP 435: Healthcare Career Development and Planning in Allied Health Professions (3)*

Additional Required Courses (9 credit hours)

ACCT 202: Accounting for Non-business Majors (3)

ECON 203: Introduction to Economics (3)

STAT 210: Basic Practice of Statistics (3)

Electives (12 credit hours chosen from the list below)

ANTH 103: Introduction to Anthropology (3)

BUSN 201: Foundations of Business (3)

BUSN 329: Introduction to Intercultural Communication (3)

ECON 300: Contemporary Economic Issues (3)

FIRE 309: Risk and Insurance (3)

GRTY 410: Introduction to Gerontology (3)

GRTY 510: Aging (3)
 HUMS 202: Choices in a Consumer Society (1)
 INFO 160: Digital Literacy: Computer Concepts, Internet, Digital Devices (1)
 INFO 161: Digital Literacy: Word Processing Skills (1)
 INFO 165: Digital Literacy: Spreadsheet Skills II (1)
 INFO 360: Business Information Systems (3)
 MKTG 301: Marketing Principles (3)
 MGMT 310: Managing People in Organizations (3)
 MGMT 331: Human Resource Management (3)
 PATC 511: The Professional Caregiver (4)
 PSYC 101: Introduction to Psychology (4)
 PSYC 304: Life Span Developmental Psychology (3)
 RHAB 202: General Substance Abuse Studies (3)
 RHAB 321: Introduction to Substance Abuse (3)
 RHAB 502: American Sign Language I (3)
 SLWK 201: Introduction to Social Work (3)
 SLWK 230: Communication in the Helping Process (3)
 SOCY 344: Medical Sociology (3)
 SOCY 401: African-Americans and the U.S. Health Care System (3)

Total Credit Hours – 120

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed B.S. in Health Services, students will be able to:

- Describe health, illness, and human development in the context of the U.S. health care system.
- Analyze contemporary issues and trends in health promotion and delivery in the context of the U.S. health care system.
- Identify and analyze cultural and economic factors impacting health disparities in the U.S.
- Demonstrate preparation to practice professional and ethical behaviors in the health care services workplace.
- Apply effective written and oral communications skills within the health care services context.
- Analyze and apply basic theories of leadership and change management to the health care services workplace.
- Apply to health care services workplace relations the key elements of professional function and inter-professional collaboration.
- Evaluate and interpret evidence-based practices in the health care services context.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed B.S. in Health Services will be able to:

- Analyze situations and problem-solve administrative dilemmas related to employee-supervision and fiscal management in a health care environment.
- Assist with the development/implementation of a performance improvement plan related to efficient delivery of care.

- Understand client and business partner needs and challenges and apply creative and logical approaches to identify solutions.
- Ensure regulatory compliance with HIPAA, OSHA, labor laws and other federal, state, local regulations.
- Advocate for patients, families, and communities.
- Maintain and support patient care delivery systems and innovations.
- Collect and analyze relevant data from internal and external sources to support health care delivery.
- Organize and maintain data for clinical databases and registries.
- Review patients' records for timeliness, completeness, accuracy, and appropriateness of data.
- Track patient outcomes for quality assessment.
- Maintain organizational projects, documentation and patient records.
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V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	BS, Health Administration, 51.9999	115
James Madison University	BS, Health Services Administration, 51.0701	67
Norfolk State University	BS, Health Services Management, 51.0701	39
Old Dominion University	BSHS, Health Sciences, 51.9999	121

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Medical and health services managers	406,100	477,600	18%	Bachelor's degree
Social and community service managers	168,800	190,700	13%	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Medical and health services managers	7752	9586	23.66%	2.4%	Bachelor's degree

Social and community service managers	2672	3298	23.43%	2.34%	Bachelor's degree
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VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021- 2022	Program Full Enrollment Year 2024 – 2025
1.	Projected Enrollment (Headcount)	75	125
2.	Projected Enrollment (FTE)	45	75
3.	Estimated Tuition and E&G Fees	\$12,376	\$13,490
4.	Projected Revenue from Tuition and E&G Fees	\$556,920	\$1,011,750
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$189,000 Reallocation of existing College funds and redistribution of faculty teaching load assignments.	\$189,000 Reallocation of existing College funds and redistribution of faculty teaching load assignments.

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The Virginia Hospital & Healthcare Association (VHHA) reported that Virginia hospitals provide 132,000 jobs with more than \$8.5 billion in payroll and benefits, and \$40 billion in annual economic impact for the Commonwealth. In Virginia, there are 27 hospital systems that operate a total of 110 community, psychiatric, rehabilitation and specialty hospitals, 345 nursing and assisted-living facilities, and 62 free and charitable clinics.

Currently, the Virginia Department of Health is reviewing 23 letters of intent from health care providers seeking to add 57 acute care hospital beds, 6 operating rooms, 20 psychiatric beds, and one cardiac catheterization site to existing health care facilities. There are requests for 300 new residential substance abuse beds. These health care facilities will continue to demand administrative and patient care workers with the competencies and skills gained from the proposed degree program.

VCU surveyed 3,762 Virginia Community College System (VCCS) students enrolled in health services between July 18 and August 8, 2018. A total of 456 students completed the survey, with 139 students (30%) reporting that they would definitely enroll if VCU offered a B.S. in Health Services.

VCU is ideally positioned to offer this program based on its expertise in both business and clinical aspects of healthcare delivery. The Department of Health Administration, ranked #5 in the nation, has a long history of educating healthcare administrators. The Rehabilitation Counseling and Patient Counseling faculty are distinguished in educating individuals in the care of the whole person, a key skill for graduates of the proposed degree program.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Arts
Degree Program Name	Human and Organizational Development
CIP code	52.1005
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 28, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed B.A. in Human and Organizational Development degree will require 120 credit hours. There are no concentrations, emphasis areas, or tracks. Students are required to complete a three-credit internship (ADLT 490: Internship in Human and Organizational Development*).

Program Requirements

New courses denoted with an asterisk (*).

General Education Requirements (21-23 credit hours)

UNIV 111: Focused Inquiry I (3)

UNIV 112: Focused Inquiry II (3)

UNIV 200: Inquiry and the Craft of the Argument (3)

Humanities/fine arts course from a university approved list (3)

Natural/physical sciences course from a university approved list (3-4)

Quantitative literacy course (MATH 131 or STAT 208) (3)

Social/behavioral sciences course from a university approved list (3-4)

Additional General Education Requirements (17 credit hours)

PSYC 101: Introduction to Psychology (4)

SOCY 101: Introduction to Sociology (3) (fulfills social/behavioral science requirement)

ECON 203: Introduction to Economics (3)

INFO 160: Digital Literacy (1)

MASC/INTL 151: Global Communications (fulfills humanities/fine arts requirement)
or WRLD 203: Cultural Texts and Contexts
or equivalent Global Communications course

Foreign Language of choice at the intermediate (200) level (3)

Core Courses (35 credit hours)

EDUS 300: School and Society (3)

ADLT 300: Introduction to Human and Organizational Development (3)*

ADLT 301: Adult Learning Theory and Practice (3)*

ADLT 302: Basics of Instructional Design for Adult Learners (3)*

ADLT 303: Facilitation Skills for Human and Organizational Development (2)*

ADLT 304: Designing Online Learning for Adult Learners (3)*

ADLT 400: Developing Intercultural Competence in the Workplace: Diversity, Equity and Inclusion (3)*
 ADLT 401: Organizational Development and Change (3)*
 ADLT 404: Team Learning and Development (3)*
 ADLT 405: Project Management in Learning and Development (3)*
 ADLT 406: Consulting Skills in Adult Learning Environments (3)*
 ADLT 490: Internship in Human and Organizational Development (3)*

Restricted Electives (12 credits chosen from the list below)

ACCT 202: Accounting for Non-business Majors (3)
 BUSN 323: Legal Environment of Business (3)
 CLED 405: A Survey of Career Counseling (3)
 MGMT 403: Human Resource Development (3)
 MGMT 310: Managing People in Organizations (3)
 MGMT 319: Leadership (3)
 MGMT 331: Human Resource Management (3)
 STUA XXX: Study Abroad (3)
SEDP 495: Universal Design for Learning and Transition (3)
 TEDU 552: Teaching English as a Second Language (3)

Open Electives (35 credits)

Students may select 35 credits of open electives.

Total credit hours: 120

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

At the end of this program, students will be able to:

- Plan, develop, and implement learning and development experiences for adult learners in a variety of settings.
- Assess learning needs and evaluate the learning of both students and the organization through learning and development experiences.
- Develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds.
- Utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience.
- Use appropriate technology in learning and organizational development curriculum development.
- Provide strategy for appropriate learning and development interventions.
- Demonstrate project management skills in organizing and managing a learning/development project for adult learners.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed B.A. in Human and Organizational Development degree program will be able to:

- Provide learning and development interventions in a variety of organizational settings including face-to-face and online settings.
- Assess workplace issues related to organizational or individual issues.
- Facilitate solutions to these workplace issues, evaluating if they should be face-to face or online training solutions.
- Assess training needs through surveys, interviews with employees, or consultations with managers or instructors.
- Design and create training manuals, online learning modules, and course materials.
- Review training materials from a variety of sources and choose appropriate materials
- Deliver training to employees using a variety of instructional techniques.
- Assist in the evaluation of training programs.
- Perform administrative tasks such as monitoring costs, scheduling classes, setting up systems and equipment, and coordinating enrollment.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Training and Development Specialist	306,400	335,300	9%	Bachelor's
Training and Development Managers	37,800	40,900	8%	Bachelor's

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Training and Development Specialist	10,959	12,850	17.26%	13	Bachelor's
Training and Development Managers	964	1,098	13.90%	189	Bachelor's

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	Program Initiation Year	Program Full Enrollment Year

Cost and Funding Sources to Initiate and Operate the Program			
		2021 - 2022	2024 - 2025
1	Projected Enrollment (Headcount)	15	71
2	Projected Enrollment (FTE)	13	59
3	Estimated Tuition and E&G Fees	\$14,686	\$14,686
4	Projected Revenue from Tuition and E&G Fees	\$190,918	\$866,474
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

With Virginia continuing to grow and attract organizations to the Commonwealth, the need for employee training and development, as well as organizational development, will also grow. Entry-level employees with the knowledge and skills to assist and provide these services will be a valuable resource to organizations. The need for on-the-job training for these positions will be diminished due to the course offerings in the proposed program. Graduates will be prepared, through coursework and internships, to quickly assimilate into their role and provide training and development in multiple formats, including on-line learning and instructional design. The Bureau of Labor Statistics has suggested that positions in this field will grow faster than the national average of 5%. Within the Commonwealth of Virginia, the growth of employment in Learning and Development occupations is expected to grow approximately 16%, higher than the average growth of all jobs in the Commonwealth of Virginia which is 10%.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Brand Strategy and Design
Degree Program Name	Brand Strategy and Design
CIP code	52.1499
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed non-thesis Master of Brand Strategy and Design program will require a total of 45 credits, of which 33 credits will be core courses and the remaining 12 credits will be specific to each concentration area. Students will select one of four concentrations.

Program Requirements

Core requirements (33 credit hours)

BRND 603: Foundations in Branding (3)
BRND 604: Storytelling (3)
BRND 605: Creative Problem Solving (3)
BRND 606: Modern Models of Communication (3)
BRND 607: Brand Communication (3)
BRND 610: Career Skills Preparation (3)
BRND 611: Trendspotting & Future Casting (3)
BRND 612: Brand Relationships & Innovation (3)
BRND 613: Proof of Concept (3)
BRND 614: Impact & Influence (3)
BRND 615: Portfolio (3)

Concentration specific courses (12 credit hours)

Art Direction

BRND 660: Introduction to Design Concepts (3)
BRND 657: Today's Advertising Landscape (3)
BRND 658: Advertising Eco-Systems (3)
BRND 665: Advanced Design Concepts (3)

Copy & Content

BRND 650: Creative Concepting (3)
BRND 654: Brand Voice (3)
BRND 657: Today's Advertising Landscape (3)
BRND 658: Advertising Eco-Systems (3)

Experience Design

BRND 643: Exploring Topics in Design & Strategy (3)

BRND 660: Introduction to Design Concepts (3)

BRND 665: Advanced Design Concepts (3)

BRND 671: Designing the Future (3)

Strategy & Research

BRND 641: Foundations in Strategy (3)

BRND 642: Communications Planning (3)

BRND 643: Exploring Topics in Design & Strategy (3)

BRND 644: Scenario Planning (3)

Total credit hours: 45 minimum

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Master of Brand Strategy and Design, students will be able to:

- Research, conceptualize, and design (via secondary and primary research, ideation, rapid prototyping, and testing) solutions to a myriad of consumer and business product, service, and communication needs. Solutions will be media-neutral and culturally appropriate.
- Collaborate in cross-functional teams (i.e. copywriter, art director, strategist, designer, experience designer) to develop business solutions that are viable and actionable.
- Demonstrate broad knowledge of research and learning into cultural and social nuances as reflected in progressive design solutions.
- Build, present and defend ideas - within recommendations and proposals - with clarity, efficiency and professionalism.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed Master of Brand Strategy and Design will be able to:

- Present, persuade, and sell ideas that capture an audience's attention.
- Work with department heads or staff to discuss topics such as budgets and contracts, marketing plans, and the selection of advertising media.
- Plan promotional campaigns such as contests, coupons, or giveaways.
- Plan advertising campaigns, including which media to advertise in, such as radio, television, print, online media, and billboards.
- Negotiate advertising contracts.
- Evaluate the look and feel of websites used in campaigns or layouts, which are sketches or plans for an advertisement.
- Initiate market research studies and analyze their findings to understand customer and market opportunities for businesses.
- Develop pricing strategies for products or services marketed to the target customers.
- Meet with clients to provide marketing or related advice.
- Direct the hiring of advertising, promotions, and marketing staff and oversee their daily activities.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Advertising and promotion managers	27,600	28,400	3%	Bachelor's
Marketing managers	259,200	280,100	8%	Bachelor's

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Advertising and promotion managers	248	276	11.29%	3	Bachelor's
Marketing managers	3,992	4,506	12.88%	51	Bachelor's

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program					
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024		
1	Projected Enrollment (Headcount)	195	198		
2	Projected Enrollment (FTE)	195	198		
3	Estimated Tuition and E&G Fees	\$26,409	\$27,729		
4	Projected Revenue from Tuition and E&G Fees	\$5,149,755	\$5,490,342		
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0		

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program responds to current needs in the Commonwealth of Virginia and the nation for highly trained branding professionals. Due to the lack of in-house training that was available previously to those in the branding industry, today those interested in solving

branding problems on either the agency side or the client side must obtain additional training to effectively operate in a field that is increasingly changing. Graduates of the proposed program will be trained professionals capable of supporting the brand management and marketing needs for corporations and non-profit organizations. Additionally, by redesigning the current M.S. Business with a concentration in Branding program, the proposed M.B.S.D. will utilize existing faculty. Finally, Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure graduates are prepared and trained to meet the needs of the increasingly complex field of brand strategy and design.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Education
Degree Program Name/Title	Higher Education
CIP code	13.0406
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 28, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed M.Ed. in Higher Education degree will require 36 credit hours. This is a non-thesis program. There are no concentrations, emphasis areas, or tracks.

Program Requirements

New courses are denoted with an asterisk (*).

Core Courses (33 credit hours)

ADMS 619: Higher Education Administration (3)*
ADMS 612: Diversity in Higher Education (3)*
ADMS 615: Developmental Theories in Higher Education (3)*
ADMS 616: Higher Education Policy, Law, and Finance (3)*
ADMS 634: College Environments (3)*
ADMS 635: Critical Issues in Urban Higher Education (3)*
ADMS 636: Crisis Leadership in Higher Education (3)*
ADMS 637: Special Mission Institutions (3)*
ADMS 660: Higher Education Internship (3)*
ADMS 661: Higher Education Portfolio (3)*
EDUS 660: Research Methods in Education (3)

Electives (3 credit credits chosen from the list below)

ADMS 638: Community Colleges (3)*
ADMS 639: Enrollment Management in Higher Education (3)*

Total credit hours: 36 minimum

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

At the end of this program, students will be able to:

- Describe and analyze research related to higher education organizations and institutions with an emphasis on issues pertaining to urban education and equity.
- Apply qualitative and quantitative research methods to issues within higher education.
- Explain the history and trends of higher education administration and leadership.
- Demonstrate competencies and ethical behaviors to lead complex higher education organizations.

- Lead initiatives and teams with attention to equity and responsiveness to community needs in the context of higher education.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed M.Ed. in Higher Education will be able to:

- Oversee a variety of academic and student operations at colleges and universities, especially in urban settings.
- Develop and implement comprehensive academic and non-academic (co-curricular) assessment programs.
- Create opportunities for increased diversity and inclusion through programming initiatives and professional development.
- Advise students on topics such as housing, financial aid, or academics.
- Establish the strategic direction of, conceptualize, and implement a student engagement framework that supports application and demonstration of student learning.
- Oversee higher education budgets.
- Design and implement sustainable policies and procedures.
- Ensure compliance with applicable state and federal laws.

- **V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	MA, Higher Education and Student Development, 13.0406	0
University of Virginia	MEd, Student Affairs Practice in Higher Education, 13.0406	47
Virginia Tech	MAEd, Higher Education and Student Affairs, 13.0406	15

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total %	Typical Entry Level Education
Ed. administrators, postsec.	192,600	206,100	7%	Master's

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total %	Annual Change	Education
Edu. administrators, postsec.	3,037	3,474	14.39%	44	Master's

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024
1.	Projected Enrollment (Headcount)	15	32
2.	Projected Enrollment (FTE)	5	10
3.	Estimated Tuition and E&G Fees	\$ 15,086	\$ 15,086
4.	Projected Revenue from Tuition and E&G Fees	\$ 75,430	\$ 150,860
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed M.Ed. in Higher Education responds to the current needs in the Commonwealth of Virginia and the nation as a whole, preparing students to work within a higher education setting. The proposed M.Ed. in Higher Education will prepare graduates to address the increased need for post-secondary education administrators related to the growth in diverse student populations nationally and statewide. Evidence from the Virginia Employment Commission's (VEC) Workforce Connection database shows the viability of employment for graduates of the proposed M.Ed. in Higher Education. Data for Virginia show that demand for postsecondary education administrators will be robust. The VEC labor market information data for long-term employment projects a 14% change in employment needs between 2016-2026, which is higher than the state average of 10%. The Bureau of Labor Statistics (BLS) states that "postsecondary education administrators typically need a master's degree" and that education administrators with advanced degrees may be promoted to higher level positions within their department or the college."

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Biosciences
CIP code	26.0101
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed Ph.D. in Biosciences degree program will require a minimum of 64 graduate credit hours of coursework. A dissertation will be required.

Program Requirements

New courses denoted with an asterisk (*).

Core courses (11 credit hours)

BIOL 602: Professional and Career Development in Biology (1) *

BIOL 603: Fundamentals of Scientific Leadership (3) *

BIOL 604: Research Integrity (1)

BIOL 605: Diversity and Inclusion in Science (1) *

BIOL 607: Science Communication: Fundamentals (2)

BIOL 608: Science Communication: Research Proposals (2)

BIOL 609: Science Communication: Public Discourse (1) *

Biological Knowledge (minimum 6 credit hours chosen from the list below)

- Cellular, Molecular, and Developmental Biology Knowledge courses
- Ecology and Evolution Knowledge courses

Quantitative and Computational Skills (minimum 3 credit hours chosen from the list below)

Professional/Cultural Development (minimum 3 credit hours chosen from the list below)

Dissertation Research (minimum 30 credit hours).

- BIOL 698: Thesis

Open Electives: (11 credit hours).

Open electives can be earned in coursework relevant to the student's research/professional interests or as additional dissertation research credits, as approved by the student's dissertation committee.

Total credit hours: 64 minimum

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Upon program completion, Ph.D. in Biosciences degree program graduates will be able to:
- Demonstrate a broad-based understanding of living systems.
 - Assess the current state of students' field of science using current literature.
 - Synthesize appropriate discipline-specific quantitative, mathematical, and/or data science knowledge.
 - Demonstrate and apply strong analytical skills.
 - Use sound critical thinking skills to debate thoughts and analyze problems.
 - Formulate meaningful scientific questions.
 - Employ strong problem-solving skills.
 - Prepare and deliver effective communications using oral, written, and visual approaches.
 - Practice strong time management skills.
 - Utilize effective teamwork, interpersonal, and multicultural skills.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Apply knowledge of biological principles to design and conduct experiments.
- Analyze and interpret data using a variety of quantitative and computational approaches.
- Function in interdisciplinary and socially-diverse teams.
- Apply high standards of professional and moral conduct to career challenges.
- Develop, plan, and execute long-term projects.
- Communicate clearly and effectively to a variety of audiences (e.g., scientists, policy makers, general public) on the importance of the biological sciences to society.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Ph.D., Biosciences, 30.0101	5
Virginia Commonwealth University	Ph.D., Integrative Life Sciences, 30.1801	6
Virginia Tech	Ph.D., Biological Sciences, 26.0101	9
University of Virginia	Ph.D., Biology, 26.0101	6

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Biochemists and biophysicists	30,400	32,300	6%	Doctoral or professional degree

Biological science teachers, postsecondary	64,500	72,000	12%	Doctoral or professional degree
Biological scientists, all other	47,100	49,800	6%	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Biochemists and biophysicists	508	592	16.54%	8	Doctoral or professional degree
Biological science teachers, postsecondary	1,705	2,037	19.47%	33	Doctoral or professional degree
Biological scientists, all other	619	694	12.12%	8	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2024- 2025
1	Projected Enrollment (Headcount)	6	24
2	Projected Enrollment (FTE)	6	18
3	Estimated Tuition and E&G Fees	\$15,086	\$15,086
4	Projected Revenue from Tuition and E&G Fees	\$90,516	\$271,548
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$265,272	\$899,049

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

In Virginia, there is an unmet demand for Ph.D.-level biological scientists. In Virginia and nationwide, employers are looking for Ph.D.-level employees with advanced scientific training and 21st century skills. The proposed Biosciences Ph.D. program is designed to meet these needs.

The employment landscape for Ph.D.s in the biological and environmental life sciences is excellent. Virginia is ranked 11th nationwide in per capita occupations that require a biological sciences Ph.D. at entry-level and the demand for Ph.D. recipients is forecasted to increase. Despite this, Virginia is ranked only 36th nationwide in the per capita production of Ph.D. graduates in the biological and biomedical sciences, greatly lagging behind the neighboring

states of Maryland, North Carolina, and the District of Columbia. Overall, there is a mismatch between the high per capita demand for bioscience Ph.D. graduates in Virginia and the relatively low per capita production of bioscience Ph.D.s within the Commonwealth, such that Virginia ranks 47th in the ability to match bioscience Ph.D. jobs with Ph.D. graduates from the Commonwealth.

Additionally, surveys of bioscience employers in Virginia and across the nation have reported a shortage of qualified job applicants due to a lack of 21st century skills, which include communication, leadership, collaboration/teamwork, and cultural awareness. The proposed Ph.D. in Biosciences program has a curriculum designed to build these important skills within the context of rigorous training in the biological sciences to prepare the next generation of scientists for careers in Virginia bioscience industries.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Computer Science
CIP code	11.0101
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed Ph.D. in Computer Science program is based on a curriculum that requires completion of a minimum of 36 credit hours for students entering with a M.S. degree; students entering the program with only a B.S. degree will be required to complete a minimum of 60 credit hours.

All students must prepare and successfully defend a doctoral dissertation.

Program Requirements

Curriculum for students entering with a B.S. degree (60 credit hours):

Core Courses (6 credit hours)

All students will take the following core courses:

CMSC 501: Advanced Algorithms (3)

CMSC 603: High Performance Distributed Systems (3)

Electives (18 credit hours chosen from the list below)

The elective courses allows the students to expand their education in areas related to their dissertation research. The program will include several elective courses related to algorithms, computer systems, networking, security, privacy, and reliability of information processing. The program will also include elective courses focused on numerical and scientific computing, computer architecture, artificial intelligence & machine learning, bioinformatics, and methods for efficient and accurate processing of data and extracting knowledge from data.

CMSC 502: Parallel Algorithms (3)

CMSC 506: Computer Networks and Communications (3)

CMSC 510: Regularization Methods for Machine Learning (3)

CMSC 512: Advanced Social Network Analysis and Security (3)

CMSC 516: Advanced Natural Language Processing (3)

CMSC 525: Introduction to Software Analysis, Testing and Verification (3)

CMSC 601: Convex Optimization (3)

CMSC 605: Advanced Computer Architecture (3)

CMSC 608: Advanced Database (3)

CMSC 610: Algorithmic Foundations of Bioinformatics (3)

CMSC 612: Game Theory and Security (3)
 CMSC 615: Cryptocurrency and Blockchain Techniques (3)
 CMSC 618: Database and Application Security (3)
 CMSC 620: Applied Cryptography (3)
 CMSC 622: Network and Operating Systems Security (3)
 CMSC 623: Cloud Computing (3)
 CMSC 628: Mobile Networks: Applications, Modeling and Analysis (3)
 CMSC 630: Image Analysis (3)
 CMSC 635: Knowledge Discovery and Data Mining (3)
 CMSC 636: Artificial Neural Networks and Deep Learning (3)
 CMSC 678: Statistical Learning and Fuzzy Logic Algorithms (3)

Dissertation Research Requirement (36 credit hours)

CMSC 697: Directed Research (1-15)
 CMSC 702: Computer Science Seminar (1-3)

Total credit hours for students entering with a B.S. degree: 60 credits minimum

Curriculum for students entering with an M.S. degree (36 credit hours):

Core courses – 6 credit hours

All students will take the following core courses:

CMSC 501: Advanced Algorithms (3)
 CMSC 603: High Performance Distributed Systems (3)

Electives – 6 credit hours

The elective courses allows the students to expand their education in areas related to their dissertation research. The program will include several elective courses related to algorithms, computer systems, networking, security, privacy, and reliability of information processing. The program will also include elective courses focused on numerical and scientific computing, computer architecture, artificial intelligence & machine learning, bioinformatics, and methods for efficient and accurate processing of data and extracting knowledge from data.

CMSC 502: Parallel Algorithms (3)
 CMSC 506: Computer Networks and Communications (3)
 CMSC 510: Regularization Methods for Machine Learning (3)
 CMSC 512: Advanced Social Network Analysis and Security (3)
 CMSC 516: Advanced Natural Language Processing (3)
 CMSC 525: Introduction to Software Analysis, Testing and Verification (3)
 CMSC 601: Convex Optimization (3)
 CMSC 605: Advanced Computer Architecture (3)
 CMSC 608: Advanced Database (3)
 CMSC 610: Algorithmic Foundations of Bioinformatics (3)
 CMSC 612: Game Theory and Security (3)
 CMSC 615: Cryptocurrency and Blockchain Techniques (3)
 CMSC 618: Database and Application Security (3)
 CMSC 620: Applied Cryptography (3)

CMSC 622: Network and Operating Systems Security (3)
 CMSC 623: Cloud Computing (3)
 CMSC 628: Mobile Networks: Applications, Modeling and Analysis (3)
 CMSC 630: Image Analysis (3)
 CMSC 635: Knowledge Discovery and Data Mining (3)
 CMSC 636: Artificial Neural Networks and Deep Learning (3)
 CMSC 678: Statistical Learning and Fuzzy Logic Algorithms (3)

Dissertation Research Requirement (24 credit hours)

CMSC 697: Directed Research (1-15)
 CMSC 702: Computer Science Seminar (1-3)

Total credit hours for students entering with an M.S. degree: 36 credits minimum

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Ph.D. in Computer Science, students will be able to:

- Apply knowledge of the foundations of computer science.
- Apply knowledge of a specialized research area.
- Use principles of scientific inquiry and software design to evaluate scientific literature and formulate research hypotheses.
- Solve computational problems and discover or generate new ideas, concepts, techniques, and/or products in general and specialized areas of computer science.
- Write technical reports and scholarly papers in computer science.
- Present problems and solutions in computer science.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Upon completing the program, graduates entering the workforce will be able to:

- Act as experts in the area of computer science, including computer systems and software, and the algorithms and techniques these are composed of, especially in the selected research area.
- Assess areas of unmet technical needs in computer science, and develop research programs to address these needs.
- Build and lead research teams to design new computer systems, software, and algorithms.
- Interact with scientists from across disciplines to design and apply computer science solutions to problems arising in other disciplines.
- Effectively communicate and disseminate research findings to other researchers and to industry.
- Develop or modify curriculum for computer science or related degree or certificate programs.
- Teach computer science and related courses.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
College of William & Mary	Ph.D., Computer Science, 11.0101	9
George Mason University	Ph.D., Computer Science, 11.0101	12
Old Dominion University	Ph.D., Computer Science, 11.0101	6
Virginia Tech	Ph.D., Computer Science and Application, 11.0101	25
University of Virginia	Ph.D., Computer Science, 11.0101	6

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Computer and information research scientists	31,700	37,000	16%	Doctoral or professional degree
Computer science teachers, postsecondary	40,200	41,900	4%	Not Available
Business, postsecondary	108,000	123,900	15%	Not Available

Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Computer and information research scientists	2,631	3,242	23.22%	61	Doctoral or professional degree
Computer science teachers, postsecondary	1,317	1,479	12.30%	16	Not Available

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2024 - 2025	
1	Projected Enrollment (Headcount)	8	28	
2	Projected Enrollment (FTE)	8	27	
3	Estimated Tuition and E&G Fees	\$44,705	\$44,705	
4	Projected Revenue from Tuition and E&G Fees	\$357,644	\$1,207,048	

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

There is a critical and growing need for scientists, educators, and engineers with graduate-level and advanced computer science training at the state level across industry, academia and public sectors. Many research labs and firms require workers to hold doctorate degrees due to the advanced level of technical knowledge and skill required to oversee large projects and teams. Virginia's Career and Workforce Labor Market Information projects a 17.27% growth in computer-related occupations from 2016 to 2026. Computer Information and Research Scientists, a job classification that requires a Ph.D., has the highest projected growth at 23.22% over 10 years. Moreover, the current surge in student demand for computer science across the country is far outstripping the supply of professors, as the technology industry recruits talent. On November 7, 2019, Gov. Ralph Northam announced partnerships with 11 Virginia universities to create the Commonwealth's tech talent pipeline, producing at least 31,000 additional computer science graduates over the next 20 years. In order to maintain a vibrant pipeline of bachelor's and master's degrees in Computer Science, Virginia must invest in Ph.D. programs. Establishing the proposed Ph.D. Computer Science program will help to: 1) increase the number of Ph.D. level scientists and educators with core training that spans the breadth of computer science and specializations in selected research areas; 2) meet Virginia's growing private-sector demand for experts with graduate-level training in computer science; and 3) meet Virginia's growing need for highly-qualified computer science teachers to train the workforce of tomorrow.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Nursing Practice
Degree Program Name	Nursing Practice
CIP code	51.3818
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

VCU currently offers the Doctor of Nursing Practice (DNP) degree program for post-master's students. The Doctor of Nursing Practice program seeks to offer a post-bachelor's entry pathway. Students with a B.S. degree will be required to complete a minimum of 62-66 credits depending on the concentration. Students with an M.S. degree are required a minimum of 39 credits.

Program Requirements

Curriculum for students entering with a B.S. degree (62 - 66 credits hours)

Total credit hours: 66 credit hours for direct care concentrations

62 credit hours for indirect care concentration

Core courses (36 credit hours)

All students will take the following core courses:

NURS 605: Statistical Methods for Quality Improvement (3)

NURS 606: Evaluating Evidence to Improve Health Outcomes (3)

NURS 607: Epidemiology and Population Health (3)

NURS 608: Quality Improvement in Practice (3)

NURS 610: Health Informatics & Emerging Technologies (3)

NURS 621: Leadership & Organizational Systems (3)

NURS 638: Health Policy, Leadership and Advocacy (3)

NURS 664: DNP Residency (12)

NURS 665: DNP Project Proposal (3)

Core courses for Direct Care concentrations (9 credit hours)

NURS 502: Advanced Pharmacology (3)

NURS 504: Advanced Pathophysiology (3)

NURS 511: Advanced Health Assessment (3)

Direct Care Concentrations

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) (21 credit hours)

The purpose of the Adult-Gerontology Nurse Practitioner concentration is to prepare students

with the knowledge and skills for clinical practice to provide direct acute care to the entire spectrum of adults.

NURS 580: Primary Care of the Adult-Gerontology Population (4)

NURS 581: Adult-Gerontology Acute Care Practicum I (2)

NURS 619: Acute and Complex Health Conditions of the Adult-Gerontology Population (3)

NURS 662: Care of the Adult-Gerontology Population in the Critical Care Setting (4)

NURS 669: Adult-Gerontology Acute Care Practicum II (4)

NURS 689: Adult-Gerontology Acute Care Practicum III (4)

Family Nurse Practitioner (FNP) (21 credit hours)

NURS 580: Primary Care of the Adult-Gerontology Population (4)

NURS 589: Maternal and Child Health in Primary Care (3)

NURS 590: Complex Problems in Family Primary Care (4)

NURS 595: Family Primary Care Practicum I (2)

NURS 642: Family Primary Care Practicum II (4)

NURS 658: Family Primary Care Practicum III (4)

Psychiatric Mental Health Nurse Practitioner (PMHNP) (21 credit hours)

NURS 521: Psychiatric Disorders across the Lifespan (4)

NURS 522: Psychopharmacology for Advanced Practice (3)

NURS 597: Psychiatric Mental Health Practicum I (2)

NURS 598: Managing Psychiatric Disorders in Special and Vulnerable Populations (2)

NURS 602: Psychotherapy: Theory and Practice (2)

NURS 641: Psychiatric-Mental Health Practicum II (4)

NURS 659: Psychiatric-Mental Health Practicum III (4)

Indirect Care Concentration

Nursing Leadership and Organizational Science (NLOS) (26 credit hours)

NURS 515: Holistic Leadership in Healthcare Delivery (3)

NURS 516: Health Information Technology (3)

NURS 517: Organization Science Implications for Project & Human Resource Mgmt. (3)

NURS 604: Applied Budget & Finance (3)

NURS 628: Practicum in Nursing Leadership & Organizational Science (5)

Electives courses (9) - students will select elective courses with consultation from an advisor.

Curriculum for students entering with an M.S. degree (39 credit hours)

All students entering with an M.S. degree will complete the following courses:

NURS 605: Statistical Methods for Quality Improvement (3)

NURS 606: Evaluating Evidence to Improve Health Outcomes (3)

NURS 607: Epidemiology and Population Health (3)

NURS 608: Quality Improvement in Practice (3)

NURS 610: Health Informatics & Emerging Technologies (3)

NURS 621: Leadership & Organizational Systems (3)

NURS 638: Health Policy, Leadership and Advocacy (3)

NURS 664: DNP Residency (12)

NURS 665: DNP Project Proposal (3)
Elective chosen with advisor approval (3)

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Doctor Nursing Practice program, students will be able to:

- Synthesize knowledge from nursing and other sciences to lead efforts to promote health and improve outcomes of individuals, populations and systems.
- Demonstrate integration of population health concepts in systems-based care delivery models designed to promote quality, safety, and excellence in advanced nursing practice.
- Lead the development, implementation, and evaluation of policy initiatives to improve quality and safety in health care systems.
- Translate and disseminate evidence-based practices towards improving healthcare outcomes and reducing disparities.
- Lead innovative approaches in the application of health information technology that support delivery and evaluation of patient-centered care.
- Apply principles of ethical and moral reasoning in advanced practice roles to lead sustainable change in healthcare.
- Demonstrate advanced levels of clinical and ethical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed DNP program will be able to:

- Implement evidence-based practice changes at the system-level to improve quality and safety outcomes for patient populations.
- Direct and evaluate patient management policies and procedures.
- Lead interprofessional teams to improve care delivery and coordination.
- Use expertise to help inform health policy initiatives.

Each of the concentrations for the proposed Doctor of Nursing Practice will have additional specific outcomes and workplace competencies.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Doctor of Nursing Practice, 51.3818	22
James Madison University	Doctor of Nursing Practice, 51.3818	7
Old Dominion University	Doctor of Nursing Practice, 51.3899	35
Radford University	Doctor of Nursing Practice, 51.3818	10

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	Doctor of Nursing Practice, 51.3818	18
VCU (existing MS Pathway)	Doctor of Nursing Practice, 51.3818	8

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 20XX-YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Nurse practitioner	189,100	242,400	28%	Not applicable

Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Nurse practitioner	4,689	6,738	43.7%	205	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program					
Informational Category		Program Initiation Year 2021 – 2022	Program Full Enrollment Year 2024 - 2025		
1	Projected Enrollment (Headcount)	30	90		
2	Projected Enrollment (FTE)	24	75		
3	Estimated Tuition and E&G Fees	\$15,375	16,297		
4	Projected Revenue from Tuition and E&G Fees	\$369,000	\$1,222,275		
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$ 0	\$ 0		

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The Doctor of Nursing Practice degree is the terminal degree for advanced practice that prepares nurses to use evidence for practice and systems improvement to enhance the health and health care of Virginians. Adding a B.S. entry-pathway to the existing DNP program is needed to address major factors in Virginia's changing health care system and the growing need for advanced nurses that have doctoral-level practice competencies. In particular, there have been dramatic changes in workforce needs that are shifting requirements for advanced practice registered nurses (APRNs) to be prepared at the doctoral level. Changes in health care, complexity of patient needs, and requirements for nursing leadership at the healthcare system

level support the need for doctoral-level preparation for nursing practice. The program's emphases are all responsive to current needs in Virginia and nationally.

The National Organization of Nurse Practitioner Faculties (NONPF) released a position statement in May 2018, calling for all nurse practitioner education to be at the Doctor of Nursing Practice (DNP) level by 2025. NONPF states that the DNP should be the only degree for nurse practitioner preparation.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Sport Management
CIP code	31.0504
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	April 26, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework and total credit hours

The proposed BS in Sport Management will require 120 credits. The curriculum will include required general education courses (33 credit hours), core course coursework (63 credit hours), restricted electives (2 credit hours), and free elective (22 credit hours). The curriculum also includes an experiential learning requirement.

Core Coursework – 63 credit hours

PESM 200	Foundations of Sport Management– 3 credits
PESM 330	Sport Marketing – 3 credits
PESM 340	*Sport in the Media– 3 credits
PESM 350	Sport Facilities and Event Management – 3 credits
PESM 352	*Sport Ethics– 3 credits
PESM 405	Sport in American Society – 3 credits
PESM 406	Sport Law– 3 credits
PESM 407	*Sport Policy and Governance– 3 credits
PESM 408	Financial Aspects of Recreation and Sport– 3 credits
PESM 472	Internship– 6 credits
PHED 339	Measurement and Evaluation– 3 credits
PHED 401	Organization & Administration of Hlth., PE, Recreation & Athletics– 3 credits
PHED 407	Sport Psychology– 3 credits
COMM 201	Introduction to Mass Communication-3 credits
ECON 210	Principles of Microeconomics -3 credits
HGMT 100	Introduction to Hospitality Management- 3 credits
MGMT 300	Organization and Management- 3 credits
MKTG 300	Principles of Marketing -3 credits
RECR 100	Introduction to Recreation-3 credits
STAT 210	Elementary Statistics– 3 credits

Restrictive Electives – 2 credits credit hours

Free Electives - 22 credit hours

Additional requirements

Embedded in the curriculum are experiential learning experiences where students participate in hands-on opportunities. All students in the proposed degree program will have a supervised 300 hour culminating experiential learning placement after their junior year or 92 credit hours.

Total credit hours for the curriculum/degree program.

The degree program will require 120 credit hours.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students completing the Sport Management program will be able to:

- Identify foundational principles, laws, theories, leadership strategies, and philosophies related to the sport management industry.
- Demonstrate an understanding of cultural competence and awareness of working with diverse populations within the sport management industry.
- Apply critical thinking skills to the analysis of ethical and moral issues in sport management.
- Demonstrate effective oral and written communication skills relevant to the sport management industry.
- Demonstrate effective technology skills relevant to the sport management industry
- Integrate acquired sport management professional competencies in experiential learning experiences.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

All graduates of the proposed BS in Sport Management will be able to:

- Schedule, organize, and lead meetings to promote collaboration and consensus within the organization.
- Work cohesively with other areas of the organization.
- Write, analyze and recommend policies for the ethical behavior for sports organizations.
- Develop community, public and social media relationships.
- Use technology to create and implement graphics for sports web pages and social media.
- Identify revenue streams for the organization.
- Write professional content for the organization.
- Provide excellent customer care during phone, e-mail, and in-person interactions with stakeholders.
- Maintain and produce documentation to include budgets, agendas and presentations.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
James Madison University	BS, Sport and Recreation Management, 31.0504	123.6

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	BS, Sport Management, 31.0504	36.8
Radford University	BS, Sport Management 31.0504	0

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Advertising and promotions managers	286,800	308,600	8%	Bachelor's Degree
Sales managers	405,700	426,300	5%	Bachelor's Degree
Coaches and Scouts	290,100	320,600	11%	Bachelor's Degree
Umpires, Referees, and other sports officials	22,000	23,400	6%	Bachelor's Degree

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Advertising and promotions managers	248	276	11%	3	Bachelor's Degree
Sales managers	5,745	6,254	8.86%	51	Bachelor's Degree
Coaches and Scouts	8,789	10,367	17.95%	158	High School Diploma or Equivalent
Umpires, Referees, and other sports officials	203	218	12.98%	9	High School Diploma or Equivalent

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2025 - 2026	
1	Projected Enrollment (Headcount)	30	80	
2	Projected Enrollment (FTE)	30	80	
3	Estimated Tuition and E&G Fees	\$9154	\$9428.62	
4	Projected Revenue from Tuition and E&G Fees	\$274,620	\$754,289.60	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

According to Sports Virginia, a collaboration of professionals from local convention and visitor bureaus, sports commissions, parks and recreation departments and facilities throughout the Commonwealth, Virginia is home to state-of-the-art venues for all types of sporting events, has hosted statewide, national and international championships, and is the ideal location for sports. Virginia Employment Commission Long-term Occupation Projections indicate that in 2016, there were nearly 15,000 jobs in the sport industry and project that by the year 2026, there will be over 17,000 sport industry jobs in the Commonwealth. The annual growth rates from 2016-2026 are reported to be in the range of 8.86%-12.98%. These figures include jobs in advertising and promotions, sales managers, coaches and scouts, and umpires, referees, and other sports officials. The proposed program responds to the current need for highly trained motivated sport industry employees to serve in culturally diverse careers at all levels of the sport industry. The proposed degree program will also address the needs of employment in the Commonwealth by preparing students to understand the multifaceted careers within Virginia's sport industry through experiential learning focused on communication, technology, critical thinking and diversity.

Furthermore, Virginia State University is one of Virginia's five Historically Black Colleges and Universities (HBCUs). There is no other public HBCU in the Commonwealth of Virginia that offers a Bachelor of Science in Sport Management, making the Virginia State University program the first public HBCU in Virginia to offer this degree.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Master of Business Administration (MBA)
Degree Program Name/Title	Business Administration and Management
CIP code	52.0201
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	April 26, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework and total credit hours:

The coursework for the Master of Business Administration (MBA) curriculum consists of a total of 36 credit hours of graduate business courses covering accounting, entrepreneurship and innovation management, finance, management, marketing, and technology (18 hours core courses; 18 hours restricted business electives).

Core Coursework (18 Credits): The core courses for the MBA has one course from each area – Accounting, Information Technology, Finance, Management, Marketing and Entrepreneurship. New courses are indicated by an asterisk (*).

- ACCT 510 Accounting Analysis for Decision Making* (3 credits)
- CISY 510 Managing Information Technology* (3 credits)
- FINC 510 Managerial Financial Economics* (3 credits)
- MKTG 510 Marketing Management* (3 credits)
- MGMT 510 Entrepreneurship & Innovation Management* (3 credits)
- MGMT 690 Strategic Planning & Implementation* (3 credits)

Sub Areas (Tracks) and total credit hours:

The MBA program features four specialized sub-areas (tracks) that will enable our students to develop more in-depth competency in key, high-growth occupational areas, namely:

- Accounting Information Systems
- Cyber Security
- Digital Marketing
- Entrepreneurship and Innovation Management

Each specialized track requires a student to complete 18 credit hours in addition to the program's 18 credit hours of core courses. That is, the entire MBA program consists of 36 credit hours.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

The following outcomes apply to all tracks of the MBA:

- Demonstrate critical thinking, innovativeness, and ethical orientation in making business decisions
- Communicate effectively orally and in writing in various business and organizational leadership contexts
- Prepare complex business documents that are clear, concise and that utilize appropriate technology tools for use in various industry environments.
- Synthesize the interrelationships between the different parts and functions of a business in varied industries, and how these functions impact a business entity as a whole
- Identify the best strategies to implement based upon analysis of a firm's industry environment and distinctive competencies.

Additional outcomes are provided for each specific track.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

The following workplace competencies/skills apply to all tracks of the MBA:

- The ability to develop sound business strategies that enable firms to achieve competitive advantage.
- The ability to lead and facilitate cross-functional group projects in various business and organizational contexts.
- The ability to utilize technological tools to enhance business productivity.

There are additional specific workplace competencies/skills for each of the four specific tracks of the MBA.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	MBA, 52.0201	134
James Madison University	MBA, 52.0201	40.4
Longwood University	MBA, 52.0201	12.8
Old Dominion University	MBA, 52.0201	43.8
Radford University	MBA, 52.0201	17.2
University of Mary Washington	MBA, 52.0201	39.6
University of Virginia	MBA, 52.0201	426.9
Virginia Commonwealth University	MBA 52.0201	96.4
Virginia Tech	MBA, 52.0201	118.4
College of William and Mary	MBA, 52.0201	223.2

The MBA program at Virginia State University is a STEM-focused one – the first in Virginia – that will increase the number of minorities and veterans pursuing graduate business education.

This is particularly important in Virginia where African-Americans at 19.1% of the state's population (compared to 12.65% in the U.S. population), represent the largest minority group and are disproportionately represented in the ranks of business executives. Since MBA programs typically facilitate leadership roles in organizations, VSU's MBA program will help increase leadership opportunities for minorities in Virginia and elsewhere.

VI. Labor Market Information.

Labor Market Information: United States, Bureau of Labor Statistics, 2018-2028 (10-Yr)

Occupation Title	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education
Management occupations	10,193.3	10,900.2	6.9% / 706.9	Bachelor's degree or higher
Business and financial operations occupations	8,589.5	9,181.3	6.9% / 591.8	Bachelor's degree or higher
Computer and mathematical occupations	4,674.4	5,268.3	12.7% / 593.9	Bachelor's degree or higher
Advertising, marketing, promotions, public relations, and sales managers	773.7	822.4	6.3% / 48.7	Bachelor's degree or higher
Information security analysts	112.3	147.7	31.6% / 35.5	Bachelor's degree

Labor Market Information: Virginia Employment Commission & Bureau of Labor Statistics, 2018-2028 (10-Yr)

Occupation Title	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education
Management occupations	173,960	175,699	1% / 1,739	Bachelor's degree or higher
Business and financial operations occupations	274,770	278,616	1.4% / 3,846	Bachelor's degree or higher
Computer and mathematical occupations	206,750	210,471	1.8% / 3721	Bachelor's degree or higher
Market Research Analysts and Marketing Specialists	20,130	20,915	3.9% / 785	Bachelor's degree or higher
Information security analysts	14,180	15,768	11.2% / 1588	Bachelor's degree
Accountants and auditors	41,230	42,302	2.6% / 1072	Bachelor's degree or higher

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year ¹ 2023 - 2024
1.	Projected Enrollment (Headcount)	20	50
2.	Projected Enrollment (FTE)	15	36
3.	Estimated Tuition and E&G Fees	\$ 11,544.00	\$12,121.20
4.	Projected Revenue from Tuition and E&G Fees	\$230,800	\$606,060
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0.00	\$0.00

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia needs the MBA program offered by Virginia State University.

- Our research did not identify any STEM-designated MBA programs in Virginia. Though STEM-designated MBA programs are offered by leading institutions outside of Virginia such as University of California at Berkeley and Northwestern University, our program will be unique to the state. Virginia can benefit from the existence of a STEM-focused MBA program at Virginia State University.
- Virginia needs a highly-educated workforce to sustain its current industries. Because of the prevalence of industries that require higher-levels of skill, current data from the Bureau of Labor Statistics on employment by occupational group in Virginia (May 2018) indicates that the need will persist throughout the next decade for Virginians to possess higher levels of education. Further, as one of the most educated and technologically advanced U.S. states, a Bachelor's Degree is considered the minimum qualification for many managerial jobs in Virginia. Our program will offer Virginia's workforce affordable, accessible, and STEM-focused graduate-level education that will distinguish graduates as leaders in the competitive workforce and allow them to ascend to higher managerial ranks.
- Virginia needs to ensure that everyone in its highly educated, diverse workforce has a pathway to leadership. This is particularly important in Virginia where African-Americans represent 19.1% of the state's population (compared to 12.65% in the U.S. population), and are disproportionately represented in organizational leadership ranks. VSU's MBA program will help increase the number of minorities with graduate level education who are qualified for leadership positions in Virginia organizations and elsewhere.

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.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Master of Science (M.S.)
Degree Program Name/Title	Data Analytics Engineering
CIP code	11.0802
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	November 15, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework and total credit hours

Each core course is a 3-credit hour course. All students must take the following four courses:

- Advanced Programming for Data Science (DAEG 500*) – 3 semester hours
- Data Analytics Engineering I (DAEG 510*) – 3 semester hours
- Data Analytics Engineering II (DAEG 511*) – 3 semester hours
- Advanced Information Visualization (DAEG 520*) – 3 semester hours

Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours.

The data analytics engineering program offers four sub areas/concentrations: Cyber Analytics and Digital Forensics concentration, Internet of Things (IoT) Analytics concentration, Data Mining and Machine Learning concentration, Predictive Analytics concentration.

Student can choose a thesis or non-thesis option. Depending on the option selected, students are required to complete 24 credit hours of coursework and their thesis or master's project work while taking the following classes:

- DAEG 600*: Thesis I – 3 semester hours
- DAEG 601*: Thesis II – 3 semester hours
- DAEG 605*: Master Project – 3 semester hours

Total credit hours for the curriculum/degree program.

The Master of Science degree requires 30 graduate credit hours of coursework including a thesis or a project.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

The Student Learning Outcomes (SLOs) for the Data Analytics Engineering Program are listed below:

- Develop data analytics **programming** skills to design complex algorithms involving big-data structures and implement solutions in multiple languages.
- Demonstrate proficiency with **statistical analysis** using advanced statistical programming tools.
- Design, build and assess advance analytics and **data-based models** for decision making.

- Students will be able to demonstrate skill in **data visualization** to compare the performances of multiple methods and models, recognize the connections between how data were collected and the scope of conclusion from the resulting analysis.
- Apply data science concepts and methods to solve problems in **real-world contexts** and will **communicate** these solutions effectively.
- Apply **professional, ethical, legal, security, and social issues** and **responsibilities** in context to the field of data science and decision making.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the Data Analytics Engineering Program

- Effectively work within a team environment interacting with peers and leadership.
- Design, build, test and deploy highly scalable and resilient cloud-based applications on private and public clouds
- Collaborate with research teams to ensure the use of statistical software packages to analyze large datasets
- Analyze the impact of uncertainty on inferential thinking, and probabilistic mechanisms for modeling uncertainty
- Determine the strengths and weaknesses of a large number of methods for estimation and hypothesis testing, and, given a set of data, the ability to choose and correctly execute an appropriate method.
- Apply theory and application of model building in the presence of uncertainty, including assessing model quality and diagnosing adequacy of assumptions
- Apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively

There are additional workplace competencies/skills for each of the four specific subareas.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason Uni.	11.0802	73.2
Radford University	11.0802	3.0
UVA	11.0802	46.2

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education
Statistician	44,400	58,000	30.7%	Master's degree

Computer and information research scientists	31,700	37,000	5.2%	Master's degree
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Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change and #'s	Annual Change	Education
Statisticians	1,183	1,696	12.15%	51	Master's Degree
Computer and info. research scientists	2,631	3,242	23.22%	61	Doctoral or Professional Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2023 - 2024
1.	Projected Enrollment (Headcount)	20	38
2.	Projected Enrollment (FTE)	18	31
3.	Estimated Tuition and E&G Fees	\$ 11,989.00	\$12,348.67
4.	Projected Revenue from Tuition and E&G Fees	\$239,780	\$469,249.46
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The Virginia Employment Commission shows data from labor trends pertaining to the field of data science. Currently, there are over 500 positions that require some expertise in the field of data analytics within Virginia (<https://www.vawc.virginia.gov/vosnet/jobbanks/joblist.aspx>). This is made evident by searching the keyword, *data analytics*. The number grows dramatically when search is made using additional related keywords such as *statisticians*.

Specifically, for statistics-based work in Virginia, the supply is currently low and there is a supply shortage of statisticians, and the outlook is projected to grow which will make for a high demand. The Virginia Employment Commission indicates that there is a need for statisticians and computer programmers who will make up for the data analytics workforce. The proposed graduate program in data analytics engineering at VSU will help prepare the required professionals and mitigate the gap in the workforce need in Virginia. The program will offer multiple concentrations, such as Cyber Analytics and Digital Forensics concentration, Internet of Things (IoT) Analytics concentration, Data Mining and Machine Learning concentration, and Predictive Analytics concentration. This will produce data analytics experts with different focuses that will allow for a variety of professionals with diverse views. Additionally, with VSU

producing the most minority computer engineers in the nation, VSU is set to produce the needed minority data scientists contributing to a buildup of a more diverse workforce.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Education Specialist Degree (Ed.S.)
Degree Program Name	Ed.S. in Educational Administration and Supervision
CIP code	13.0401
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	April 26, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Coursework and total credit hours

The Education Specialist Degree (Ed.S.) in Educational Administration and Supervision is an advanced degree of 30 credit hours beyond a Master's Degree which provides professional opportunities for leaders to meet the continuously changing challenges in education locally, nationally and abroad. The degree is designed for professional educators who already hold leadership roles in education or those who aspire to leadership positions.

Core Coursework

EDAS 700 Historical and Philosophical Foundations of Education - 3 credits

EDAS 701 Multicultural Education - 3 credits

EDAS 703 Planning & Management of Finance - 3 credits

EDAS 704 Human Resource Management - 3 credits

EDAS 705 School Law & Policy Studies - 3 credits

EDAS 706 School Community & Public Relations - 3 credits

EDAS 707 Administrative & Instructional Leadership - 3 credits

EDAS 720 Educational Statistics - 3 credits

EDAS 721 Research Design & Evaluation Methodology -3 credits

EDAS 730 Leadership Internship – 3 credits

Total credit hours: 30 credit hours

Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours

The Ed.S degree requires that a supervised internship experience of 150 clock hours be completed in a PreK-12 school setting. The internship provides supervised on-site experiences with applications of administrative theories and strategies.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student, based on well- grounded research and best practices.
- Act ethically and legally according to professional norms to promote each student's academic success and well-being.

- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Manage school operations and financial resources to promote each student's academic success and well-being.
- Act as agents of continuous improvement to promote each student's academic success and well-being.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Create an organized and efficient school environment with shared academic and behavioral expectations.
- Establish a professional learning culture in a cooperative and collaborative manner which is consistent the vision, mission, goals and objectives of the School Board.
- Monitor student achievement and facilitate the use of data and assessments to benchmark student progress
- Administers the budget and monitor expenditures.
- Communicate effectively with staff, parents, students and the community about school programs, activities and events.
- Properly supervise all professional, paraprofessional, administrative and non-professional personnel assigned to the school.
- Supervises the preparation of reports, handbooks and all other documentation appropriate to and required of the school's administration.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth University	Post-Master's Certificate in Educational Leadership - CIP Code: 13.0401	28.4
Old Dominion University	Education Specialist Degree (Ed.S.) in Educational Leadership - CIP Code: 13.0401	70.2

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	Education Specialist Degree (Ed.S.) in Educational Leadership - CIP Code: 13.0401	18

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Elementary & Secondary Administrators	275,400	286,600	4%	Master's Degree or higher

Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Elementary & Secondary Administrators	6490	7265	11.94%	78	Master's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program					
Informational Category			Program Initiation Year 2020 - 2021	Program Full Enrollment Year 2022 - 2023	
1	Projected Enrollment (Headcount)		15	20	
2	Projected Enrollment (FTE)		8	10	
3	Estimated Tuition and E&G Fees		\$ 8,074.00	\$ 8,316.22	
4	Projected Revenue from Tuition and E&G Fees		\$121,110	\$166,324.40	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)		\$0	\$0	

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Schools provide the foundation of a child's development, and it is through the educational system that children often learn how to become responsible citizens. Aligned with a good education is a good academic leader, therefore principals are a critical component in the success of a school. Research studies completed over the last decades have linked high-quality leadership with positive school outcomes, including student achievement.

Recognizing the importance of effective school administration, the Virginia Board of Education established Licensure Regulations for School Personnel and requirements for

administration and supervision preK-12 endorsement. The endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. The Ed.S. degree is needed especially in small municipalities and rural communities served by VSU. This degree will serve as evidence of formal professional development in the areas of school law, finance, supervision, human resource management, and instructional leadership.

Lastly, the demand for principals within the Commonwealth is expected to increase almost 12% in the next 10 years. Currently on indeed.com, there are 57,239 full-time positions in the US and 2400 positions within Virginia that include school principal as the key term. With the changes to the teacher preparation pathway (4-year degrees) and the growing changes in demographics, many district-level personnel and school leaders will need post master-level preparation to assist young faculty and to serve as conduits for continuous improvement in the school system.

I. Basic Program Information

Institution (official name)	Northern Virginia Community College
Degree Program Designation	Associate of Science
Degree Program Name	Biology
CIP code	26.0101
Anticipated Initiation Date	Spring 2021
Governing Board Approval Date (actual or anticipated)	November 21, 2019

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

1st Semester (Assumes a Fall Semester Start):	
SDV 101 Orientation	1
ENG 111 College Composition I	3
MTH 167 Precalculus with Trigonometry OR MTH 263 Calculus I	4-5
CHM 111 General Chemistry I	4
History Elective	3
Total Credits: 15-16	
2nd Semester:	
ENG 112 College Composition II	3
MTH 263 Calculus I or MTH 264 Calculus II OR MTH 245 Statistics I	3-4
CHM 112 General Chemistry II	4
BIO 101 General Biology I	4
Humanities/Fine Arts Elective	3
Total Credits: 17-18	
3rd Semester:	
MTH 264 Calculus II OR MTH 245 Statistics I OR Lab Science Elective	3-4
BIO 102 General Biology II OR BIO 120 General Zoology	4
Social Science Elective	3
CST 100 Principles of Public Speaking OR CST 110 Introduction to Communication OR CST 126 Interpersonal Communication	3
Total Credits: 13-14	
4th Semester:	
BIO 206 Cell Biology	4

MTH 245 Statistics I or Lab Science Elective	3-4
Humanities/Fine Arts Elective	3
Social Science Elective	3
Total Credits: 13-14	
Total credits for the AS in Health Sciences = 60-61	

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

<ul style="list-style-type: none"> • Apply laboratory safety to pursue biology experimental exercises. • Explain the principles of chemical bonding in the formation of molecules and properties of molecules. • Use scientific terminology to identify cellular processes including cell membrane transport and communication, energetics and cell division. • Apply the principles of heredity at the organismal and molecular levels. • Identify the evolutionary basis for biological organization. • Demonstrate effective scientific communication skills, including writing. • Apply the scientific method to scientific inquiry.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

N/A

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 20XX-YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education

Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2022 - 2023
1	Projected Enrollment (Headcount)	350	525
2	Projected Enrollment (FTE)	152	228
3	Estimated Tuition and E&G Fees		
4	Projected Revenue from Tuition and E&G Fees	\$411,380	\$1,234,141
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

According to data provided by NOVA's Office of Institutional Research, biology is an extremely popular major for NOVA transfer students. In 2018-2019, of the 1,919 students who transferred to George Mason University (Mason) with an award from NOVA, 90 enrolled in Biology. Of those 90 students, 59 graduated with the Science A.S., 21 earned the General Studies A.S. and 10 graduated from a different NOVA program. In addition, of 183 NOVA graduates who transferred to Virginia Commonwealth University (VCU) 28 are majoring in Biology. Of those 28 students, 18 had earned the Science A.S., six earned the General Studies A.S., and four graduated from a different NOVA program. Further, 1,451 NOVA students transferred to Mason in 2018-2019 without completing a NOVA program and 787 transferred to VCU without graduating from NOVA first. Eighty-seven of the students who transferred to Mason and 118 of those who transferred to VCU majored in Biology at the senior institution. These data demonstrate that having a degree program that clearly shows the best academic pathway will serve a large number of students.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #I.G. – Program Proposals in the Review Pipeline

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item: The purpose of this agenda item is to inform Council about degree program proposals under review by staff, in accord with Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements: Presented here is a table showing new degree program proposals from Virginia public institutions, as of December . The table shows programs in the review “pipeline” at SCHEV, including the date of submission and whether feedback has been provided to the institution.

Materials Provided: Academic degree program proposals in the review pipeline, as of 02/21/2020.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council’s consideration of new degree programs for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolution: N/A

Academic degree program proposals in the review pipeline, as of 02/21/2020.

	Date Received	Institution Name	Degree	Title	CIP Code	
1	10/15/19	College of William and Mary	B.S.	Data Science	30.7001	To Receive Facilitated Approval
2	12/2/19	College of William and Mary	B.A./B.S.	Health Sciences	30.2701	Under Review
3	11/18/19	College of William and Mary	S.J.D.	Law	22.0299	Under Review
4	10/29/19	College of William and Mary	B.A.	Linguistics	16.0102	Feedback Provided
5	12/16/19	College of William and Mary	M.S.	Marketing	52.1401	Feedback Provided
6	12/16/19	George Mason University	M.S.	Cyber Security Engineering	43.0303	Feedback Provided
7	12/16/19	George Mason University	M.S.	Learning Design and Technology	13.0505	Under Review
8	12/16/19	George Mason University	Ph.D.	Mechanical Engineering	14.1901	Under Review
9	12/16/19	George Mason University	B.S.	Nutrition	51.3102	Under Review
10	8/19/19	George Mason University	Ph.D.	Public Health	51.2201	Feedback Provided
11	1/28/20	James Madison University	B.S.	Information Technology	11.0103	To be Reviewed
12	1/31/20	Old Dominion University	M.S.	Data Science and Analytics	11.0802	On Agenda
13	9/17/19	Old Dominion University	B.S.	Exercise Science	31.0505	Feedback Provided
14	5/2/19	Radford University	M.S.	Athletic Training	51.0913	On Agenda
15	1/28/20	University of Virginia	B.S.	Materials Science and Engineering	14.1801	Under Review
16	1/31/20	University of Virginia	B.A./B.S.	Statistics	27.0501	To be Reviewed
17	12/19/19	Virginia Commonwealth University	B.S.	Finance	27.0305	To be Reviewed
18	12/19/19	Virginia Commonwealth University	M.S.	Finance	27.0305	To be Reviewed
19	1/31/20	Virginia State University	M.S.W	Social Work	44.0701	To be Reviewed
20	7/15/19	Virginia Tech	Ph.D.	Neuroscience	26.1501	Scheduled for External Review

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #I.H. – Update on Graduate Outcome Survey

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 7, 2020

Action: Council received an update on the graduate outcomes survey and discussed potential survey questions.

Purpose of the Agenda Item: The purpose of this agenda item is to inform the Academic Affairs committee of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements: The 2019 General Assembly passed an amended budget allocating \$750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for \$1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Council is seeking additional funding from the public colleges and universities and other potential partners.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory (SERL) to conduct the survey and analyze and report on its results. An update will be provided on the current status of SERL's progress toward design and implementation of the survey.

Materials Provided: PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: Continuing updates will be provided at Council meetings through 2020.

Relationship to Goals of the Virginia Plan for Higher Education: The post-college outcomes survey is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

The survey is expected to have an impact on multiple strategies related to these two goals, including the following:

Goal 2:

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Engage adults and veterans in certificate and degree completion and lifelong learning

Goal 4:

- Build a competitive, future-ready workforce for all regions
- Demonstrate the impact of higher education on state and regional economic development

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #I.I. – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: March 16, 2020

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided: “Report of the Staff Liaison to the Academic Affairs Committee,” by Dr. Joseph G. DeFilippo.

Financial Impact: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, March 2020

Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning

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Staff Activities and Recognition

Joseph G. DeFilippo & Monica Osei

- Conducted an orientation on the SCHEV program approval process for representatives from all Virginia four-year institutions and Richard Bland College, at SCHEV's offices (January 31).

Jodi Fisler

- Attended the AAC&U Annual Meeting in Washington, DC (January 22-25). She co-presented a session with Lynn Pelco and Meghan Gough (both of VCU) on how institutions have responded to the civic engagement requirement of the SCHEV assessment policy.

Ashley Lockhart

- Attended the Virginia Higher Education Substance Use Advisory Committee (VHESUAC) meeting in Richmond as a member of the Executive Board (January 10). The Committee is comprised of public and private universities and colleges, student leaders, state agencies and statewide partners who collaborate to reduce college substance misuse and advocate for policies and science-based practices.
- Hosted the Advisory Committee for Disability Access to Higher Education at SCHEV's offices to advise Governor Northam on current best practices and options that the administration can consider with regard to Executive Order 47. (January 22).
- Attended the VDOE Literacy Summit in Charlottesville, VA, at the request of the Superintendent of Schools (February 24). The summit addressed current best practices in K-12 literacy instruction.

Sylvia Rosa-Casanova

- Attended the "Reconnecting the Triad" meeting in Washington, DC (January 29). The meeting was hosted by the US Department of Education and was attended by state regulators and accrediting agencies. Topics discussed included improving communications when schools close and an update on new federal regulations effective July 2020.

Academic Affairs Staff:

Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist

Ms. Ashley Lockhart, Coordinator for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
Ms. Brenita Younger, Academic Support Specialist

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JANUARY 7, 2020
MINUTES**

Tom Slater, the committee chair, called the meeting to order at 9:45 a.m. in the Main Conference room on the 9th floor of the James Monroe Building in Richmond, Virginia. Committee members present: Marge Connelly, Heywood Fralin and Tom Slater.

Committee members absent: Victoria Harker, Stephen Moret and William Murray.

Mr. Slater announced that due to illness, Council member Henry Light participated by phone, in accordance with the Council's emergency policy.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Alan Edwards, Jean Huskey, Wendy Kang, Scott Kemp, Tod Massa, Beverly Rebar, Lee Ann Rung, Felix Sam, Lynn Seuffert, Kristin Whelan and Yan Zheng.

Deb Love from the Office of the Attorney General also was present.

APPROVAL OF MINUTES

On a motion by Ms. Connelly and seconded by Mr. Fralin, the minutes from the October 28, 2019, meeting were approved unanimously.

UPDATE ON FALL ENROLLMENTS AT PUBLIC FOUR-YEAR INSTITUTIONS

Mr. Massa provided an update on fall enrollments and degree estimates. SCHEV staff is beginning the process for collecting spring enrollment data.

Overall, enrollment has increased over last year, many other states cannot claim to be up. Undergraduate enrollment increased by 750 students, or .4%. Enrollment of Virginia institutions has increased every year since 1994. Virginia is seen as a destination for higher education. In comparison to last spring's enrollment projections and the update by Virginia Tech, we are .4% below projections.

Transfer enrollment declined by 197 students, a decline of 1.8%. The transfer enrollment numbers reflect the state of the economy. When the job market is strong, community colleges lose students who have more easily found work.

Six institutions enroll 77% of undergraduates in Virginia.

Enrollment of women has increased 31% since 2000, total enrollment for women is 54%. Excluding international students, enrollment of non-white undergraduate students has increased from 26.6% of total undergraduate enrollment in 2000 to 40.3 % of total enrollment.

We remain on track to reach the Commonwealth's goal of becoming the Best Educated State by 2030. The future of numbers of high schools graduates is flattening out and there is growing competition for Virginia students from out-of-state flagship schools, especially from the Northeast. We will need to try to attract non-traditional students such as older students and those who started but then ceased their education short of a degree.

Ms. Connelly asked for the reasons that Christopher Newport University (CNU) and Old Dominion University (ODU) missed their projections. Many CNU applicants were likely part of the large class entering Virginia Tech or another, competitive Virginia school. Ms. Connelly also asked about the increase in enrollment at Radford University (RU). Increased enrollment at RU is likely attributed to new graduate student programs and is listed as unclassified the committee expressed interest in a specific follow-up on this information regarding RU enrollment, they would like to know what programs these new students are enrolled in and how many of these graduate students are part of the nursing program.

ACTION ON ENROLLMENT PROJECTIONS AND DEGREE ESTIMATES

Mr. Massa presented the review of enrollment projections and degrees estimates of the public and TAG-participating private nonprofits colleges and universities.

SCHEV provides the institutions a format, but asks the institutions to report how they choose. A few things occurred in 2019 that will affect these projections going forward, including Virginia Tech's over enrollment.

These projections reflect the years 2018-2024-25. Many institutions held enrollment flat in their projections, but there is a 16,000 student increase across all institutions projected. Enrollment projections at community colleges are tied to unemployment rate and are less predictable. Lower unemployment rates correlates to the lower enrollment and degree awards at community colleges. Increases in enrollment at TAG eligible colleges is almost completely accounted for in Liberty University's enrollment. Increased retention rates also impact enrollment rates; Virginia Commonwealth University projection rates have increased as their retention rates increased.

The projected increase in graduate, first professional and doctoral degrees is small or nearly flat. The Council would like to look more closely at this topic. They expressed interest in looking at investment and funding of graduate programs and students to make Virginia more attractive to out-of-state students and increase the student population.

Degree projections are on track for our 2030 goals assuming these numbers hold up, but SCHEV will need the funding to keep on track. One thing that holds us back is our community college graduation rates are significantly lower than some of the states we are competing with.

On a motion from Ms. Connelly, seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY 2019-2025 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets.

ACTION ON DOMICILE GUIDLINES

Mr. Andes reviewed the additional work that was requested from the Council in the September meeting and updated the committee on the guidelines for determining domicile for in-state tuition. The committee received assurances that Mr. Andes conferred with SCHEV's Military Advisory Committee (MEAC) and vetted the updates with the Office of the Attorney General.

On a motion from Ms. Connelly, seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed amendments to the Virginia Domicile Guidelines and associated addendums.

REVIEW OF GOVERNOR'S INTRODUCED BUDGET AND GENERAL ASSEMBLY SESSION

Ms. Kang provided an overview of the governor's proposed budget. The governor requested an increase of \$369 million in general fund operating and financial aid appropriations for higher education for the biennium.

Ms. Kang highlighted the following items:

- Additional \$62 million in financial aid funding over the biennium.
- Funding of \$145 million to community colleges to provide free college to low- and middle-income families.
- Provided \$22 million for GMU and ODU for enrollment growth and student success initiatives.
- Provided a total of \$15.3 million for NSU and \$13 million for VSU to support student initiatives, technology improvements and various student support services.
- An additional \$4 million per year is provided for the New Economy Workforce Credential Grant.
- Provided and additional \$3 million per year for Tuition Assistance Grant to accommodate enrollment growth and to increase the award from \$3,400 to \$4,000 for qualified students. Language removes eligibility from those who are enrolled in an online or distance learning program.

- Moves the funding designated for VRIF out of education and into a new agency under the Secretary of Commerce.
- Provided a total of \$30 million in research funding for JMU, UVA, VCU, VIMS, VSU-extension and VBHRC consortium for the biennium. There also additional fund for Jefferson labs, but a decrease in the CCI second year funding.

The committee discussed the increase in the TAG award and expressed some concern regarding the new language eliminating the award for online or distance learning students. Committee members are concerned about current online and distance students who are receiving the grant and want know if they will lose the award because of the new language.

Mr. Fralin would like to further study the investments in research.

Areas of SCHEV requested funding that were left out of the proposed budget:

- General operation and support to keep tuition low.
- Funding formula reform.
- Guidance to postsecondary success.
- Innovative internship program.
- Graduate research and financial aid.
- Virtual Library of Virginia
- Equipment and research.

The committee briefly discussed the items left out of the budget proposal. They discussed the need to better align our funding formula with the mission of the schools. They also discussed the need to create partnerships with business for programs like the Innovative Internship Program.

PRESENTATION ON INNOVATIVE INTERNSHIP PROGRAM

Ms. Seuffert gave a presentation about the current status of the project to implement the Innovative Internship Program. Ms. Seuffert discussed her findings with the committee. There is interest at every institution, but we need to attend to issues of coordination, term definitions, access and equity, student experience, professional development and recognition. These issues will grow in importance as the program is scaled up.

Ms. Connelly suggested that Ms. Seuffert create a baseline for the program to establish an appropriate target and track disparities in access. The committee asked if the Virginia Business Higher Education Council has been consulted as part of the process and encouraged SCHEV to continue to seek the VBHEC input.

UPDATE ON STRATEGIS FINANCE PLAN AND RESOURCE MAP PROJECT

Ms. Kang reviewed the final outcomes of the strategic finance plan that SCHEV issued in November. The report summarized the work completed by Strategy Labs/HCM Strategists. In addition to the report, SCHEV worked closely with OpSix members and held a series of meetings to gain input. SCHEV hosted a Day of Dialog this past May

that informed our retreat topics and helped us create our budget priorities. Ms. Kang invited Mr. Allison to discuss the Strategic Finance Plan with the committee members.

Mr. Allison described the top-line results:

- Establish cost per degree measure. Instead of measuring dollars per student enrolled we looked at total cost of degree for student, family and institution. Our cost per degree is lower than the national average and there is some evidence that Virginia's cost per degree is slightly declining. Ms. Connelly would like the cost in a dollar amount and specifically the cost to the state.
- While we maintain progress to meet our 2030 goal, we will fall short in associates and sub-baccalaureate areas of degree production. More commitment is needed to these areas. Shortages continue for in-demand occupations such as health care, teaching and technology.
- Gaps in access and success by race and ethnicity, income and regions of Virginia threaten Virginia's attainment goals.
- Addressing these gaps will require funding strategies in these areas: (1) align existing funding with completion priorities (2) increase affordability and (3) provide support to targeted populations.

The committee discussed the findings in the report. They inquired whether any of the funding strategies will impact capital investment. Ms. Kang stated that capital investment will be considered in the next phase of the process.

The committee requested more consideration for the 25,000 Virginia high school graduates who never go on to seek any form of higher education credential. The committee is interested in strategies for attracting those students. Market forces in the near future will dictate that institutions look for new ways to attract these students. The committee also requested information on the demographics of this group.

UPDATE ON FINANCIAL AID AWARD LETTERS

Mr. Andes reviewed the history of the process of reviewing the financial aid award letters from Virginia institutions. The process began early in summer, but much of the review occurred over the fall. There are still institutions that have not submitted their financial aid award letters. Staff will continue to work with these institutions as well as the ones from which SCHEV staff created guidelines but not a template for the institutions to follow. Requiring institutions to comply with one template would be costly and require software updates. The next step will be to get new letters reviewed by parents and students.

The committee discussed Virginia's attainment goals. They wanted to know how Virginia compares to other states that have also set similar Best-educated state goals. Attainment goals are moving targets, and for some states who set them, they are more aspirational than attainable. For Virginia, the goals are attainable. The markets for higher education are changing dramatically and institutions will have to adjust strategies for recruitment and measurements of growth. There will be challenges for the institutions and the Commonwealth to adjust to these changes. Schools offering in-state tuition to out-of-state students from Virginia is a big challenge. Virginia is ranked the

sixth best educated state in the country. In the five states ahead of us and in Virginia, progress is incremental. The committee would like to see metrics that include comparisons with other states.

MOTION TO ADJOURN

The Chair adjourned the meeting at 11:19 a.m.

Tom Slater
Committee Chair

Kristin Whelan
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II.C – Overview of Research and Development (R&D) Inventory Effort

Date of Meeting: March 16, 2020

Presenter: Emily Salmon
Senior Associate for Research Investment
emilysalmon@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of this agenda item and effort: This agenda item serves to provide context for the Research and Development (R&D) Inventory effort as well as a summary of the work plan and associated deliverables. (A state-level R&D inventory is a mechanism to catalog a state's research strengths and corresponding assets, which can include equipment and faculty/researcher endeavors, among other topics.)

Background Information/Summary of Major Elements: In the first fulfillment of a new statutory responsibility for Council, SCHEV staff spent much of 2019 developing the Commonwealth Research and Technology Roadmap (the Roadmap), which Council, the Virginia Research Investment Committee (VRIC) and Governor Northam ultimately approved. (Note that the SCHEV director chairs VRIC; thus, agency staff support the work of the committee.)

New in the Roadmap statute's requirements is the establishment of *"a process for maintaining an inventory of the Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth."* While the 2019 Roadmap contains high-level input on what the inventory process might entail, the document does not establish the process formally.

Therefore, to fulfill the statutory expectation for an inventory process, staff offered at the December 2019 VRIC meeting to obtain further stakeholder input on such a process and to produce a report of findings and recommendations for establishing an R&D inventory. VRIC members articulated a statewide need – and their support – for such an effort. SCHEV staff agreed to present preliminary findings at the committee's April 2020 meeting and a formal report by June 2020 on recommendations for establishing an inventory

process. (See the draft minutes of VRIC's December 2019 meeting at <https://schev.edu/docs/default-source/VRIC/2019-12-10/vric-draft-minutes-12-10-2019.pdf>.)

Staff intends to ground the inventory report in the stakeholder input received during the Roadmap-development process and in accordance with guidance provided by Council (March) and VRIC (April). Staff will garner additional information from analysis of other states' R&D inventories, from perspectives provided in 2020 by potential users from higher education, industry and economic development and from the consensus opinion of an advisory committee.

In early 2020, staff recruited an advisory committee comprised of representatives from higher education, economic development, private industry and federal research facilities to contemplate the scope (depth and breadth) of an R&D inventory for Virginia. The advisory committee determined at its meeting on March 2 that the R&D inventory should serve multiple uses (industry, economic development and higher education) and have different publicly- and internally-facing components in order to meet best the needs of multiple types of users. To demonstrate use and prove value/return on investment, the committee discussed a process in which an initial, limited-scope pilot could be launched, followed by assessment and then scaling up accordingly.

A timeline summarizing associated activities follows:

2020 Timeline:

- January-February: Conduct stakeholder interviews on potential needs, scope and uses for the inventory. Identify emergent themes.
- March: Convene inventory advisory committee on emergent themes and achieve consensus on scope of inventory. Rank order scope and uses if time allows. Provide an overview of the project to Council.
- April-May: Provide an update to VRIC and Council on findings. Prepare draft report that incorporates input from VRIC and Council. Convene inventory advisory committee as needed.
- June: Present report to VRIC and modify based on input.
- July: Present final report to Council and transmit to various parties as appropriate.

Materials Provided: N/A

Financial Impact: No estimated impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education: This item relates to the goal of “advancing economic and cultural prosperity within the Commonwealth and its regions” through the following strategies: targeting resources for research and development; catalyzing entrepreneurship; and demonstrating the impact of higher education on state and regional economic development.

Timetable for Further Review/Action: Staff will provide an update at Council's next meeting (May 18-19, 2020).

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II.D – Report on Fall 2019 Enrollment at Public Two-Year Institutions

Date of Meeting: March 16, 2020

Presenter: Tod Massa
Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

In January, Council received a report on enrollment at public four-year institutions. This item is the corresponding report for public two-year institutions.

Materials Provided: Highlights and briefing, with enrollment data at public two-year institutions. The data also are available on the SCHEV website's Research section (<https://research.schev.edu/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports>).

Financial Impact: None

Timetable for Further Review/Action: Additional and updated information on Fall 2019 enrollment will be posted on the SCHEV website.

Resolution: None.

Fall 2019 Enrollment at Public Two-Year Institutions

Overview

The information below details student enrollment at Virginia's 23 community colleges and Richard Bland College in Fall 2019. Since enrollment is a predicate to degree completion, ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.

These and other data related to enrollment can be found on the SCHEV research website (<https://research.schev.edu/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports>).

Highlights

Enrollment in the public two-year colleges has continued to decline following its highest point ever in 2011. In Fall 2019, total enrollment in the sector was 160,427 or 3,518 students fewer (-2.1%) than the prior year. Losses were spread across the colleges, with only four institutions experiencing increased enrollment. The enrollment declines of the last eight years reflect national trends and appear to be related to an improving economy and dropping unemployment. They also may be influenced by smaller growth in the number of recent high school graduates.

Virginia public two-year college enrollment hit its highest point 198,850 students in 2011-12 following the most recent peak in unemployment for the Commonwealth of 7.1% in 2010. The declining enrollment tracks with declines in the unemployment rate. Between 2011 and 2019, enrollment has declined 19%.

Four community colleges had increased enrollment over 2018. Dabney S. Lancaster, 51 students; Germanna, 17 students; John Tyler, 8 students; and Northern Virginia, 892 students.

While two-year colleges primarily serve Virginia residents, they did enroll 7,849 students from out-of-state, an increase of 1,142 students from 2018. However, this increase of out-of-state students did not offset the decline of in-state enrollment (4,660 students) from the previous fall.

Enrollment of new students decreased by 723 students for those that had graduated high school in the previous 12 months and decreased by 122 students for those that had completed high school more than 12 months prior to enrollment. The relationship between unemployment rate and enrollment of first-time-in-college students directly from high school is less strong than that of total enrollment. For example, in 2010, with the unemployment rate at 7.1%, total enrollment of these students was 19,012 compared to 18,512 in the fall of 2019, a 2.7% decrease. In other words, enrollment of this group of students has remained relatively strong over the last decade.

The number of students taking courses at both high schools and two-year colleges (dual enrollment) has increased more than tenfold since the fall of 1992 to an all-time high of 40,880 students. This now represents 25% of the fall headcount enrollment in the

sector. Without the increase in dual enrollment, the total decrease in two-year college enrollment is 31% between 2011 and 2019.

Finally, enrollment losses between 2011 and 2019 have not been spread evenly across student demographics. White, non-Hispanic students had a decrease of 27% from 116,467 to 85,547 students. Black, non-Hispanic enrollment at public two-year institutions decreased by 37% from 43,571 to 27,665 students. Likewise American Indian/Native American student enrollment decreased by 50% from 1,033 to 513 students. This represents a significant obstacle in becoming the best-educated state in the nation by 2030. The good news is that enrollment of Hispanic students increased by 53% from 13,573 to 20,741 students.

Conclusions

The public two-year sector, most notably the community colleges, enjoyed significant growth over the last 20 years. In Fall 2011, enrollment in the sector hit a peak of 198,850 students. As the economy improved, unemployment dropped and the growth in high school graduates slowed, enrollment has declined and may be closer to a point that would have been achieved over the same time period had the unemployment rate held more or less constant. Most of the decline has come from older student enrollment, and losses of continuing students that left without a credential.

Table 1: Fall 2019 Undergraduate Enrollment at Total Public Two-year Institutions

Institution	Enrollment in 2019-20		
	N	Change from 2018-19	
		N	%
Total Public Two-Year Institutions	160,427	-3,518	-2.1%
Virginia Community College System	158,073	-3,514	-2.2%
Blue Ridge CC	3,834	-265	-6.5%
Central Virginia CC	3,834	-234	-5.8%
Dabney S. Lancaster CC	1,032	51	5.2%
Danville CC	2,813	-15	-0.5%
Eastern Shore CC	621	-33	-5.1%
Germanna CC	7,225	17	0.2%
J. Sargeant Reynolds CC	8,711	-26	-0.3%
John Tyler CC	10,152	8	0.08%
Lord Fairfax CC	6,716	-82	-1.2%
Mountain Empire CC	2,313	-192	-7.7%
New River CC	4,332	-87	-2.0%
Northern Virginia CC	51,821	892	1.8%
Patrick Henry CC	2,238	-28	-1.2%
Paul D Camp CC	1,257	-31	-2.4%
Piedmont Virginia CC	5,312	-133	-2.4%
Rappahannock CC	2,909	-173	-5.6%
Southside Virginia CC	3,219	-211	-6.2%
Southwest Virginia CC	2,338	-35	-1.5%
Thomas Nelson CC	7,314	-371	-4.8%
Tidewater CC	19,064	-1,877	-9.0%
Virginia Highlands CC	2,286	-101	-4.2%
Virginia Western CC	6,303	-524	-7.7%
Wytheville CC	2,450	-64	-2.6%
Richard Bland College	2,354	-4	-0.2%

Table 2: Total, First-Time-in-College Enrollment at Public Two-year Institutions, Fall 2019

Institution	Graduated High School within Past 12 months			Out of High School Greater than One Year		
	N	Change from 2018-19		N	Change from 2018-19	
		N	%		N	%
Total Public Two-Year Institutions	18,512	-723	-3.8%	8,349	-122	-1.4%
Virginia Community College System	18,169	-728	-3.9%	8,246	-123	-1.5%
Blue Ridge CC	559	-48	-7.9%	212	-2	-0.9%
Central Virginia CC	483	13	2.8%	197	-29	-12.8%
Dabney S. Lancaster CC	142	3	2.2%	43	3	7.5%
Danville CC	278	-40	-12.6%	175	0	0.0%
Eastern Shore CC	100	25	33.3%	41	5	13.9%
Germanna CC	989	-24	-2.4%	347	2	0.6%
J. Sargeant Reynolds CC	857	71	9.0%	514	63	14.0%
John Tyler CC	1,095	93	9.3%	470	5	1.1%
Lord Fairfax CC	780	-54	-6.5%	339	16	5.0%
Mountain Empire CC	264	24	10.0%	132	-10	-7.0%
New River CC	468	-43	-8.4%	179	-12	-6.3%
Northern Virginia CC	6,139	-400	-6.1%	2,232	-11	-0.5%
Patrick Henry CC	322	-46	-12.5%	135	1	0.8%
Paul D Camp CC	119	-15	-11.2%	58	6	11.5%
Piedmont Virginia CC	493	-18	-3.5%	265	26	10.9%
Rappahannock CC	230	-18	-7.3%	121	-20	-14.2%
Southside Virginia CC	238	-1	-0.4%	191	6	3.2%
Southwest Virginia CC	359	86	31.5%	173	8	4.9%
Thomas Nelson CC	795	-137	-14.7%	391	16	4.3%
Tidewater CC	2,063	-198	-8.8%	1,387	-267	-16.1%
Virginia Highlands CC	281	-22	-7.3%	177	40	29.2%
Virginia Western CC	826	13	1.6%	324	38	13.3%
Wytheville CC	289	8	2.9%	143	-7	-4.7%
Richard Bland College	343	5	1.5%	103	1	1.0%

Table 3: Enrollment of High School Dual Enrolled Students at Public Two-Year Colleges

Year	African American or Black (NH)	American Indian/ Native American (NH)	Asian/ Pacific Islander (NH)	Hispanic	White/ Caucasian American (NH)	International/ Unknown/ Unreported (NH)	Multi-Race (NH)	Total
1992-93	535	9	59	14	3,137	4	0	3,758
1993-94	603	12	55	24	3,028	1	0	3,723
1994-95	663	10	74	35	3,704	5	0	4,491
1995-96	769	11	91	45	4,422	3	0	5,341
1996-97	767	12	91	40	4,799	4	0	5,713
1997-98	908	32	130	57	6,355	17	0	7,499
1998-99	982	28	148	71	6,886	11	0	8,126
1999-00	1,061	26	151	87	7,641	17	0	8,983
2000-01	1,153	26	158	100	8,235	29	0	9,701
2001-02	1,424	53	211	126	9,691	18	0	11,523
2002-03	1,584	42	248	146	10,771	33	0	12,824
2003-04	1,980	49	356	189	13,444	29	0	16,047
2004-05	2,392	75	468	302	14,688	28	0	17,953
2005-06	2,736	82	526	372	16,050	11	0	19,777
2006-07	3,775	122	750	564	18,866	19	0	24,096
2007-08	3,790	103	699	579	19,511	36	0	24,718
2008-09	4,640	108	821	730	20,518	796	0	27,613
2009-10	3,868	132	797	651	20,311	677	0	26,436
2010-11	3,371	103	750	877	19,442	771	462	25,776
2011-12	3,235	113	736	989	19,760	618	793	26,244
2012-13	3,327	99	714	1,117	19,616	369	907	26,149
2013-14	3,710	95	910	1,390	20,286	455	1,089	27,935
2014-15	3,296	87	984	1,513	20,110	455	1,119	27,564
2015-16	3,880	104	1,345	1,917	22,136	586	1,362	31,330
2016-17	4,225	113	1,710	2,362	24,126	631	1,649	34,816
2017-18	4,478	101	2,127	2,816	25,279	752	2,021	37,574
2018-19	4,529	101	2,454	3,496	25,643	867	2,198	39,288
2019-20	4,543	98	3,154	4,412	25,094	1,364	2,215	40,880

Table 4: Enrollment by Changes of Selected Characteristics Between Fall 2011 and Fall 2019

Public Two-Year Colleges	Fall 2019	Difference	Percentage Difference
Total Enrollment	160,427	-38,423	-19.3%
Total In-State Enrollment	152,578	-37,283	-19.6%
Total Out-of-State Enrollment	7,849	-1,140	-12.7%
Total New First-time in College (FTIC)	26,861	-4,077	-13.2%
In-State New FTIC	24,955	-4,158	-14.3%
Out-of-State New FTIC	1,906	81	4.4%
Total New Transfers	7,202	-8,740	-54.8%
In-State New XFR	6,172	-7,582	-55.1%
Out-of-State New XFR	1,030	-1,158	-52.9%
Total Men	68,478	-15,279	-18.2%
Total Women	91,262	-23,673	-20.6%
Foreign/ International	3,207	-609	-16.0%
African American or Black (NH)	27,665	-15,906	-36.5%
American Indian/ Native American (NH)	513	-520	-50.3%
Asian/ Pacific Islander (NH)	11,969	1,202	11.2%
Hispanic	20,741	7,168	52.8%
White (NH)	85,547	-30,920	-26.5%
Multi-Race	7,664	3,730	94.8%
Unknown/ Unreported (NH)	3,121	-2,568	-45.1%
Total Part-Time Students	109,899	-17,867	-14.0%
Total Full-Time Students	50,528	-20,556	-28.9%

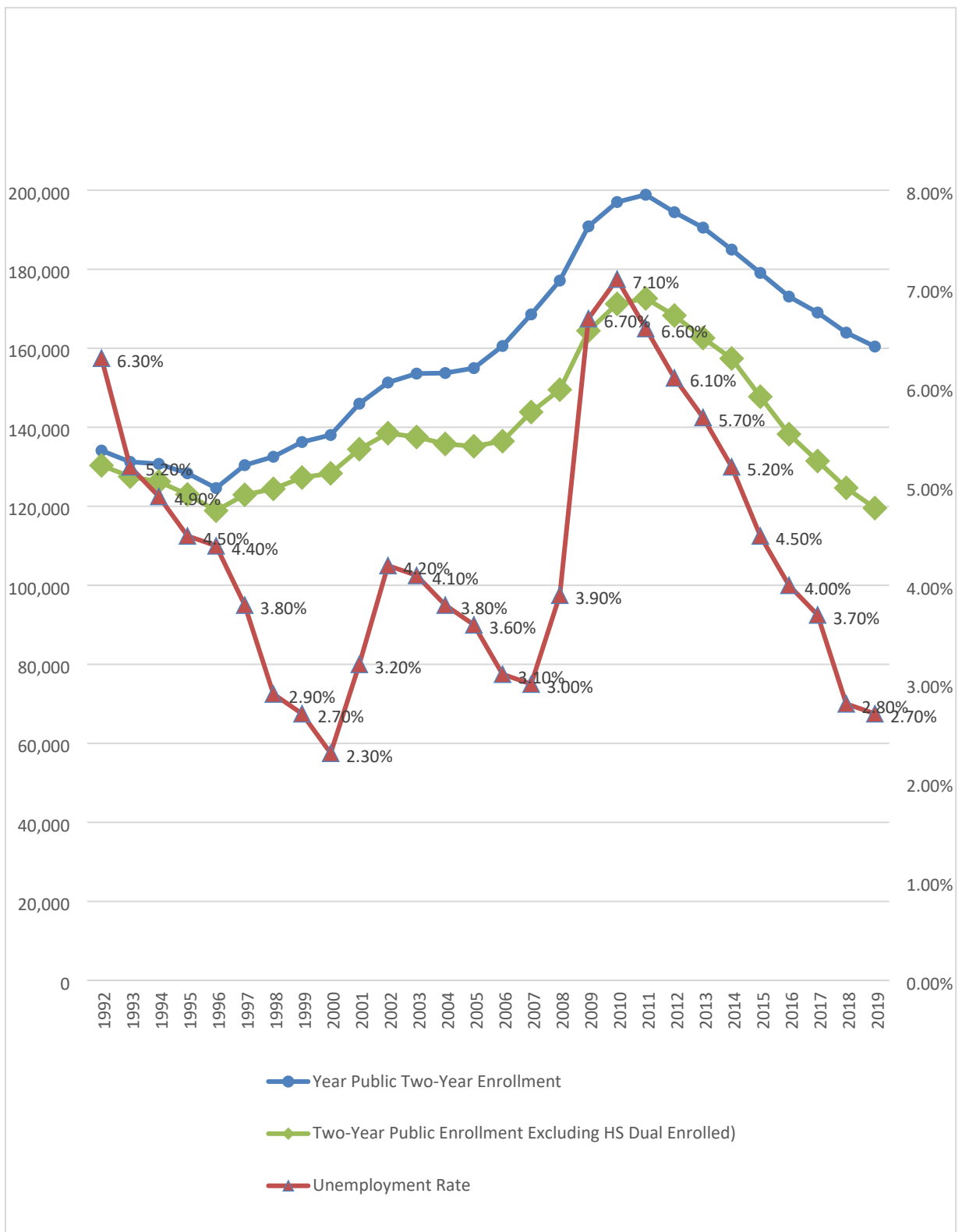


Figure 1: Trends in Public Two-Year College Enrollment: Total, and Enrollment excluding High School Dual Enrollment, and annual unemployment rate



Figure 2: Fall Enrollment of First-Time in College Students Direct from High School Compared to the Unemployment Rate

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II.E – Report on the Workforce Credential Grant

Date of Meeting: March 16, 2020

Presenter: Wendy Kang
Director of Finance Policy & Innovation
WendyKang@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 7, 2020

Action: The Council reviewed the Governor's introduced budget for higher education in 2020-22 biennium.

Purpose of Agenda Item: The purpose of this agenda item is to provide an update on New Economy Workforce Credential grant program administered by SCHEV. This program, offered by community colleges and the Southern Virginia Higher Education Center, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high-demand field as identified by the Virginia Board for Workforce Development.

Background: The workforce credential grant is offered by community colleges throughout Virginia and the Southern Virginia Higher Education Center. The State Council of Higher Education for Virginia serves as the grant administrator and reports annually on the progress of the program. For FY 2020 the General Assembly provided \$13.5 million to support the program. Additional information is available through the [Code of Virginia](#).

SCHEV annually provides a report on the program. Full copies of the reports are available on the SCHEV website schev.edu/reports.

In FY 2019, institutions offered training in eight high-demand occupational fields. Collectively, these institutions enrolled 7,150 students. Of those, 6,653 completed training and 4,839 reported a credential attained. The average student cost of the program was \$672 and the average state cost per credential attained was \$1,606. The table below provides a summary of the data by occupational field for FY 2019.

FY 2019 Data on Enrollment, Training Completion and Reported Credentials by Occupational Field

Occupational Field	Enrolled	Completed Training	Reported a Credential Attained	Average Cost to Student*	Total State Payments for Training and Credential Completion*	Average State Payments per Credential Attained
Computer and Mathematical	643	593	195	\$579	\$449,504	\$2,305
Construction and Extraction	1,798	1,701	1,465	\$202	\$652,904	\$446
Healthcare Practitioners and Technical	268	242	125	\$483	\$171,638	\$1,373
Healthcare Support	1,169	1,060	759	\$813	\$1,496,190	\$1,971
Installation, Maintenance and Repair	643	608	476	\$805	\$925,847	\$1,945
Office and Administrative Support	283	257	176	\$747	\$311,859	\$1,772
Production	1,049	987	708	\$611	\$1,015,509	\$1,434
Transportation and Material Moving	1,297	1,205	935	\$1,268	\$2,750,383	\$2,942
All	7,150	6,653	4,839	\$672	\$7,773,833	\$1,606

*Average costs per student are based on the charges of 1/3 of the cost of the program if the student completes training.

Total state payments do not equal the allocation for FY 2019 of \$9.5 million due to how funds are obligated when a student enrolls. Payments are made at the time the training or credential completion are submitted to SCHEV.

Average training completion rates are 94% and credential completion rates are 73% for those that complete training. The top 10 training programs accounted for more than 73% of credentials attained. The table on the following page provides a summary of the top credentials and the estimated average annual openings estimated by the Virginia Employment Commission.

Top 10 Credentials and Annual Openings by Related Occupational Field

Certification (Occupation if different)	Annual Job Openings by Field*	Individuals* Enrolled FY 2019
Commercial Driver's License	5,235	988
Highway Construction (Highway maintenance workers and Paving, Surfacing & Tamping Operators)	687	661
Welding	874	351
Medical Assistant	1,992	450
Certified Nurse Aide (Nursing Assistant)	5,460	988
CompTIA A+ (Computer User Support/Help Desk Technician)	1,864	204
Phlebotomy Technician	551	199
Information Systems Security-CompTIA Security, Certified Professional and Ethical Hacker (Information Security Analysts)	1,427	117
Manufacturing Technician 1 (Machinists)	670	119
Pharmacy Technician	870	168

*Review based on Virginia Employment Commission long-term 2016-2026 projections. Differences may not represent a shortage as other individuals may complete certification through non-WCG programs.

*Enrollments figures can include individuals completing multiple credentials. The figures provided for individuals represents unduplicated count of the enrollments.

SCHEV staff also reviewed earnings of individuals prior to enrollment and after completion of training. Median earnings of student pre- and post-training completion increased in all occupational fields with the greatest median increases occurring in students earning less than \$20,000 prior to enrollment.

In the coming months, SCHEV staff plan to review the earnings data in more detail and look at the alignment of certifications offered as compared to sample job postings data to further review the alignment of the credentials offered to high demand fields.

Materials Provided: None.

Financial Impact: TBD

Relationship to Goals of the Virginia Plan for Higher Education: The New Economy Workforce Credential Grant relates to all goals of The Virginia Plan for Higher Education as it provides affordable options for students through a discounted program, it supports student success and completion based on its pay-for-completion model and the credentials are offered based on state and regional demand.

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II.F – Update on the 2020 General Assembly Budget

Date of Meeting: March 16, 2020

Presenter: Wendy Kang
Director of Finance Policy & Innovation
WendyKang@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 7, 2020

Action: The Council reviewed the Governor's introduced budget for higher education in 2020-22 biennium.

Purpose of Agenda Item: The purpose of this agenda item is to provide an update on the 2020-2022 biennium budget. At the time of the agenda materials development, the General Assembly had not released its conference report. SCHEV will provide a handout and overview of the status of the budget at the Council meeting.

Background: On December 17, 2019, Governor Northam introduced his budget for the 2020-22 biennium. In total, the Governor proposed an increase of \$369 million in general fund operating and financial aid appropriations for higher education for the biennium. The Governor's made his undergraduate financial aid budget based on the SCHEV recommendations.

On February 18, 2020, the House and Senate released their proposed budget amendments. Each chamber added funding for higher education.

The following is the expected timeline for the budget if the General Assembly follows its regularly scheduled calendar:

- March 6: Budget bill conference report available.
- March 7: The General Assembly takes action on the report and adjourns.
- April 22: The General Assembly reconvenes on April 22 to consider any items vetoed or amended by the Governor.

The final budget for 2020-22 will take effect upon signing by the Governor, which occurs within seven days following the reconvened session, and the 2020-22 budget takes effect on July 1.

Materials Provided: A summary of the General Assembly budget will be provided at the meeting.

Financial Impact: TBD

Relationship to Goals of The Virginia Plan for Higher Education: The budget and policy recommendations relate to all goals of The Virginia Plan.

Timetable for Further Review/Action: None.

Resolution: None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 7, 2020
MINUTES**

Mr. Fralin called the meeting to order at 11:30 a.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Stephen Moret, William Murray, Marianne Radcliff and Tom Slater.

Council members absent: Rosa Atkins, Carlyle Ramsey and Katharine Webb.

Due to illness, Council member Henry Light participated by phone, in accordance with the Council's emergency policy.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Beverly Rebar, Sylvia Rosa-Casanova, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

Deb Love from the Office of the Attorney General was also in attendance.

PRESENTATION BY KATHERINE ROWE, PRESIDENT WILLIAM & MARY (W&M)

Mr. Blake introduced President Rowe, William & Mary's 28th president, who was inaugurated in February 2019.

President Rowe informed the Council that W&M is entering the second phase of its strategic planning process. The university's revised mission statement has just been approved by the W&M board.

President Rowe noted that the university's plan will capture a 20-year horizon. Her commitment is to double information technology programs to address a radical workforce transformation. She said the future needs are for more associate and bachelor's degrees, even in areas that in the past did not warrant degrees, including manufacturing. To address future needs, graduates will be required to have technology skills as well as writing, critical thinking, and complex problem solving skills.

She reviewed a presentation that included shifting demographics of projected high school graduates. Noting what she called a looming enrollment crisis, President Rowe noted that Virginia could become a talent magnet for the Commonwealth if it competes nationally.

She addressed some of the things W&M is doing to address the enrollment issues and asked for Council thoughts on other things to consider. Ms. Connelly said growth as overarching objective is important but there is still a need to close attainment gaps, particularly in the areas of race and income.

President Rowe informed the Council that the W&M student assembly contributed to the strategic plan by requesting that data science be built into the core curriculum. As

a result, this summer the university will pilot an effort to offer 30 students a stand-alone minor in nine weeks. If the pilot is successful, the university will also add an online component as well as a blended classroom/online offering.

Mr. Fralin suggested that the university implement plans on how to keep students in the Commonwealth. He also challenged all institutions to be a voice at the table with regard to economic development and encouraged them to become more involved in partnerships with Pre-K12. In addition, Mr. Fralin said institutions should not overlook start-ups as potential partnerships. President Rowe invited members to visit the accelerator on W&M's campus.

The chairman called for a lunch break at 12:20 p.m. The Council meeting resumed at 12:45 p.m.

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Dr. Murray, the minutes from the October 22-23, 2019, Board of Visitors orientation, and the October 29, 2019, Council meeting, were approved unanimously (10-0).

REMARKS FROM BOB HOLSWORTH, POLITICAL ANALYST

Mr. Blake introduced Mr. Holsworth, and he summarized the series of events which led to the current political environment. For the first time in a generation, the state leadership has shifted to a Democratic Party majority in both the Virginia House of Delegates and the Virginia Senate.

He offered suggestions on what to expect during this General Assembly session. He suggested that there will likely be a "tsunami" of legislation from Democrats. Dr. Holsworth suggested that there will be an emphasis on the equal rights amendment and other human rights issues, criminal justice reforms and gun safety legislation. He said to expect a change to the minimum wage law as well as changes to voting rights.

Dr. Holsworth summarized what the session could bring for higher education. Considering who will be chairing the education committees, there likely will be a focus on health and Pre-K12. He noted that the items currently in the Governor's budget are what higher education can expect. Other expected legislation that could affect higher education include limited free community college, legislation to address historically black colleges and universities (HBCUs) and the possibility of including or excluding prior criminal records in the college admission records.

Dr. Holsworth answered questions from members.

REMARKS FROM CARLA WILLIAMS, DIRECTOR OF ATHLETICS, UNIVERSITY OF VIRGINIA (UVA)

Mr. Blake introduced Ms. Williams and Deputy Athletics Director, Ted White. Mr. Fralin said this is a unique program of building leadership through athletics. The program has been so successful there is no room to include all athletics that wish to participate. Ms.

Williams said the most important part of creating a successful program is the commitment of head coaches, and coach Mendenhall at UVA is fully in favor of the program.

Both Mr. White and Ms. Williams worked in athletics in Georgia before joining UVA. He addressed the videos about the program that were posted on the SCHEV website and on the board portal. Mr. White spoke about the “gravitational pull” that students experience in pursuit of athletics, explaining that it can be one dimensional if not careful.

The program helps each athlete aside from athletics, what they are most interested in and would like to achieve in life. He shared the UVA model they developed, noting that each student has a customized program and a mentor. Staff work to help student athletes find elective courses that each student cares about.

Mr. Fralin noted that this model could apply to areas other than student athletes. Dr. Williams answered questions from members.

Dr. Murray left the meeting at 1:30 p.m. and Mr. Light had to disconnect from the phone.

RECEIPT OF REPORT OF THE AGENCY DIRECTOR

Mr. Blake reviewed each of the items in his written report in the agenda book and summarized the following:

He congratulated Mr. Ampy for receiving the Jack Frost Alumni Service award from The Old Dominion University Alumni Association. The award is given for exemplary leadership and significant, compassionate service to the University, the community, the state and the nation.

Mr. Blake also congratulated Dr. Moret for being recognized by Virginia Business magazine as its person of the year.

Lumina Grant - On November 13, Governor Northam announced a partnership among the Governor's office, SCHEV and the Lumina Foundation for a two-year initiative on Talent, Innovation and Equity (TIE). The partnership includes a \$500,000 award that SCHEV will administer. Paula Robinson will be leading this effort for SCHEV.

Outstanding Faculty Awards – Mr. Blake reminded members that this year's event is scheduled for March 9 at The Jefferson Hotel. He congratulate Ashley Lockhart from SCHEV for completing the selection process in record time. Dominion has increased the individual awards from \$5,000 to \$7,500. Mr. Blake encouraged Council members to attend.

Boards of visitors orientation - Mr. Blake directed members to look at responses to the three open-ended questions from the survey that were included as part of his report.

Virginia Research Investment Committee (VRIC) annual report - Mr. Blake informed members that in his role as the committee's chair, he submitted the annual report of the Virginia Research Investment Committee to Governor Northam and the money-

committee chairs. The report is accessible on the websites of the Committee and on the legislative information system (LIS) reports website.

SCHEV outreach - In its 8th year of implementation in the state, Virginia College Application Week 2019 engaged and supported more students and schools than ever before.

In December, the Virginia College Access Network hosted its annual conference with over 230 attendees. Council members Marge Connelly and Tom Slater joined the opening lunch. This conference engages community and school-based groups across the state on best practices in college access activities.

Mr. Blake thanked Ms. Connelly and Ms. Webb for attending the SCHEV end of year staff celebration.

He informed Council members that he will continue his outreach efforts and try to meet with them individually in 2020.

Finally, he thanked members for attending today's meetings, particularly because the schedule required them to commit most of their day.

The chairman called for a break at 2:00 p.m. The meeting resumed at 2:05 p.m.

UPDATE ON 2020 GENERAL ASSEMBLY SESSION

Ms. Kang spoke about recent state investments in higher education, and discussed some items that were not funded.

Ms. Rebar distributed a list of bills of interest to higher education in the upcoming session. She noted that SCHEV will be asked to analyze and provide input to the Governor's office on many of the bills. Ms. Rebar will coordinate with institutions to assess their concerns on higher education related bills, and she and Mr. Blake will continue to engage with legislators throughout the session. Mr. Blake sent letters to the newly-elected legislators, introducing them to SCHEV's work, and staff is scheduling meetings with the new committee chairs. Ms. Rebar reminded members of the legislative tracker on the website that they may find useful and encouraged them to check it regularly. She noted that information about the bills may be one day late as they make their way through committees. She will continue to send updates to Council throughout the session.

Ms. Rebar answered questions from members. Mr. Blake said the entire agency assists in responding to the quick turnaround expected when the agency is asked to provide feedback on certain bills. Ms. Kang and the budget staff are a great team and are well prepared for the session.

UPDATE ON STUDENT PROTECTIONS

Mr. Blake said this item was being presented to the Council as a result of questions that arose during the October loan ombudsman presentation. Dr. DeFilippo and Ms. Rosa-

Casanova provided a presentation explaining the types of institutions that the Private Postsecondary Education (PPE) section of SCHEV regulates (degree granting, non-degree granting, non-profit, for-profit, instate, and out-of-state). Currently, there are 133 degree-granting institutions and 165 non-degree granting institutions. The Virginia Administrative Code regulates the governing process for conferring authorization (certification) in Virginia. PPE is supported entirely by the fees generated from these institutions. Ms. Rosa-Casanova spoke about current student protections and noted areas that could be improved.

UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Kang provided a presentation on updates and the annual report 2019. A copy of the report was made available to Council members and is posted on the website. In 2014, Council set forth a goal to be the best educated state by 2030. The Code of Virginia requires SCHEV to update the plan every six years. Ms. Kang reviewed the goals and strategies, measures and targets and priority initiatives that would achieve the best educated state goal by 2030. She reviewed the revised initiatives, which compared the current priority initiative and the proposed modification.

On a motion Mr. Slater by and seconded by Ms. Connelly, the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Priority Initiatives for The Virginia Plan for Higher Education.

Ms. Kang reviewed the best-educated state rankings. Mr. Fralin requested these state rankings from 2012-2017. Ms. Kang reviewed next steps, noting some that are currently underway.

Mr. Fralin would like to consider ways in which Council can ensure that the administration fully understands the issues during the strategic planning process rather than after the fact. Without appropriate funding the state cannot achieve its goals. Ms. Radcliff suggested that the appropriate staff from the Governor's office be invited to the Council strategic planning discussions and retreats. Dr. Moret said from a funding perspective, every administration is faced with many large and worthwhile demands other than higher education and even if the issues were made clear, there will continue to be limited funds that can be allocated to higher education.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Ampy noted the following reports and actions from the committee:

Action on Private Postsecondary Institutional Certification

Mr. Ampy provided a brief introduction on the application of the Institute of World Politics to be certified to operate in Virginia. He noted that staff found the application

acceptable. The committee's recommendation was seconded by Mr. Slater and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Institute of World Politics to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 7, 2020.

Action on Mission Statement Change (William & Mary)

Mr. Ampy provided a brief introduction and noted that the mission statement change requires SCHEV approval. According to code, the mission statement change will take effect 30 days after conclusion of the General Assembly session. The committee's recommendation was seconded by Ms. Harker and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the College of William and Mary in Virginia, to take effect 30 days following adjournment of the 2020 General Assembly:

Current Mission Statement	Proposed Mission Statement
<p>William & Mary, a public university in Williamsburg Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William & Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty, and distinctive history give William & Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.</p> <p>The university's predominantly residential undergraduate program provides a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body. This nationally acclaimed undergraduate program is integrated with selected graduate and professional programs in five faculties -- Arts and Sciences, Business, Education, Law, and Marine Science. Masters and doctoral programs in the humanities, the sciences, the social sciences, business, education, and law provide a wide variety of intellectual opportunities for students at both graduate and undergraduate levels.</p> <p>At William & Mary, teaching, research, and public service are linked through programs designed to preserve, transmit, and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Quality research supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of</p>	<p>A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.</p>

Current Mission Statement	Proposed Mission Statement
the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William & Mary.	

Program Proposals in the Review Pipeline

Mr. Ampy noted that Dr. DeFilippo provided an update to the committee, which is noted on page 18 of the agenda book.

Update on Transfer Virginia

Mr. Ampy reported that the committee received a report from Dr. Parker.

Progress Report on Higher Education and Workforce Alignment Project

Mr. Ampy said the committee received a report from Ms. Salmon. It was noted by Ms. Radcliff that staff learned that the project was bigger than originally anticipated. Ms. Salmon has spoken with groups in the state who are most affected, and has reached out to the National Governor's Association to learn what other states have done. Noting that collaboration is the key to success, a chart was included in the agenda materials on how best to facilitate the collaboration.

Update on Graduate Outcomes Survey

Mr. Ampy said Dr. Ellis shared the revised plan with the committee. Dr. Ellis was present and answered questions from members.

Mr. Ampy also noted that the committee received a report from staff liaison, Dr. DeFilippo.

Mr. Blake reminded members that at Council's request staff asked institutions to contribute up to \$100,000 toward the survey. SCHEV contributed \$75,000 and is awaiting additional funds from institutions that will help contribute to a more robust survey.

Report from Resources and Planning Committee

Mr. Slater provided a report on the following items:

Update on Fall 2019 Enrollment at Public Four-Year Institutions

Mr. Slater reported that the committee received an update from Mr. Massa. Staff is awaiting additional information from some private institutions and the community colleges and a final report will be presented at the next Council meeting.

Action on Enrollment Projections and Degree Estimates

Mr. Slater provided background information and the following recommendation from the committee was seconded by Ms. Connelly and approved unanimously (7-0) (Ms. Harker was not present for the vote):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY 2019-2025 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets.

Action on Domicile Guidelines

Mr. Slater provided background on this item and noted that Mr. Andes consulted with the National Guard to ensure there was no adverse impact to veterans. The committee's recommendation was seconded by Ms. Harker, and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed amendments to the Virginia Domicile Guidelines and associated addendums.

Review of Governor's Introduced Budget and General Assembly Session

Mr. Slater said that at the committee meeting, Ms. Kang reviewed the information on page 61 of the agenda book. He noted that most of SCHEV's recommendations were included in the Governor's budget and some exceeded SCHEV recommendations.

Presentation on Innovative Internship Program

Mr. Slater said Ms. Seuffert provided an informative presentation to the committee. Materials from her presentation are posted on the website and the board portal.

Update on Strategic Finance Plan/Resource Map Project

Mr. Slater said Ms. Kang and Mr. Allison updated the committee on the final outcomes of the strategic finance plan.

Update on Financial Award Letters

Mr. Slater reported that Mr. Andes updated the committee. Staff has received financial award letters from most private and public institutions, and anticipates that all letters will be approved later this year. Mr. Slater commended Mr. Andes for his work on this important student enhancement.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake reported that the actions taken by staff on behalf of Council as delegated items were included in the agenda book. As required, a copy of these items is attached to the minutes.

RECEIPT OF PUBLIC COMMENT

Mr. Fralin said there were no requests for public comment. He asked if anyone in the audience wished to address the Council. No one came forward.

OLD BUSINESS

None.

NEW BUSINESS

None.

ACTION ON RESOLUTIONS

Gerald L. Baliles

Mr. Fralin provided his reflections on Governor Baliles' accomplishments to the Commonwealth and noted that he was a friend and mentor and was greatly admired for his vision. Mr. Fralin said Governor Baliles believed there was no service higher than serving as governor of Virginia. One reason Mr. Fralin cited that made Governor Baliles so outstanding was that second only to family, his greatest interest was for the Commonwealth of Virginia. Governor Baliles' vision was outstanding and he worked diligently to implement significant policies that made a positive difference. Another attribute of his legacy was his ability to work with people from both parties and on both sides of the aisle. Mr. Fralin read the following resolution in memory of Governor Gerald L. Baliles. The resolution was seconded by Mr. Slater and approved unanimously (8-0):

WHEREAS, Governor Gerald L. Baliles, a consummate public servant, respected statesman and true friend of Virginia higher education, died on October 29, 2019; and

WHEREAS, Gerald Baliles spent his entire adult life in – and committed to – the Commonwealth of Virginia; and

WHEREAS, a 1967 graduate of the University of Virginia School of Law, Gerald Baliles served as a Deputy Attorney General in the early 1970s, before being elected to three terms in the House of Delegates and then one term as Attorney General, for which in 1981 he was chosen by his peers as Outstanding Attorney General of the United States; and

WHEREAS, in 1985, Gerald Baliles went from long-shot candidate to landslide winner, being elected the 65th Governor of the Commonwealth; and

WHEREAS, as Governor, Gerald Baliles continued to defy the odds, by getting a special session of the legislature to pass a tax increase to improve transportation, and also in securing significant funding increases for education and the environment; and

WHEREAS, by opening the doors of state government to women and minorities, including appointing the first woman to the Virginia Supreme Court and opposing males-only admission policies at public colleges, Governor Baliles helped transform the Old Dominion into a New Virginia; and

WHEREAS, as Governor, Gerald Baliles emphasized academics in Virginia higher education, replacing several members of a public institutions' Board of Visitors over an athletics scandal; and

WHEREAS, Gerald Baliles went on to spend 16 years as a partner with the Hunton & Williams (now Hunton Andrews Kurth) law firm, during which time he was appointed by President Bill Clinton to lead a blue ribbon commission to improve the airline industry; served as Chair of the Association of Governing Boards' Commission on the Academic Presidency; and founded the Patrick County Education Foundation; and

WHEREAS, in 2006 Gerald Baliles became the fifth Director and CEO of the University of Virginia Miller Center of Public Affairs, where during his eight-year tenure, he created the National Discussion and Debate Series, the National War Powers Commission and the American Forum television program; and

WHEREAS, in his later years, Gerald Baliles was an in-demand and inspiring speaker, whose final public address was his Marshall Plan speech to the joint meeting of the State Council of Higher Education and the Council of Presidents in September 2018, which served as a foundational pillar for the State Council's 2019 report, "The Cost of Doing Nothing: An Urgent Call to Increase Educational Attainment in the Commonwealth;" now, therefore be it

RESOLVED, that the State Council of Higher Education for Virginia hereby notes with great sadness the loss of the Honorable Gerald L. Baliles, the 65th Governor of the Commonwealth, whose legacy is one of the most influential in modern Virginia history; and be it

FURTHER RESOLVED, that the State Council directs its staff to prepare a copy of this resolution for presentation to the family of Governor Baliles as an expression of the Council's respect for his memory and its admiration for his five decades of contributions to the lives of Virginians and countless generations to come.

H. Eugene Lockhart

Mr. Blake read the following resolution acknowledging Mr. Lockhart's service on the Council. He noted that Mr. Lockhart resigned due to his work schedule. The resolution was moved by Mr. Ampy, seconded by Ms. Harker and approved unanimously (7-0). (Dr. Moret left the meeting before the resolution was read):

WHEREAS, Gene Lockhart served as a dedicated member of the State Council of Higher Education for Virginia from 2012 to 2019; and

WHEREAS, Mr. Lockhart demonstrated his unwavering commitment to enhancing Virginia's outstanding system of higher education through his guidance and leadership as Chair of the Academic Affairs Committee; and

WHEREAS, Mr. Lockhart conducted himself and the Council's business with an unassuming resolve and an inspiring desire to advocate for transparency in the Council's program approval process; and

WHEREAS, Mr. Lockhart aided the Council in remaining focused on improving Virginia's system of higher education to benefit the citizens of the Commonwealth while striving for sound fiscal oversight of the private postsecondary institutions that SCHEV regulates; and

WHEREAS, his strong sense of advocacy and leadership was invaluable to the Council in developing The Virginia Plan for Higher Education; and

WHEREAS, he will continue to work for the best interests of Virginia higher education and will remain a trusted friend and valued advisor as the Council continues its important work of advancing Virginia through higher education; now therefore be it

RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **H. Eugene Lockhart** for his distinguished service and commitment to advancing the well-being of higher education in Virginia, and extends to him best wishes for continued success in all future endeavors.

Mr. Fralin noted that the next meeting will be held at Radford University on March 16-17.

MOTION TO ADJOURN

On a motion by Mr. Slater and seconded by Mr. Holloman the meeting adjourned at 4:00 p.m.

Katharine Webb
Council Secretary

Lee Ann Rung
Director, Executive and Board Affairs

**Items Delegated to Director/Staff
January 7, 2020**

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Facilitated Staff Approval: Master of Laws degree program in Cyber, Intelligence and National Security (22.0299)	Spring 2020
Norfolk State University	Facilitated Staff Approval: Master of Science degree program in CyberPsychology (42.2899)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Bachelor of Architecture (B.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020
Virginia Polytechnic Institute and State University	Degree Designation Approved: Add the Master of Architecture (M.Arch.) in Architecture degree designation and program to the existing Master of Science (M.S.) degree program in Architecture. The programs will share the CIP code: 04.0201.	Spring 2019
Virginia State University	Substantial Program Modification Approved: Modify the credit hours of the Master Education degree program in Counselor Education (13.1101) with 48 credit hours to 60 credit hours	Spring 2020

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were reported:

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuance: Discontinue the Master of Engineering (M.Eng.) degree program in Geotechnical, Construction, and Structural Engineering (14.3301) [Council Approval: October 26, 2011]	Summer 2020
George Mason University	Initiate a new Graduate Certificate Program in Public Management (44.0401)	Fall 2020

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate new Graduate Certificate Programs: <ul style="list-style-type: none"> Science, Technology, and Security (44.9999) Strategic Trade (52.1101) 	Spring 2020
Old Dominion University	Initiate a new Graduate Certificate Program in School Library Practice (13.1334)	Spring 2020
Radford University	Initiate a new Post-Professional Certificate Program in Reading Specialist (13.1315)	Fall 2020
University of Virginia	Simple Program Modification: Modify the credit hours of the Bachelor of Science degree program in Computer Science (11.0101) with 127 credit hours to 126 credit hours	Spring 2020

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item is approved as delegated to staff:

Institution	Change/Site	Effective Date
The College of William & Mary in Virginia	Establish the William and Mary Washington Center off-campus instructional site located at 1779 Massachusetts Avenue, NW, Suite 705, Washington, D.C. 20036	December 15, 2019
Virginia Polytechnic Institute and State University	Close the Virginia Tech Newport News Center off-campus site located at 600 Thimble Shoals Boulevard, Newport News, VA 23606	December 31, 2019
Virginia Polytechnic Institute and State University	Establish the Virginia Tech Newport News Center off-campus instructional site located at 630 Hofstadter Road, Suite 305, Newport News, Virginia 23606	January 1, 2020

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following items are approved as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Columbia College	October 22, 2019
Southside Virginia Community College	November 7, 2019
Hollins University	November 19, 2019



Sarah Sampaio Izabel

State Council of Higher Education Student Advisory Committee Co-chair

Sarah Izabel is a senior at Virginia Commonwealth University where she is pursuing two bachelor's degrees in biology and psychology and minoring in chemistry with a concentration in life sciences.

Sarah immigrated to the United States from Brazil in 2011 and while leaving behind her pursuit of a law degree, she discovered her career passion for neuroscience at VCU. Upon graduation, Sarah will be starting a research fellowship at the National Institutes of Health.



Aquila A. Maliyekkal

**State Council of Higher Education
Student Advisory Committee Co-chair**

Aquila Maliyekkal is a senior at the University of Richmond, where he is majoring in Politics, Philosophy, Economics & Law (PPEL) with a concentration in Politics, and minoring in Journalism and History.

After graduation, Aquila will be attending law school.

State Council of Higher Education for Virginia Agenda Item

Item: Council #III.E – Report of the Agency Director

Date of Meeting: March 17, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☒ No previous Council review/action

☐ Previous review/action

Date:

Action:

Purpose of Agenda Item: The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Resolution: N/A

**State Council of Higher Education
Director's report
March 17, 2020**

Outstanding Faculty Awards: On March 9, the State Council of Higher Education and Dominion Energy hosted the 2020 Outstanding Faculty Awards ceremony at the Jefferson Hotel. Each of the 12 awardees received a \$7,500 award. (This marks an increase from \$5,000 from previous years.) Since 1987, these awards have recognized faculty at Virginia's institutions of higher learning who exemplify the highest standards of teaching, scholarship and service. SCHEV staff member Ashley Lockhart led the peer-review process. This year's program featured perspectives from Jill Mitchell, one of last year's recipients, on what the award meant to her. Council members Heywood Fralin, Marge Connelly, Henry Light and Bill Murray attended.

Equity Summit: Planning continues for the Governor's Higher Education Equity Summit, scheduled for April 27-28 in Williamsburg. Secretary of Education Atif Qarni and the Governor's Director of Diversity, Equity and Inclusion Janice Underwood are leading the planning. SCHEV staff member Paula Robinson is leading SCHEV's participation. Areas of concentration include diversity of faculty and staff; student basic needs; access and enrollment; and adult degree attainment. The Lumina Foundation, through Virginia's Talent, Innovation and Equity grant, is supporting the summit.

Communication and outreach: SCHEV developed new materials for students and for legislators over the last two months. For students, the materials focused on toolkits for students with a focus on a Financial Aid Awareness Month (FAAM) campaign that occurs in February (see write-up below). Also, during February, SCHEV updated its higher education overview web page to include more information on the return on investment to higher education. Staff used these infographics and data points in presentations when presenting to the Senate Finance and Appropriations Committee Higher Education Subcommittee in January. The full page can be found on schev.edu/keyfacts. SCHEV will continue to use this information in future outreach materials.

Financial Aid Awareness Month: In observance of Financial Aid Awareness Month, agency staff created a webpage (<https://schev.edu/index/tuition-aid/financialaid/financial-aid-february-2020>) that breaks down the aid-application process into five steps and provides a one-page flier summarizing each step. More information is available in this press release: <https://schev.edu/index/agency-info/media-center/news-releases/press-release-list/schev-news/2020/02/03/financial-aid-february-2020>. This news release also resulted in an editorial by the *Richmond Times-Dispatch*. In addition, the Virginia Department of Education distributed the materials to all school superintendents in Virginia, all school counselors and in the VDOE Teacher Direct newsletter. In addition, SCHEV developed and distributed specially designed social media cards that were also used by VDOE and public and private universities on Twitter, resulting in more than 12,000 Tweet impressions. Completing a financial aid application is step three of SCHEV's 1-2-3 Go! initiative. The next step focuses on Decision Day activities, during which students celebrate their college decisions.

Advocacy for Financial Aid: On February 9, *The Virginian-Pilot* published an opinion piece by Council member Ken Ampy in which he argued that the strength and vitality of

Virginia's future workforce is contingent upon the Commonwealth's provision today of adequate financial aid to its students. See: <https://www.dailypress.com/opinion/vp-ed-column-ampy-0209-20200209-4txbyrppxzhd1b76xgqxzwbply-story.html>

Student Advisory Committee meeting: On January 31, SCHEV staff member Paula Robinson convened the first 2020 meeting of SCHEV's Student Advisory Committee. The agenda included discussions of student loans, student mental health, pending legislation and basic living needs. Representatives of the committee will present to SCHEV at its March meeting. They also will address the public college presidents at their March 23 meeting. The committee's final meeting will be April 3.

Legislative meetings: SCHEV staff prepared Legislative Action Statements on over 60 pieces of legislation. We testified before committees and subcommittees, worked with legislative staff on analysis and budget options and met with nearly 35 General Assembly members, including all of the new members of the relevant subcommittees.

Tech Talent Incentive Program: In November, Governor Northam announced that he and 11 university presidents had signed agreements to provide computer science and related educational programming to at least 30,000 students over the next 20 years. Subsequently, he signed agreements with three additional baccalaureate institutions and the Virginia Community College System. Subject to appropriation, the Governor and the General Assembly contemplate investing over \$1 billion in colleges and universities over this period.

General Professional Advisory Committee: The agenda for the January 27 meeting included a presentation by Paul Glastris, editor in chief of Washington Monthly, an update from Secretary of Education Atif Qarni and staff reports on The Virginia Plan and the graduate-outcomes survey. The agenda for the February 24 meeting included reports on the Transfer Virginia initiative and from George Mason University Interim President Anne Holton on an American Council on Education transfer project. The Governor's Chief Diversity Officer, Dr. Janice Underwood, and Secretary Qarni spoke to the presidents about the upcoming Equity Summit.

Organizational Culture and Values: Since the beginning of the year, Jim Burke, Linda Pierce and Sherida Davis-Bryan with the Performance Management Group at VCU have facilitated four meetings with managers and staff. They are leading a comprehensive review of SCHEV's organizational culture and values. SCHEV staff member Paula Robinson is leading the project. These efforts are part of the Talent, Innovation and Equity grant from the Lumina Foundation.

Virginia Healthcare Workforce Advisory Council. SCHEV staff member Emily Salmon is participating in the work of the advisory council. Also, at a meeting on March 9, Council members Marge Connelly and Ken Ampy attended part of the meeting dealing primarily with future workforce trends for physicians, registered nurses, nurse practitioners and other allied health professions. Council member participation grew out of an interest expressed by members at the January Council meeting.

The Virginia Plan Annual Report: In the January 15 edition of the *Richmond Times-Dispatch*, the editorial board highlighted some findings and conclusions from SCHEV's

Annual Report on *The Virginia Plan for Higher Education*. The board specifically supported the agency's recommendations regarding alignment of students' skills with workforce needs and expanding educational and career pathways. See: https://www.richmond.com/opinion/plus/editorial-beyond-college-for-all-we-need-to-align-student/article_7a9e2f2d-b0b1-5162-977a-908dbf882597.html

New School Orientation: On January 14 and on February 25, the Private Postsecondary Education (PPE) unit of SCHEV conducted an orientation session for representatives of entities that seek to offer postsecondary education in the Commonwealth. PPE staff holds these multi-hour tutorials according to demand; each session hosts about 12 attendees.

Preparations for COVID-19 (Coronavirus): The Virginia Department of Health (VDH) continues to monitor the global coronavirus outbreak that causes the respiratory illness COVID-19. VDH prepares Situation Reports thrice weekly, and it maintains a coronavirus webpage (<http://www.vdh.virginia.gov/coronavirus>) with information tailored to specific audiences. This site features sections dedicated to educational institutions (with separate information for PK-12 and higher education) and partner organizations (including SCHEV), as well as individual Virginians. As the agency's Emergency Management Coordinator, Alan Edwards keeps SCHEV staff apprised of communications from VDH and about the work of the COVID-19 Task Force.

SCHEV Talks: On January 15, DPB Associate Director Michael Maul addressed agency staff via the monthly SCHEV Talk series regarding the Introduced Budget and the Northam Administration's overall and higher education priorities. On February 26, CommonHealth regional coordinator Mike King. CommonHealth is the state's employee wellness program.

Virginia Management Fellow: Grace Wheaton recently began a rotation with SCHEV as a Virginia Management Fellow. The fellowship is a state program designed to exposed recent college graduates with employment opportunities in state agencies. Ms. Wheaton is our third management fellow. She most recently worked on the staff of the Senate Finance and Appropriations Committee.

Out and about: On January 13, Peter Blake presented an overview of Virginia higher education to the House Committee on Education. On January 14, he participated in the kick-off for the biennial update to the VEDP strategic plan. On January 23, he and Council member Stephen Moret participated with VEDP in a meeting with representatives of Strada Education. On January 24, he attended the morning's Virginia Chamber Foundation breakfast to describe a partnership between SCHEV and the Foundation on internships. (See: <https://www.vachamber.com/2020/02/24/press-release-virginia-chamber-and-schev-announce-partnership-to-expand-access-to-work-based-learning-opportunities-for-students/>.) On January 28, he participated in an event hosted by Growth4Va, the Virginia Chamber and James Madison University on a workforce initiative for students and graduates. On January 30, he participated in the conference call with college and university chief diversity officers. From March 9-12, he attended the SXSW EDU (South by Southwest Education) conference and festival in Austin. From March 30-April 1, he will attend the ASU GSV (previously Arizona State University and Global Silicon Valley) summit in San Diego, which is the leading gathering of public-private partnerships in higher education.

State Council of Higher Education for Virginia Agenda Item

Item: Council #III.F – Update on the 2020 General Assembly Session

Date of Meeting: March 17, 2020

Presenter: Beverly Rebar
Senior Associate for Academic and Legislative Affairs
beverlyrebar@schev.edu

Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Background Information/Summary of Major Elements: Ms. Rebar and Ms. Kang will provide an overview of legislative and budget issues affecting higher education in the 2020 General Assembly.

The 2020 General Assembly session was scheduled to end on March 7. At the time the agenda materials were prepared the exact date was unknown. The Governor is in the process of reviewing the budget and will present any additional items for legislative consideration at a reconvened session on April 22, 2020.

Materials Provided: Ms. Rebar will provide a list of bills that passed the 2020 General Assembly and a table of new SCHEV duties. Ms. Kang will present budget comparison tables and other materials that were presented to the Resources and Planning Committee on March 16.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: Council #III.G – Progress Report on Higher Education and Workforce Alignment Project and Emergent Themes

Date of Meeting: March 17, 2020

Presenter: Emily Salmon
Senior Associate for Research Investment
emilysalmon@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 7, 2020

Action: Update on alignment project presented to Council

Purpose of this agenda item and project: This agenda item presents emergent themes from the higher education and workforce alignment project. Emergent themes derive from research, interviews with other states, Virginia workforce and higher education stakeholders. This project focuses on improving the alignment between workforce needs and higher education academic programs to reduce occupational shortages and to support individuals as they seek meaningful careers.

The first phase of the project focuses on infrastructure and resources needed to understand workforce shortages and the alignment of higher education academic programs with employment demand. A second phase could focus on deeper efforts related specific skills and competencies needed across sectors.

Background Information/Summary of Major Elements: Prior activities conducted for this project include interviews with state stakeholders and other states known to possess alignment efforts. Work during December through February focused on interviewing institutional and educational stakeholders to understand how they use workforce data and engage with employers. During these interviews, stakeholders also offered their opinions regarding an alignment resource/infrastructure.

Educational stakeholders interviewed include:

- Four-year public institutions – representation from career services departments, provosts and vice provosts of academic affairs, academic programs, and/or innovation;
- Two-year colleges – representation from various colleges; and
- The Governor's Chief Workforce Advisor.

Staff offers below a distillation of emerging themes from stakeholder interviews conducted over the past three and a half months. Input obtained from more than 35 stakeholders/stakeholder groups includes six Commonwealth agencies/entities, three advisory groups, two national public policy and higher education organizations, interviews with eight other states regarding their alignment activities, and more than a dozen public higher education institutions in Virginia (two- and four-year).

Four main themes threaded throughout this summary and associated appendices indicate:

- Access to data alone will not address alignment.
- Alignment is a complex issue and any effort cannot be overly prescriptive.
- Do not “recreate the wheel” or duplicate existing efforts – leverage instead.
- A unified effort with buy-in is paramount to usage and success.

The two included appendices offer a summary of emergent themes from stakeholder interviews. *The purpose of these documents, in particular Appendix B, is to elicit input from Council on their preferred alignment infrastructure option(s) based on information presented.*

The next steps and timeline of this project are included below.

Next steps:

- Take Council’s input on preferred alignment infrastructure option(s) and work to visualize how the option(s) could look relative to various workforce and higher education entities within the Commonwealth.
- Follow up with Virginia stakeholders (state agencies, educational stakeholders, institutions) and interviewed states as needed. The project report will include recommended infrastructure to conduct supply, demand and workforce shortage analysis and serve as a resource to users of the information for planning and policy efforts.
- Develop outline for report and subsequent data appendices.
- Draft report.

Timeline:

- October-December 2019: Preliminary discussions with state agencies regarding current availability of data, initial meetings with three to five states and mapping of entities that produce supply, demand and workforce shortage data. Update provided at January Council meeting – COMPLETED.
- January-March 2020: Assess stakeholder priorities and resource needs – COMPLETED. Provide update and obtain input at March Council meeting.
- April-May 2020: Prepare and present draft report to Council.
- May-June 2020: Modify report based on input from Council members and others.
- July 2020: Present final report to Council and transmit to community, including the Governor’s Chief Workforce Development Officer.

Materials Provided: Appendix A – Alignment Project Emergent Themes from Stakeholder Interviews and Appendix B – Alignment Infrastructure Considerations. Appendix A offers a summary of interviews conducted and input from higher education stakeholders on data assistance, employer engagement and alignment infrastructure input. Appendix B organizes stakeholder input on criteria for alignment resources by various options (based on models from other states). Appendix B color codes the various options by criteria as favorable (green), neutral (yellow) or unfavorable (red). Note that green does not guarantee a favorable outcome, and red conditions can be overcome.

Financial Impact: No estimated impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education: This item relates to the goal of “advancing economic and cultural prosperity with the strategy of building a competitive, future-ready workforce for all regions.” It also fulfills one of the Council’s recently established priority initiatives, to “establish the means by which policy makers can assess, align and publicize employer demand and postsecondary education programs and graduates.”

Timetable for Further Review/Action: Staff will present a draft report at the May Council meeting.

Resolution: N/A

Appendix A: Alignment Project Emergent Themes from Stakeholder Interviews

The following represents a distillation of emergent themes from stakeholder interviews over the past three and a half months. Input was obtained from more than 35 stakeholders/stakeholder groups including six Commonwealth agencies/entities, three advisory groups, two national public policy and higher education organizations, interviews with eight other states regarding their alignment activities, and more than a dozen public higher education institutions in Virginia (provosts to career services directors).

Outcomes of this effort support two goals of the Virginia Plan for Higher Education: innovation and economic prosperity.

The following are four main themes threaded throughout this summary:

- Access to data alone will not address alignment.
- Alignment is a complex issue and any effort cannot be overly prescriptive.
- Don't "recreate the wheel" or duplicate existing efforts – leverage instead.
- A unified effort with buy-in is paramount to usage and success.

Higher Education Institutional Input

Data Assistance:

- Within and across institutions, the source, use and analysis of workforce data is inconsistent and non-routine.
- Supply, demand and/or occupational shortage data do not generally drive program development. Such data are more likely to inform program development in STEM-H.
- Access to different data varies by institution.
 - Most access publicly available state (Virginia Employment Commission) and federal (Bureau of Labor Statistics) data.
 - Some have additional data platforms.

Employer Engagement:

- Institutions engage employers for curriculum input, experiential learning and career opportunities. Employers are not typically engaged to validate workforce data for program planning.
- Employer engagement varies by department, school and institution.
- Employer/higher education signaling issues often arise when engagement occurs:
 - Graduates: What credentials and competencies do graduates possess relative to what employers need? How can graduates effectively signal such credentials vs. competencies to employers when there is not always a 1:1 relationship?
 - Employer-Higher Education: Translation barriers exist both ways on the subject matter, curriculum and competencies. Terminology that industry uses may differ from higher education institutions.
 - Employers: Disconnect between a CEO's perspective and human resources implementation. A CEO may indicate desired credentials and

competencies that contradict those advertised in job postings; this creates mixed signals.

Collective Stakeholder Input – Organizational Design Guiding Principles

- Access to consistent, legitimized data and data translator resources would be extremely helpful in program planning, strategic planning, and career services activities and for policy development.
- Possess adequate staff resources and expertise to analyze data and inform policy and planning stakeholders.
- No overarching preference for a specific entity or infrastructure to own responsibility so long as endorsed by SCHEV.
- Design in such a way to incentivize stakeholder participation and usage; don't mandate.
- Include an advisory council of key stakeholders: workforce development, higher education, K-12, employers and economic development. The council should be flexible across the board.
- Leverage existing state and institutional resources as part of the structure.
- Build a portfolio of tools to assess alignment to include institutional tools.
 - Data translator and outreach capabilities.
 - Consistent, detailed graduate outcomes data (within and outside of Virginia and by institution).
 - Employer data: points of contact, regional information and surveys.
 - Emerging industries, occupations and related competencies and skills needed.
 - State and regional labor data.
 - Custom institutional data.
- Create a framework that addresses traditional, high demand, and emerging discipline program development.
- Identify and articulate skills and competencies of graduates, underemployed, and non-completers.
- Evaluate alignment infrastructure options by criteria identified through collective stakeholder input:
 - Perception of neutrality;
 - Credibility;
 - Feasibility of implementation;
 - Adequate staffing;
 - Operational efficiency;
 - Funding sustainability;
 - Political durability; and
 - Collaborative framework.

Appendix B: Higher Education and Workforce Alignment Infrastructure Options

	<i>Option 1: Existing state entity* assumes sole responsibility</i>	<i>Option 2: Formation of new entity to lead effort</i>	<i>Option 3: Federated or consortia-based approach</i>	<i>Option 4: Hybrid - existing entity takes the lead in formal partnership with other entities</i>
Key criteria:**				
Perception of independence/neutrality	(-) Potential for entity's existing mission to drive focus.	Clean slate aside from secretariat residing under.	(+) Consortia composition can keep neutrality in check.	(+) Offers more neutrality than Option 1 as a stand alone.
Credibility/track record	Known quantity - good, bad, or neutral.	(-) No track record thus builds credibility from scratch and this takes time and resources.	(+) Credibility of whole can be greater than sum of its parts.	(+) Credibility of whole can be greater than sum of its parts based on lead entity and partnership ecosystem.
Feasibility of implementation	(+) Existing organizational structure and some initial capacity enables fairly quick ramp up.	(-) Time and resource intensive.	Requires clear delineation of roles, responsibilities and resources.	Requires clear delineation of roles, responsibilities and resources.
Adequate staffing with the right skill sets	No guarantee but existing agency likely has capacity in place for hiring practices.	No guarantee. Human resources capacity must be first established. Perception of employee uncertainty with a new entity.	No guarantee but existing members likely have capacity in place for hiring practices. Challenge in delineating those responsibilities and decisions.	No guarantee but lead entity likely has capacity in place for recruiting, screening and hiring. Partnerships could possibly widen net of qualified applicants.

Appendix B: Higher Education and Workforce Alignment Infrastructure Options

	<i>Option 1: Existing state entity* assumes sole responsibility</i>	<i>Option 2: Formation of new entity to lead effort</i>	<i>Option 3: Federated or consortia-based approach</i>	<i>Option 4: Hybrid - existing entity takes the lead in formal partnership with other entities</i>
Key criteria:**				
Operational efficiency	(+) Aside from any advisory council formation and specific staffing, structure is already built in.	(-) Potential for duplicating efforts that exist elsewhere across or within other entities.	Potential to leverage existing internal capacities for external benefit. OR silos can still exist and create additional bureaucracy if not addressed at onset in a formal way.	(+) Potential for "best of both worlds" - existing structure brings inherent efficiency that can leverage additional partners to maximize impact. One entity with oversight can help ensure efficiency and coordination.
Funding sustainability	(+) Easier to expand capacity than start from scratch - smaller "ask".	(-) High risk: no track record of success, time and resource intensive and potential for duplicating efforts.	Unclear. If consortia members) exit how will effort fare?	(+) De-risking - existing entity and partners with respective track records. Partnership can bring additional resources.
Political durability	(+) Better likelihood of enduring political changes as part of existing entity.	(-) High risk: no track record of success, time and resource intensive and potential for duplicating efforts.	(+) Better likelihood of enduring political changes with multiple entities involved and potential for multiple funding sources.	(+) De-risking - existing entity and partners with respective track records. Partnership can bring additional resources.
Collaborative framework	No guarantee or incentive aside from potential structure of any advisory council.	Clean slate to foster collaboration around effort but no guarantee.	(+) Consortia would be formed to facilitate collaboration.	Hybrid created to facilitate collaboration but no guarantee if there is a "lead entity."
Examples of other states:	Pennsylvania, Montana	Kentucky, Missouri	Colorado	Georgia,*** Iowa

Appendix B: Higher Education and Workforce Alignment Infrastructure Options

	<i>Option 1: Existing state entity* assumes sole responsibility</i>	<i>Option 2: Formation of new entity to lead effort</i>	<i>Option 3: Federated or consortia-based approach</i>	<i>Option 4: Hybrid - existing entity takes the lead in formal partnership with other entities</i>
Key criteria:**				

*Various state entities in the Commonwealth are independently focused on certain workforce data and alignment aspects. The Virginia Employment Commission produces data and industry projections (workforce demand) based on the existing workforce. The Virginia Board of Workforce (and local boards) provide data and services focused on the workforce supply. GO Virginia funds workforce projects and has identified targeted business sectors for each region via Growth and Diversification plans. The Virginia Economic Development Partnership routinely engages with new and existing employers and provides customized information on the workforce.

** Criteria based on common stakeholder input regarding infrastructure. Various alignment infrastructure options (based on models from other states) are coded by these criteria as favorable (+/green), neutral (yellow) or unfavorable (-/red). Note that (+)/green does not guarantee a favorable outcome and (-)/red conditions can be overcome.

***Represents University of Georgia system via Board of Regents with partners as institutions.

State Council of Higher Education for Virginia Agenda Item

Item: Council #III.H – Update on The Virginia Plan for Higher Education

Date of Meeting: March 17, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 7, 2020

Action: Council approved updates to priority initiatives and reviewed a process for further modifying The Virginia Plan.

Purpose of the agenda item: The purpose of this agenda item is to provide an update on the annual report on The Virginia Plan for Higher Education and to discuss potential modifications in language around goals and strategies.

Background Information/Summary of Major Elements: From July 2019 to January 2020, Council members engaged in a series of activities to help inform updates to The Virginia Plan for Higher Education – the statewide strategic plan developed in 2014. The updates are part of a review process to update the plan at least every six years as part of an effort to ensure the plan remains relevant to the Commonwealth's needs and as required in the Code of Virginia. In January, Council approved modifications to its priority initiatives, seven shorter-term actions designed to make progress on the larger plan.

Staff notes the similarity in some of the priority initiatives with existing strategies within the four goals. Staff is reviewing the existing goals, strategies, measures and targets to determine whether to recommend further revisions.

Staff seeks input from Council members regarding the following issues:

1. What is the relationship between the four broad goals and the overarching vision to be the “best-educated state”? Do all of the goals support the 2030 objective? Are the goals appropriately strategic and aspirational? Do they make clear the imperative of educational attainment? How else should The Plan define “best educated”?
2. How should the plan reflect our emerging thinking about equity? Does the plan address the diversity of educational challenges and opportunities across the

- Commonwealth? Does it speak to the educational needs, concerns and aspirations of families and students?
3. Does the plan give appropriate balance to “educational quality” and “workforce preparation”? How are they the same or different?
 4. Should the plan include a statement of values, ethics or culture, or should such a statement appear in other materials?
 5. Are the six measures and targets still the right ones or should we consider others?
 6. What is the relationship between the statewide plan for the system of higher education and the work plan of the agency itself?

Materials Provided: Enclosed are the recently approved priority initiatives. Also enclosed is a chart, requested at the January meeting, showing change over time in the percentage of a state’s population with a postsecondary degree or workforce credential.

Financial Impact: None.

Timetable for Further Review/Action: The following is a proposed timeline for further review and action on The Virginia Plan for Higher Education:

- **March:** Review adjustments to goals, strategies and measures to align with priority areas as a revised version of The Virginia Plan for Higher Education and receive stakeholder input on these changes.
- **May/July:** Consider additional modifications and approve revised version of The Virginia Plan.

Resolution: None.

The Virginia Plan Priority Initiatives, 2020

1.	<i>Establish with the Virginia Department of Education and the Secretary of Education a shared goal for educational attainment and create reports to track progress.</i>	<i>In process.</i>
2.	<i>Identify and implement policies and practices that improve student success and close equity gaps in access, completion and attainment.</i>	<i>Ongoing.</i>
3.	<i>Recommend options by which policy makers can assess employer demand, identify workforce shortages and align higher education practices programs and practices.</i>	<i>Alignment project underway.</i>
4.	<i>Seek legislative and policy changes to assess higher education costs, funding needs and allocation of public resources.</i>	<i>Included in 2020-22 biennial budget.</i>
5.	<i>Produce and broadly distribute information about the value and benefit of higher education.</i>	<i>Ongoing.</i>
6.	<i>Implement the statewide innovative internship program through institutions and in partnership with employers.</i>	<i>Ongoing.</i>
7.	<i>Establish a process for maintaining an inventory of the Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth.</i>	<i>Scheduled for June 2020.</i>

Approved by Council on January 7, 2020

Virginia's ranking for educational attainment over time

At the last Council meeting, members asked about Virginia's ranking for educational attainment of individuals ages 25-64 over time and how it has changed. The table below provides a 10-year history of Virginia and the relative rankings of states in the top 10 for individuals ages 25-64 with an associate degree or higher. (Note that credential data are not included in this analysis as these estimates were introduced beginning in 2014 and would be less comparable over 10 years).

In 2008, Virginia ranked 11th in the nation. Virginia's growth in the rankings represents the largest increase among the top states as it now ranks 6th in the nation with a 49.6% attainment rate. Virginia, along with Minnesota and New Jersey increased its attainment rate by over 6 percentage points over the last 10 years.

While all states have increased their attainment rates over time, three states: Connecticut, North Dakota and New Hampshire declined in rankings-indicating they had the smallest growth in attainment.

Percent of Population Ages 25-64 with an Associate Degree or Higher				
State	2008 Rank	2018 Rank	Change in Rank	2018 Rate
MA	1	1	⇒ 0	55.0%
MN	6	2	↑ 4	52.0%
CO	4	3	↑ 1	51.1%
NJ	7	4	↑ 3	50.8%
CT	2	5	↓ -3	49.7%
VA	11	6	↑ 5	49.6%
MD	8	7	↑ 1	49.5%
VT	10	8	↑ 2	49.2%
NY	9	9	⇒ 0	49.0%
ND	5	10	↓ -5	48.6%
NH	3	11	↓ -8	48.5%

Source: ACS 1-year estimate data

SCHEV continues to monitor the population ages 25-34 with an associate degree or higher as an early indicator of Virginia's potential ranking by 2030. As mentioned in prior reports, this ranking is slightly lower indicating that some states may be improving faster than Virginia.

The Virginia Plan for Higher Education

VIRGINIA WILL BE THE BEST-EDUCATED STATE BY 2030

Seventy percent of the working-age population will hold a postsecondary degree or workforce credential.

GOALS



AFFORDABLE ACCESS:
PROVIDE AFFORDABLE
ACCESS FOR ALL

Expand outreach to PK-12 and traditionally underserved populations.

Improve the college readiness of all students.

Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay.



STUDENT SUCCESS:
OPTIMIZE STUDENT
SUCCESS FOR WORK
AND LIFE

Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement.

Provide effective academic and student services infrastructures focused on persistence and completion.

Increase on-time completion of certificates and degrees.

Engage adults and veterans in certificate and degree completion and lifelong learning.



INNOVATION & INVESTMENT:
DRIVE CHANGE &
IMPROVEMENT THROUGH
INNOVATION & INVESTMENT

Identify and implement public funding strategies to sustain long-term planning and responsiveness.

Cultivate innovations that enrich quality, promote collaboration and improve efficiency.

Foster faculty excellence, scholarship and diversity.

Enhance higher education leadership, governance and accountability.



PROSPERITY:
ADVANCE ECONOMIC
& CULTURAL PROSPERITY
OF THE COMMONWEALTH
& ITS REGIONS

Build a competitive, future-ready workforce for all regions.

Become a catalyst for entrepreneurship and a model for business incubation.

Target funding, resources and partnerships to support research and development.

Expand participation and engagement in public service & institutional service to the community.

Demonstrate the impact of higher education on state and regional economic development.

PRIORITY INITIATIVES FOR 2018

Affordable Pathways: Coordinate the development and implementation of programs that align resources from pre-K-12, colleges, universities and other public sources to ensure affordable, efficient and effective pathways for students in all parts of the state.

Alignment and Sustainability: Seek legislative and policy changes that support stable and sustainable funding, advance restructuring and improve quality and efficiency.

Student Success: Support policies and practices that improve student success and close equity gaps.

Quality: Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.

Communications: Launch a communications strategy to address public knowledge and benefits of higher education, through Council reports, traditional media, social media and other means.

Economic Development: Promote economic development and employment outcomes by pursuing policies that enhance academic research, degree and workforce credential programs and commercialization of new products and discoveries.



**The Virginia Plan for Higher Education
MEASURES AND TARGETS**
(approved by the State Council of Higher Education for Virginia on July 21, 2015)

The four goals of The Virginia Plan for Higher Education – affordable access, student success, change and improvement, and economic and cultural prosperity – establish a framework to guide higher education in the Commonwealth. Six high-level measures and accompanying targets will guide the Council as it monitors progress toward achievement of the goals and implementation of the strategies. These measures and targets will undergird the Council’s development of initiatives, inform and motivate a broad set of stakeholders, and comprise a portion of an annual report to the Governor and the General Assembly. Accompanying the measures and targets is a set of 15 related progress indicators. Together, the measures, targets and indicators support the plan and create an essential mechanism to assess and report on achievement of the statewide goals.

SUMMARY	
By 2030, more Virginians will graduate with high quality credentials without excessive debt. The Commonwealth, through its public and private colleges and universities, will award 1.5 million degrees and workforce credentials, improve student success, and increase by 30 percent Virginia’s share of research expenditures.	
THE COMMONWEALTH’S TARGETS FOR THE YEAR 2030	
M1 Awards	<u>Measure:</u> Undergraduate degrees and workforce credentials awarded to students <u>Target:</u> 1.5 million total awards, including those that close the gap in unfilled jobs in high-demand occupations
M2 Student Success	<u>Measure:</u> Completion rates of students <u>Target:</u> Annual improvement in completion rates of students that closes the success gap between underrepresented populations (URP) and non-URP students by 2030 <i>(Note: URP students meet one or more of: non-white, Pell grant recipient, age 25 or older, from a Virginia locality with low undergraduate attainment rates.)</i>
M3 Affordability	<u>Measure:</u> Financial resources available to a student as a percentage of the cost of attendance <u>Target:</u> 50 percent for a student from a low- or middle-income family <i>(Note: Financial resources represent expected family contribution, federal and state grants and exclude loans, scholarships, work, and institutional aid. The cost of attendance includes transportation, room and board, tuition and fees, supplies, books and other expenses.)</i>
M4 Research Activity	<u>Measure:</u> Virginia academic-research expenditures as a percentage (share) of the US total <u>Target:</u> A share 30 percent larger than in federal FY2013
THE COMMONWEALTH’S ANNUAL COMMITMENTS	
M5 Price	<u>Measure:</u> Tuition and fees of in-state undergraduates as a percentage of family income <u>Target:</u> Lower than the national average; less than 10 percent of income for low- and middle-income students
M6 Economic Prosperity	<u>Measure:</u> Wages of graduates in the workforce <u>Target:</u> 75 percent of graduates earn sustainable wages three years after graduation <i>(Note: The definition of sustainable wages is consistent with the lower end of the range for middle income, as recommended by the Higher Education Advisory Committee and approved by Council in 2011.)</i>

Council #III.I.a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Ampy)

#I.C., Action on Programs at Public Institutions

#I.D., Action on Bachelor Degree Teacher Education Programs

#I.E., Action on Process to Revoke Medical Learning Center

#I.F., Review of Program Announcements from Public Institutions

#I.G., Review of Program Proposals in the Review Pipeline

#I.H., Update on Graduate Outcome Survey

#I.I., Report of the Staff Liaison to the Committee

Council #III.I.b - Summary of Resources and Planning Actions & Discussions
(Vice Chair: Victoria Harker)

#II.C., Overview of Research & Development Inventory

#II.D., Report on 2019 Fall Enrollment at Public Two-Year Institutions

#II.E., Report on Workforce Credential Grant

#II.F., Update on the 2020 General Assembly Budget

State Council of Higher Education for Virginia Agenda Item

Item: Council #III.J – Receipt of Items Delegated to Staff

Date of Meeting: March 17, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Purpose of Agenda Item: The purpose of this agenda item is to keep Council apprised of the items it delegated to staff.

Background Information/Summary of Major Elements: Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Degree Program Actions

George Mason University

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs

George Mason University

University of Virginia

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

Virginia State University

Policies and Procedures for Internal and Off-Campus Organizational Changes

George Mason University

Virginia Polytechnic Institute and State University

National Council for State Authorization Reciprocity Agreements (NC-SARA)

Randolph College

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia

Augusta Health School of Clinical Laboratory Science (Instructional location)
Cookology21 Professional Culinary School
Data N Tech Institute of Information Technology
Excella Training
Inova Histology Program
Intellectual Point (additional site)
Jazz Barber & Hairstyling Academy
Rapp Center for Education
SyLearn
TMOG Learning Center
Williams Academy of Medical Coding

Change in Mission Statement
Virginia Polytechnic Institute and State University

Conflict of Interest Act Exception Policy Approvals
William & Mary

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	CIP Code Change Approved: Change the CIP code of the Bachelor of Arts degree program in Communication from 23.1304 to 09.0101	Summer 2020
George Mason University	Name Change Approved: Change the name of the Master of Science degree program in Computer Forensics (43.0403) to Digital Forensics (43.0403)	Summer 2020
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Philosophy degree program in Special Education (13.1001)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Master of Science (M.S.) in Architecture and the Master of Architecture (M.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were reported:

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	<p>Program Discontinuances: Discontinue the following:</p> <p><u>Degree Programs:</u></p> <ul style="list-style-type: none"> • Bachelor of Arts in Latin American Studies (05.0107) [Council Approval: March 8, 2005] • Master of Arts in History of Decorative Arts (50.0799) [Council Approval: March 11, 2011] • Master of Science in Management of Secure Information Systems (43.0303) [Council Approval: July 19, 2011] 	Summer 2020

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Doctor of Arts in Community College Education (13.1299) [Council Approval: May 2, 1990] <p><u>Certificate Programs:</u></p> <ul style="list-style-type: none"> Post-baccalaureate in Signal Processing (14.1001) Post-baccalaureate in Wireless Communications (11.0901) 	
George Mason University	Initiate a new Graduate Certificate program in Science Communication (09.0908)	Fall 2020
University of Virginia	Initiate a new Graduate Certificate in Real Estate Design and Development (04.1001)	Fall 2020
Virginia Commonwealth University	<p>Program Discontinuances: Discontinue the following:</p> <p><u>Certificate Programs</u></p> <ul style="list-style-type: none"> Post-baccalaureate in Autism Spectrum Disorder (13.1013) Post-baccalaureate in College Student Development (13.1102) 	Fall 2020
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate program in Construction Management (52.2001)	Summer 2020
Virginia Polytechnic Institute and State University	Program Discontinuance: Discontinue the Bachelor of Science degree program in Engineering Science and Mechanics (14.1101) [Council Approval: BCHE]	Summer 2020
Virginia State University	Simple Program Modification: Add an online delivery format to the Doctor of Education in Educational Administration and Supervision (13.0401)	Fall 2020

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item is approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University	Create the Department of Cyber Security Engineering . The Department will reside in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure for the management of academic	March 1, 2020

Institution	Change/Site	Effective Date
	programs and demonstrate the University's dedication to education and research in cyber security engineering. The Department will also provide synergy to "facilitate faculty collaboration and promote a cohesive academic focus."	
George Mason University	Rename the Prince William Campus, an off-campus site in Manassas, VA to the Science and Technology Campus . The off-campus site has been re-named to provide a precise description of the academic programs located at the site and accurately identify and brand the site as "the science and technology hub of the university."	February 17, 2020
Virginia Polytechnic Institute and State University	Change of Address of the Virginia Tech Newport News Center Off-Campus Site : <u>New address:</u> Virginia Tech Newport News Center, 700 Tech Center Parkway, Suite 305, Newport News, VA 23606	February 25, 2020

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's "*Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*," the following item is approved as delegated to staff:

**National Council for State Authorization Reciprocity Agreements (NC-SARA)
Approvals**

Institution	Effective Date
Randolph College	February 18, 2020

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

**Postsecondary, Non-Degree Institutions Certified to Operate in
the Commonwealth of Virginia**

Institution	Location	Effective Date
Augusta Health School of Clinical Laboratory Science (Instructional location)	Fishersville, VA	12/16/2019

Institution	Location	Effective Date
Cookology21 Professional Culinary School	Arlington, VA	8/19/2019
Data N Tech Institute of Information Technology	Alexandria, VA	12/16/2019
Excella Training	Arlington, VA Herndon, VA	1/10/2020
Inova Histology Program	Fairfax, VA	12/13/2019
Intellectual Point (additional site)	Sterling, VA	11/06/2019
Jazz Barber & Hairstyling Academy	Petersburg, VA	9/16/2019
Rapp Center for Education	Sperryville, VA	10/24/2019
SyLearn	Arlington, VA	1/10/2020
TMOG Learning Center	Virginia Beach, VA	9/20/2019
Williams Academy of Medical Coding	Virginia Beach, VA	1/22/2020

Pursuant to the Code of Virginia, Section § 23.1-203 and Council's policy "Mission Statement Changes at Public Institutions," the following item was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days following the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Polytechnic Institute and State University (Virginia Tech)

Previous Mission Statement:

Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

New Mission Statement:

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.

COIA-Exception Policy Approvals

Institution	Policy	Effective Date
William & Mary	Policy on Financial Conflict of Interest	January 3, 2020