

# Agenda Book

## September 14 -15, 2020

Location: Virtual

## September 14 - 15, 2020, Council Meetings Schedule of Events

Virtual Meeting through WebEx

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### **Monday, September 14**

12:30 – 3:00      **The Virginia Plan Retreat** – See section I on the agenda

**Breakout Group One** – Victoria Harker (leader), Thad Holloman, Henry Light, Stephen Moret, Carlyle Ramsey, Katie Webb

**Breakout Group Two** – Ken Ampy (leader), Alex Arriaga, Rosa Atkins, Heywood Fralin, Marianne Radcliff, Tom Slater

3:15 – 5:00      **Joint Meeting with Council of Presidents**

### **Tuesday, September 15**

9:00 – 10:00      **Academic Affairs Committee** – See section II on the agenda  
(committee members: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alex Arriaga, Rosa Atkins, Heywood Fralin, Marianne Radcliff)

9:00 – 10:00      **Resources and Planning Committee** – See section III on the agenda  
(committee members: Victoria Harker, Chair; Thad Holloman, Vice Chair; Henry Light, Stephen Moret, Tom Slater, Katie Webb)

10:15 – 12:55      **Council Meeting** – See section IV. on the agenda  
(Marge Connelly, Chair)

12:55 – 1:25      **Closed session**

1:15 – 1:30      Rejoin the Council meeting and adjourn



## September 14 - 15, 2020, Council Meetings Agenda

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<b>I. The Virginia Plan Retreat Monday, September 14, 2020</b>	<b>12:30 p.m.</b>		
I.A. Welcome, Retreat Purpose and Process	12:30 p.m.	Ms. Connelly	4
I.B. Breakout Group Discussions Group 1 Group 2		Ms. Harker Mr. Ampy	
I.C. Reconvene Council for Report Out, Areas of Consensus and Divergence	1:45 p.m.	Ms. Connelly Ms. Salmon	
I.D. Further Discussion on Areas of Consensus and Divergence.	2:00 p.m.	Ms. Connelly Ms. Salmon	
Motion to Adjourn	3:00 p.m.	Ms. Connelly	
<b>Joint Meeting with Public College Presidents Monday, September 14, 2020 (see separate agenda)</b>	<b>3:15 p.m.</b>		
<b>II. Academic Affairs Committee Tuesday, September, 15, 2020</b>	<b>9:00 a.m.</b>		
II.A. Call to Order	9:00 a.m.	Mr. Ampy	
II.B. Approval of Minutes from the July 13 Academic Affairs Committee	9:00 a.m.	Mr. Ampy	16
II.C. Action on Private Postsecondary Institution Certification	9:00 a.m.	Dr. DeFilippo	22
II.D. Action on Private Postsecondary Provisional Certifications	9:10 a.m.	Dr. DeFilippo	26
II.E. Action on Distance Education Online Course Policy	9:20 a.m.	Dr. DeFilippo	34
II.F. Review of Program Announcements	9:30 a.m.	Dr. DeFilippo	37
II.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	9:45 a.m.	Dr. DeFilippo	107
II.H. Motion to Adjourn	10:00 a.m.	Mr. Ampy	
<b>III. Resources and Planning Committee Tuesday, September 15, 2020</b>	<b>9:00 a.m.</b>		
III.A. Call to Order	9:00 a.m.	Ms. Harker	
III.B. Approval of Minutes from the July 13 Resources and Planning Committee	9:05 a.m.	Ms. Harker	110
III.C. Discussion of Outcomes of Special Session	9:10 a.m.	Ms. Kang	113

III.D. Discussion of Budget and Policy Considerations for 2021 General Assembly	9:20 a.m.	Ms. Kang	<b>115</b>
III.E. Discussion of Institutional Performance Standards	9:30 a.m.	Dr. Huskey	<b>121</b>
III.F. Discussion of Legislative Studies	9:40 a.m.	Ms. Kang	<b>133</b>
III.G. Receipt of Report of the Staff Liaison to the Resources and Planning Committee	9:50 a.m.	Ms. Kang	<b>137</b>
III.H. Motion to Adjourn	10:00 a.m.	Ms. Harker	
<b>Break</b>	<b>10:00 a.m.</b>		
<b>IV. Council Meeting Tuesday, September 15, 2020</b>			
IV.A. Call to Order	10:15 a.m.	Ms. Connelly	
IV.B. Approval of Minutes from July 13 Council Meeting	10:15 a.m.	Ms. Connelly	<b>140</b>
IV.C. Remarks from James Ryan, President University of Virginia	10:20 a.m.	President Ryan	<b>156</b>
IV.D. Presentation on Learning at a Distance: Commonwealth Connect and Virginia's Pivot to Online Education <a href="https://www.commonwealthconnect.virginia.gov/CC-team">https://www.commonwealthconnect.virginia.gov/CC-team</a>	10:40 a.m.	Mr. Evan Feinman, Chief Broadband Advisor Dr. DeFilippo Dr. Fisler	<b>157</b>
IV.E. Receipt of Report from the Agency Director	11:20 a.m.	Mr. Blake	<b>159</b>
<b>Break</b>	<b>11:25 a.m.</b>		
IV.F. Report of Graduate Outcomes Survey	11:35 a.m.	Dr. Ellis	<b>162</b>
IV.G. Overview of Council Retreat	11:50 a.m.	Ms. Connelly Ms. Salmon	<b>164</b>
IV.H. Report of the Academic Affairs Committee	12:10 p.m.	Mr. Ampy	
IV.I. Report of the Resources and Planning Committee	12:20 p.m.	Ms. Harker	
IV.J. Receipt of Items Delegated to Staff	12:30 p.m.	Mr. Blake	<b>165</b>
IV.K. Old Business	12:40 p.m.	Ms. Connelly	
IV.L. New Business	12:45 p.m.	Ms. Connelly	
IV.M. Receipt of Public Comment	12:50 p.m.	Ms. Connelly	
<b>IV.N. Closed Session</b>	<b>12:55 p.m.</b>		
IV.O. Motion to Adjourn	1:30 p.m.	Ms. Connelly	
<b><u>NEXT MEETING:</u> October 26-27, 2020 SCHEV</b>			

# State Council of Higher Education for Virginia Agenda Item

**Item: #I.A.** - Council Retreat Discussion on The Virginia Plan for Higher Education and Associated Goals

**Date of Meeting:** September 14, 2020

**Presenter:** Marge Connelly  
Chair, SCHEV Council

Emily Salmon,  
Senior Associate

## **Purpose of this agenda item and retreat:**

Previously, Council provided input regarding The Virginia Plan. The input included high-level topics and some strategic themes. This agenda item and retreat focus incorporates that input into draft goals and strategic themes for further Council consideration. The agenda item revisits the six-year review of The Virginia Plan, which began in July 2019. The purpose of the retreat is to coalesce around potential modifications to plan goals as part of the six-year review process and in the context of recent events. **The conclusion of the retreat should result in Council's overall consensus on overarching goal concepts: what topics should be included, recognizing that wording of goals and goal statements may be modified for clarity.** Such modifications to The Virginia Plan goals will be presented for formal action by Council in October.

## **Six-Year Review Timeline:**

- September 14: Obtain Council consensus on The Virginia Plan goal concepts.
- October: Approve revisions to The Virginia Plan goals.
- October- December: Conduct additional stakeholder outreach including Council, internal staff and external constituents to provide input on draft revisions to The Virginia Plan strategies, priority initiatives, measures and targets based on approved goal revisions.
- January: Consider proposed modifications to strategies, measures and targets to include 2021-22 priority initiatives. Approve revised version of The Virginia Plan, closing out the six-year review process.

## **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 occurring at least every six years as required in the Code of Virginia and **ensuring the Plan remains relevant to the Commonwealth's needs.** In January, Council approved modifications to its priority initiatives, seven shorter-term actions designed to make progress on the

larger plan. In the context of recent events, further discussion about critical issues and high-level input on goals and strategies occurred as part of the July Council meeting breakout sessions. The retreat builds off and from that input and prior discussions with Council.

**Retreat Breakout Process:**

In line with the retreat agenda, Council members will be assigned one of two breakout groups, per below. Each group will have a leader. The designated leader should ensure that each member of its group has offered input on each question and work with assigned SCHEV staff to identify areas of consensus and divergence. The drafted goal revisions are intended to elicit reaction and input not necessarily wholesale agreement or disagreement as they are written; the desired outcome is an overall inclination towards specific concepts regardless if exact wording changes are preferred.

**Breakout Group 1:**

**Victoria Harker** - Leader

Thad Holloman

Henry Light

Stephen Moret

Carlyle Ramsey

Katie Webb

**Group 1 Corresponding breakout questions:** Staff will prompt as needed to make sure questions are covered by the group. Questions relate to the contents of “The Virginia Plan, where are we now” document.

1. Given the data points provided in this document, what are the most important issues (top two) that need to be addressed in higher education in the near term? In the longer term?
2. What are the top two issues in higher education (within the Commonwealth) absent from this document that need to be solved?
3. Where do we go next? Building from prior questions, how should these issues/topics be reflected in The Virginia Plan six-year review goal revisions relative to proposed Goal 1? Relative to proposed Goal 2?

**Breakout Group 2**

**Ken Ampy** - Leader

Alex Arriaga

Rosa Atkins

Heywood Fralin

Marianne Radcliff

Tom Slater

**Group 2 Corresponding breakout questions:** Staff will prompt as needed to make sure questions are covered by the group. Questions relate to the contents of “The Virginia Plan, where are we now” document.

1. Given the data points provided in this document, what are the most important issues (top two) that need to be addressed in higher education in the near term? In the longer term?
2. What are the top two issues in higher education (within the Commonwealth) absent from this document that need to be solved?
3. Where do we go next? Building from prior questions, how should these issues/topics be reflected in The Virginia Plan six-year review goal revisions relative to proposed Goal 1? Relative to proposed Goal 3?

The group leaders will report out with input once the Council reconvenes from the breakouts. Subsequently, staff will identify areas of emerging consensus and divergence. The retreat will close with overall agreement on goal concepts recognizing they will serve the basis and connecting points with other Plan elements: strategies, priority initiatives, measures and targets. Such concepts will be further refined by staff for clarity and presented for formal approval at the October Council meeting.

**Materials Provided:**

The Virginia Plan – Where Are We Now? document including proposed revisions to goals and strategic themes.

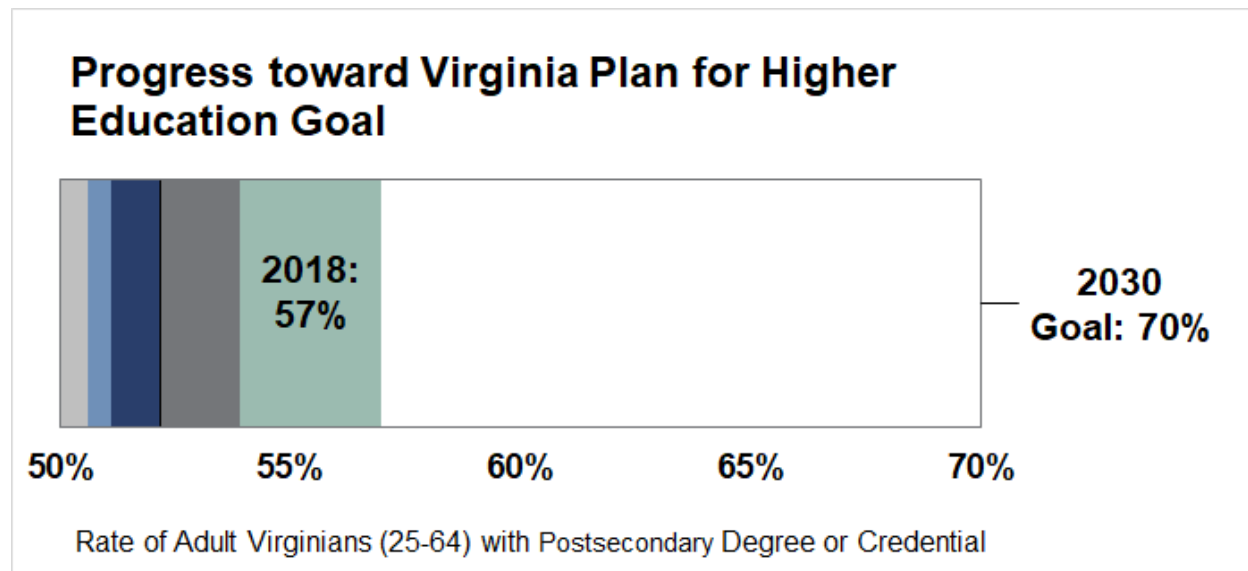
## Six-Year Review of The Virginia Plan - Where Are We Now?

A look at some key figures related to current plan goals will help guide discussions, input and areas of emphasis for the six-year review and revisions. The following data are categorized by existing Virginia Plan goals. This data provides context, measuring big picture issues in higher education and recognizing recent events may reshape goals and targets.

### Virginia Plan Attainment Target

The Virginia Plan targets **70%** educational attainment for working-aged Virginians, ages 25-64 years old. The objective resulting from achieving the four Plan goals and meeting the 70% target is to be **“the best educated state.”**

- According to 2018 U.S. Census data, the most recent available, 57% of working-aged Virginians, ages 25-64 years-old, have earned a post-secondary degree or credential.
- With twelve measurable years remaining until 2030, Virginia needs to add 1.1 points per year to reach 70% by 2030.
- Virginia has averaged 1.6 points per year since 2015.
- How will recent events impact attainment and points per year moving forward?

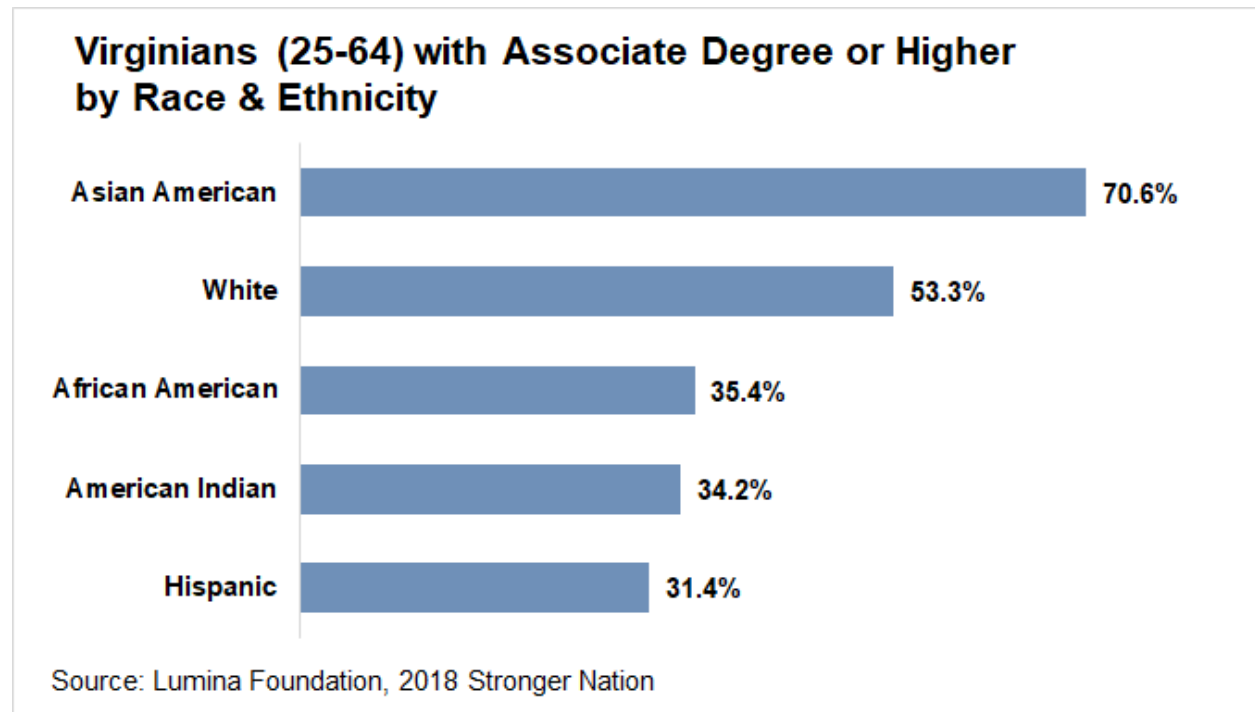




### *Attainment by Race and Ethnicity*

A breakdown of attainment by race and ethnicity offers further detail on inequities. Not only are the rates for African Americans and Hispanic adults lower, but the sheer population of African American residents within Virginia makes the number even more significant.

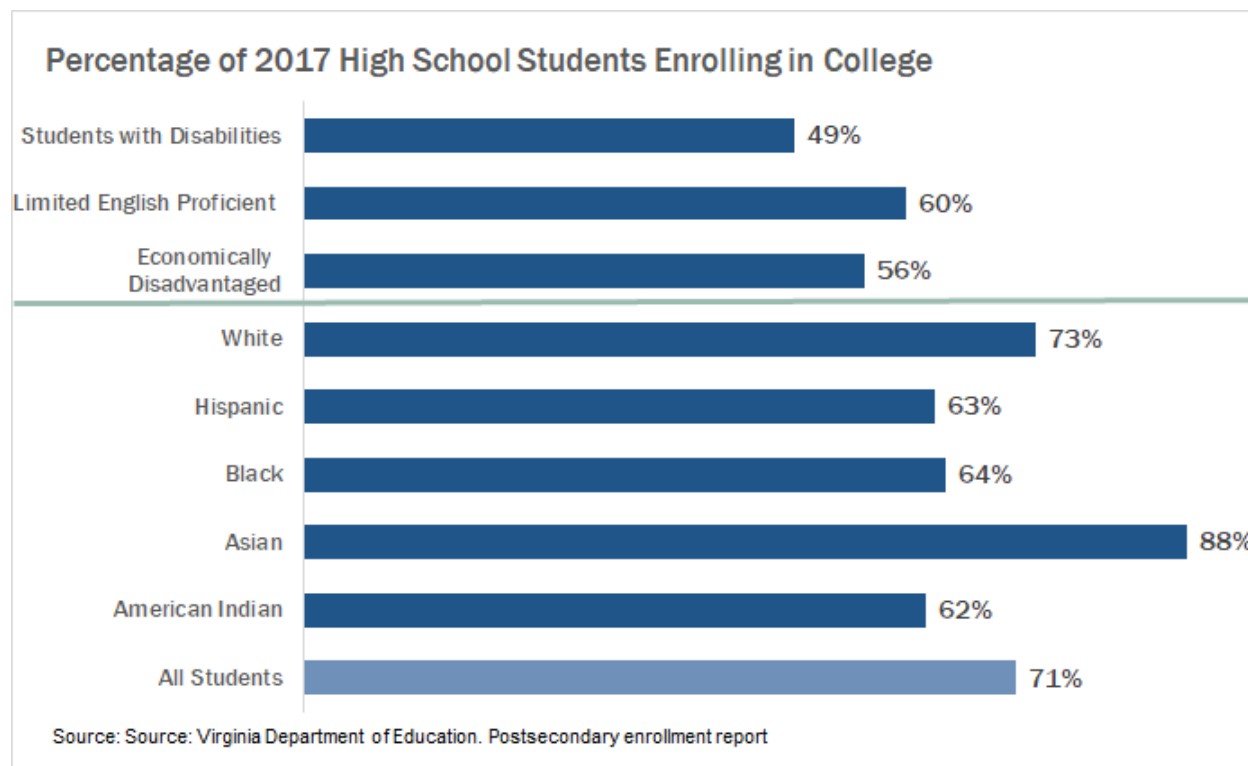
- These rates differ significantly by race and ethnicity.
- According to the Lumina Foundation, African American and Hispanic adults have earned degrees at 18 points and 22 points, respectively, lower than white Virginians.
- Virginia has the 9th most African American residents of any state.
- How will recent events impact these rates over the near term and longer term?



**Goal 1 Affordable access:** Provide affordable access for all.

The following highlight Virginia's most recent enrollment rates. While the goal statement references access for all, the data shows significant gaps exist compared to white students and overall enrollment rates. Is the current goal statement language intentional enough?

- For the 2017 high school class, roughly 25,000 high school students, 30% of the class, did not enroll in college within 16 months of graduation.
- Only 56% of economically disadvantaged students (defined by the Virginia Department of Education as eligible for “free and reduced lunch” or Medicaid or receiving Temporary Aid for Needy Families) enrolled in college, 15 percentage points below the state average.
- African Americans enrolled at 64% and Hispanic students do so at 63%.
- A possible early indicator of fall enrollments, Free Application for Federal Student Aid (FAFSA) [completions](#), are down 3.8% compared to this time last year.
  - As of July 31, 2020, 58% of the senior class of 2020 completed a FAFSA.
  - This ranks Virginia 22nd in the nation; Virginia's ranking has been consistently in the middle.



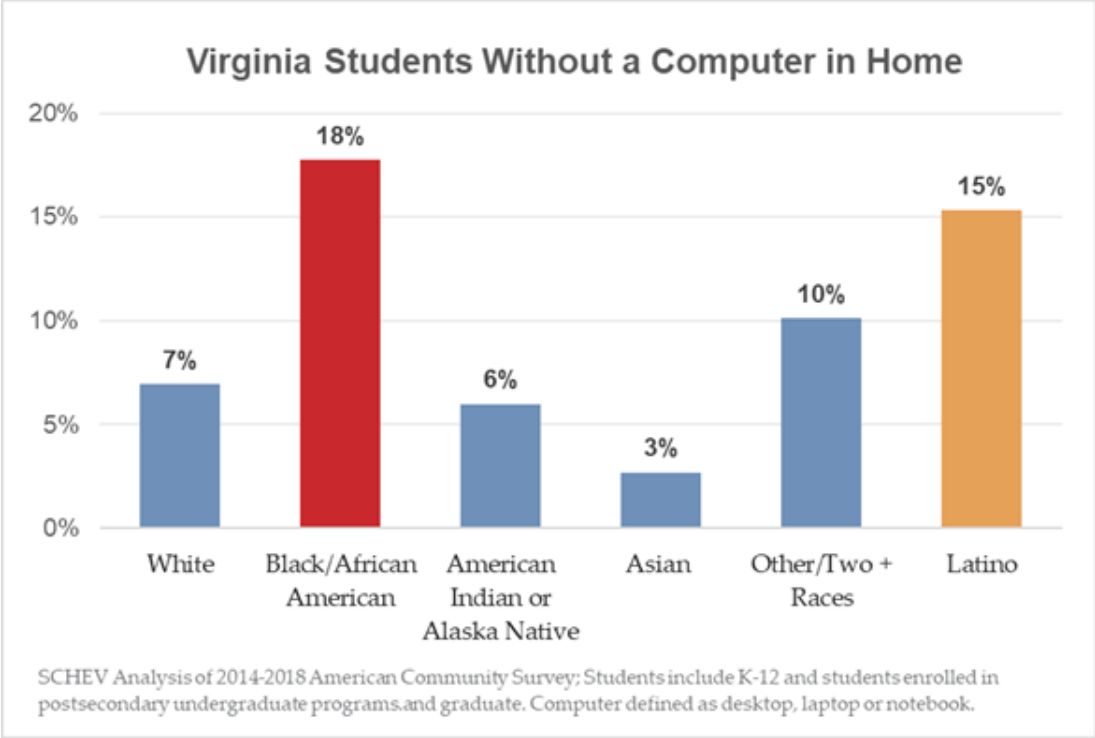
### *Transition to Remote Learning*

COVID-19 has elevated an emerging issue related to access – remote or online learning. To cultivate a talent pipeline in pre-K-12, students must have digital access, literacy and adoption, now more so than before. Data included below identifies the barriers to remote learning that exist. The impact of these barriers on widening enrollment gaps between various groups is still unfolding.

- A recent SCHEV study found that statewide, one in five Virginia students (pre-K-12 and college) lack either high-speed internet or a computer in the home, both of which are necessary for successful distance learning.
- Students living in rural areas are less likely to have broadband internet in the home compared to urban students. However, nearly 40% of all students without broadband live in or around Virginia's cities. Half of all students without devices live in urban areas.
  - Students in parts of Norfolk and Suffolk lack home broadband at higher rates than students in rural areas around Franklin, Henry, Patrick and Pittsylvania Counties.
- African American and Hispanic students are twice as likely as white students not to have a computer in the home, even though these groups have broadband subscriptions at similar rates as white students.
- How will issues of digital access, adoption and literacy impact the K-20 talent pipeline/access to higher education?

Virginia Students Without Broadband and Computer, by Student Type				
Student Type	No Broadband (high speed) Internet Service		No Laptop, Desktop, or Notebook Computer	
	Number	Percent	Number	Percent
K-12 student	202,622	14%	173,039	12%
College student	62,363	10%	22,828	4%
<b>All Students</b>	<b>264,985</b>	<b>12%</b>	<b>195,867</b>	<b>9%</b>

<https://sites.google.com/view/schev-tempsite/home/research-reports/insights>

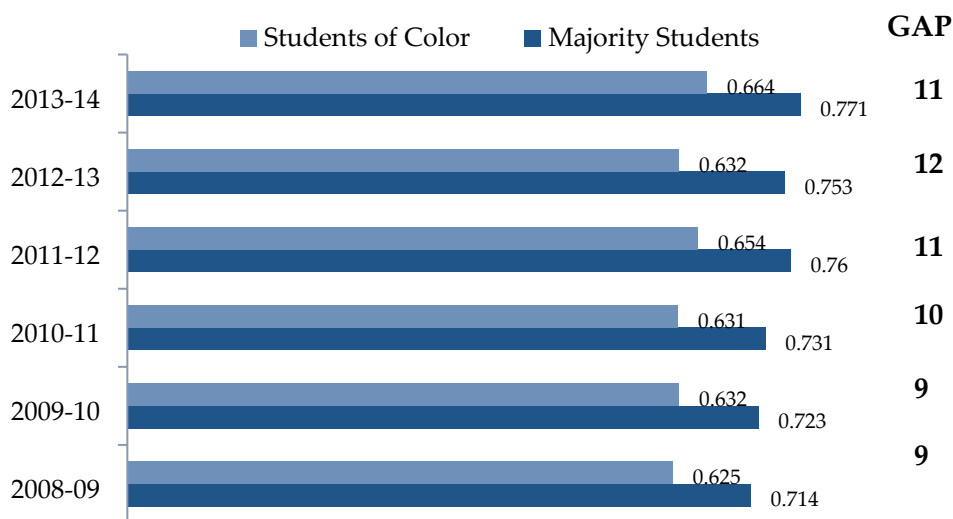


## Goal 2 Student success: Optimize student success for work and life.

The current Virginia Plan calls for reducing the gap in success rates between under-represented and non-under represented students.

- As seen in the most recent report on the Virginia Plan, this gap has increased.
- However as noted elsewhere, over 50% of Virginia's students enrolled in public 4-year institutions meet this definition of under-represented.
  - This complicates efforts to specifically understand the gaps in attainment rates between groups.
  - Looking specifically at race and ethnicity, African American students' success rate is 58%, trailing 17 points behind white students, at 75%. Hispanic students are also behind white students, but only by four points.
- Success rates also vary by institution, reflecting both student enrollment and institutional resources and practices.
  - Virginia Commonwealth University and George Mason University have each received accolades for closing the graduation rate gaps between their racial minority and white students.
- With gaps increasing, how should equity be addressed through the Virginia Plan six-year review and revision process?

### Success Index for Four-Year Public Institutions



Source: [http://research.schev.edu/gradrates/success\\_index.asp](http://research.schev.edu/gradrates/success_index.asp)

**Goal 3 Innovation & investment:** Drive change and improvement through innovation and investment.

This goal aims to address investment and improvement in higher education quality while keeping the focus on affordability. Innovation reflects both innovative faculty and staff and innovative approaches across the board from making higher education more affordable to enhancing quality.

#### *Financial Stability*

Financial stability of higher education institutions has been an issue of increasing importance and recent events further elevate it. The impact of COVID-19 on institutions' financial stability has yet to be determined and directly impacts quality, innovation and investment.

- The federal Coronavirus Aid, Relief and Economic Security (CARES) Act delivered \$429 million for Virginia institutions (public, private, and for-profit), a large portion of which went directly to students.
- Net balances will vary by institution, but in summary, CARES dollars were instrumental in addressing the financial impact for FY 2020.
- Generally, those funds will not be available to assist institutions for the fall semester and the rest of FY 2021.
- The COVID-19 related financial impacts for the fall semester and FY 2021 are difficult to predict at this time.

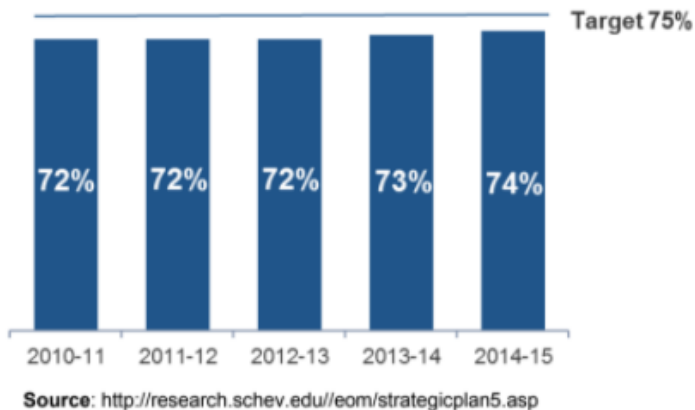
**Goal 4 Prosperity:** Advance the economic and cultural prosperity of the Commonwealth and its regions.

The Plan's final goal represents the outcomes/end product from prior goals – students that complete their higher education, receive a credential and become gainfully employed, active participants in civic life.

- The Virginia Plan sets a target of at least 75% of graduates to earn a living wage (defined as earning income over 200% of the federal poverty level), three years after graduation.
- Virginia has slowly made progress to this target.
- Income should not be the only measure of a programs' quality or worthiness. Research also suggests that parents' income is a strong predictor of the income of their adult children.

- [Raj Chetty's Social Mobility Report Cards](#) measure the income brackets of students' parents as well as the income brackets of the students after graduation.
- The resulting mobility rate shows that Norfolk State University, Virginia State University, and George Mason University have the highest rate of economic mobility in the Commonwealth. Because this study used anonymized IRS tax data, it is not replicable or able to break down below the institutional level.
- How else should prosperity be defined relative to the Virginia Plan for Higher Education?

Virginia progressing towards 75% of graduates earning sustainable wages after three years.



### Next steps:

Given the data points provided in this document, where do we go next? How should these issues/topics be reflected in The Virginia Plan six-year review goal revisions? The following table compares existing goals and strategic themes with proposed revisions based on stakeholder input thus far.

Current Plan goals and strategic themes	Proposed goal revisions and strategic themes
<p><b>Goal 1 Affordable access:</b> Provide affordable access for all.</p> <ul style="list-style-type: none"> <li>• PK-12 outreach</li> <li>• College readiness</li> <li>• Affordable postsecondary pathways</li> <li>• Align state investment</li> </ul>	<p><b>Goal 1 Equitable:</b> Remove barriers to access and attainment, especially for those who are under-represented, including African American, Hispanic, rural and economically disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Support services</li> <li>• Digital access, adoption and literacy</li> <li>• Quality/effectiveness of remote-learning programs</li> <li>• Pre-K-20 talent pipeline</li> <li>• Align state investment</li> </ul>
<p><b>Goal 2 Student success:</b> Optimize student success for work and life.</p> <ul style="list-style-type: none"> <li>• Curricular options/competencies</li> <li>• Support and academic services</li> <li>• On-time completion</li> <li>• Adult and veteran completion and lifelong learning</li> </ul>	<p>Parts merged into Equitable and Relevant draft goal revisions.</p>
<p><b>Goal 3 Innovation &amp; investment:</b> Drive change and improvement through innovation and investment.</p> <ul style="list-style-type: none"> <li>• Funding for long-term planning and responsiveness</li> <li>• Innovation for quality, collaboration and efficiency.</li> <li>• Faculty excellence</li> <li>• Higher education leadership, governance, accountability.</li> </ul>	<p><b>Goal 2 Affordable:</b> Ensure stability and drive increased efficiency and investment in affordability.</p> <ul style="list-style-type: none"> <li>• Level and consistency of state funding</li> <li>• Administrative and program efficiency</li> <li>• Affordable pathways</li> <li>• Institutional stability</li> </ul>
<p><b>Goal 4 Prosperity:</b> Advance the economic and cultural prosperity of the Commonwealth and its regions.</p> <ul style="list-style-type: none"> <li>• Competitive, future-ready workforce</li> <li>• Catalyst for entrepreneurship</li> <li>• Research and development</li> <li>• Public engagement and institutional service</li> <li>• Higher education impact on state and regional economic development</li> </ul>	<p><b>Goal 3 Relevant:</b> Cultivate talent to both meet current needs and develop future-ready talent.</p> <ul style="list-style-type: none"> <li>• Short credential programs to respond to job loss</li> <li>• Labor market alignment</li> <li>• Competencies, including digital</li> <li>• Research</li> </ul>



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**ACADEMIC AFFAIRS COMMITTEE**  
**July 13, 2020**  
**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 9:06 a.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alexandra Arriaga; Heywood Fralin; and Marianne Radcliff.

Committee members absent: Rosa Atkins

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Beverly Rebar, and Emily Salmon.

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

**ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

Dr. DeFilippo introduced the Doctor of Philosophy (Ph.D.) degree program in Neuroscience at Virginia Tech. He explained that their related undergraduate program has been successful in partnership with other biomedical research priorities at the university, and while there is some degree of duplication, any institution with a medical school is going to require a program of this type.

There was some discussion about the make-up of the External Review Committee and whether duplicative programs may be oversubscribed. There was commentary about the outcomes of graduates of such programs.

On motion by Dr. Ramsey, seconded by Ms. Arriaga, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP code: 26.1501), effective fall 2020.**

Roll call:

Arriaga – yea

Fralin – abstain

Ramsey – yea

Ampy – yea

3 yeas, one abstention; the motion passes.

**ACTION ON PRIVATE POSTSECONDARY INSTITUTION CERTIFICATION**

Dr. DeFilippo introduced the Apprentice School in Newport News, and described its long history in the area. He explained the institution's plan to move into degree-granting

programs in maritime technology and other related specializations, at no cost to its students, with associated employment at the shipyard.

There was some discussion about the structure of the Apprentice School and its non-profit status, as well as its ability to accept students' transfer credits. There were additional comments about the workforce needs in the Newport News area.

On motion by Mr. Fralin, seconded by Dr. Ramsey, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Apprentice School to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective July 13, 2020.**

Roll call:

Arriaga – yea

Fralin – yea

Radcliff – abstain

Ramsey – yea

Ampy – yea

4 yeas, one abstention; motion passes.

### **ACTION ON ACADEMIC PROGRAM PRODUCTIVITY REVIEW**

Dr. DeFilippo introduced the academic program productivity review and described the process that occurs every five years. He explained the quantitative standards for programs by discipline and by level, as well as the tool created by Staff to help institutions understand the performance of their programs. Programs that are not meeting those standards are identified and targeted for review.

Dr. DeFilippo described the process of corrective review, then the institutional response, which was complicated by COVID-19. Institutions were given the option to pause the process because of COVID-19; the recommendations presented here concern those institutions that chose to complete the process this year.

There was some discussion about the possibility of intermediary assessments, the use of demographic data, and the typical percentage of program closures during a productivity review.

On motion by Dr. Ramsey, seconded by Mr. Fralin, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program actions:**

- **A. Continue the following programs (by level and program name)**
  - **George Mason University:**
    - **Bachelor, Applied Science**
    - **Bachelor, Astronomy**
    - **Bachelor, Computational and Data Sciences**

- Bachelor, Human Development and Family Sciences
- Bachelor, Philosophy
- Bachelor, Religious Studies
- Bachelor, Russian and Eurasian Studies
- Master, Bioinformatics Management
- Master, Biostatistics
- Master, Computational Science
- Master, Earth Systems Science
- Master, Middle East and Islamic Studies
- Master, Philosophy
- Doctoral, Bioengineering
- Doctoral, Linguistics
- Doctoral, Music Education
- Doctoral, Statistical Science
- Doctoral, Writing and Rhetoric
- Longwood University
  - Bachelor, Anthropology and Archaeology
  - Bachelor, Chemistry
  - Bachelor, Economics
- Old Dominion University:
  - Bachelor, African American and African Studies
  - Bachelor, Asian Studies
  - Bachelor, Philosophy
  - Bachelor, Women's Studies
  - Master, Applied Linguistics
  - Master, Early Childhood Education
  - Master, Lifespan & Digital Communication
  - Doctoral, Clinical Psychology (w/NSU and EVMS)
  - Doctoral, Oceanography
- Radford University
  - Bachelor, Foreign Languages
  - Bachelor, Philosophy and Religious Studies
  - Master, Literacy Education
- University of Mary Washington
  - Bachelor, Anthropology
  - Bachelor, Physics
- University of Virginia
  - Bachelor, Architectural History
  - Bachelor, Area Studies
  - Bachelor, German
  - Bachelor, Italian
  - Master, Anthropology
  - Master, Asian Studies
  - Master, Classics
  - Master, Foreign Affairs
  - Master, French

- Master, Government
- Master, Middle Eastern and South Asian Studies
- Master, Music
- Master, Philosophy
- Master, Sociology
- Master, Slavic Languages and Literatures
- Doctoral, Constructed Environment
- Doctoral, Higher Education
- Doctoral, Physiology
- Doctoral, Slavic Languages and Literatures
- University of Virginia at Wise
  - Bachelor, Management Information Systems
  - Bachelor, Mathematics
  - Bachelor, Software Engineering
- B. Close the following programs (by level and program name)
  - George Mason University:
    - Bachelor, Global and Environmental Change
    - Bachelor, Latin American Studies program
    - Master, Computer Game Design
    - Master, Geotechnical Construction and Structural Engineering
    - Master, Graphic Design
  - Old Dominion University:
    - Bachelor, Economics (BA only)
    - Bachelor, Modeling and Simulation Engineering
    - Master, Applied Sociology
    - Master, Occupational and Technical Studies
  - University of Virginia:
    - Bachelor, Comparative Literature
    - Master, German
    - Master, Italian
    - Master, Engineering Physics
    - Doctoral, German

Roll call:

Arriaga – yea

Fralin – yea

Radcliff – yea

Ramsey yea

Ampy – yea

5 yeas; motion passes.

## **ACTION ON WORKFORCE ALIGNMENT PROJECT**

Ms. Salmon presented the Workforce Alignment Report, described its purpose, and how it relates to specific academic programs. She explained the need for improved

coordination among stakeholders, as well the importance of establishing a permanent place that can provide analysis going forward.

There was some conversation regarding how this work can continue by collaborating with partners such as Go Virginia and the Virginia Economic Development Partnership. The committee also discussed the possibility of modifying the resolution in the full Council meeting to reflect this input.

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

**WHEREAS the State Council of Higher Education has given considerable and deserved attention to the topic of alignment – the relationship between workforce needs and higher education academic programs – over the past year, as one of the many important functions of higher education; and**

**WHEREAS Council charged its staff with assessing the Commonwealth's current alignment activities and data analyses and, based on such assessment via research and stakeholder engagement, with developing recommendations to improve the alignment between higher education academic programs and workforce needs to address labor market imbalances; now therefore,**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the document, "Report on SCHEV's Higher Education and Workforce Alignment Project." Following any revisions requested by Council, staff shall submit the report for consideration by the Governor's Chief Workforce Advisor and work with all relevant constituents on implementing the report's recommendations.**

Roll call:

Arriaga – yea

Fralin – yea

Radcliff – yea

Ramsey – yea

Ampy – yea

5 yeas; motion passes.

## **REPORT ON FAIRFAX UNIVERSITY OF AMERICA**

Dr. DeFilippo introduced the update on Fairfax University of America and described the Consent Agreement with SCHEV, which limits online classes. He noted that the school is now in compliance.

## **RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON**

Dr. DeFilippo commented on staff activities and achievements, while acknowledging the extent to which COVID-19 has affected its work. He briefly described the current undertakings of Academic Affairs staff with regard to reopening plans, virtual meetings, and faculty training.

## **ADJOURNMENT**

Mr. Ampy adjourned the meeting at 10:26 a.m.

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Kenneth Ampy  
Chair, Academic Affairs Committee

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Ashley Lockhart  
Staff, Academic Affairs

## State Council of Higher Education for Virginia Agenda Item

**Item: #II.C.** - Academic Affairs Action on Private Postsecondary Institutional Certification

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto: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 the agenda item is to present a new postsecondary institution for certification by Council, in accord with Code of Virginia §23.1-219.

**Background Information/Summary of Major Elements:** Bon Secours St. Mary's Hospital School of Medical Imaging is a nationally accredited in-state school based in Richmond, Virginia. The school has been certified to operate in Virginia as a non-degree school since 2008. It is now seeking approval for its first associate degree program and therefore, must be certified to operate as a degree-granting institution of higher education.

**Materials Provided:**

- Bon Secours St. Mary's Hospital School of Medical Imaging application summary.

**Financial Impact:** Bon Secours St. Mary's Hospital School of Medical Imaging submitted the required certification fee to operate as a postsecondary institution in Virginia.

**Timetable for Further Review/Action:** N/A

**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:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Bon Secours St. Mary's Hospital School of Medical Imaging to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 15, 2020.



## **Bon Secours St. Mary's Hospital School of Medical Imaging** **Application Summary**

### **School Overview**

Bon Secours St. Mary's Hospital School of Medical Imaging is accredited by the Accrediting Bureau of Health Education Schools (ABHES) and was initially certified by SCHEV in 2008 as an in-state, non-degree-granting, non-profit postsecondary school. The school is owned and operated by Bon Secours St. Mary's Hospital of Richmond, Inc.

### **School Officers**

President/CEO – Kevin Sheppard

### **School Mission Statement**

Bon Secours St. Mary's Hospital School of Medical Imaging's mission statement is as follows:

*The Bon Secours St. Mary's Hospital School of Medical Imaging is dedicated to providing students with a comprehensive education in Radiologic Technology, which facilitates successful entry into the field of Diagnostic Medical Imaging. The School encourages students to embrace the values of Bon Secours and to further their professional and personal growth. Our program seeks to promote commitment to the integrity of the profession, to develop strong communication skills, and to foster the ability to work within a team environment.*

### **Proposed Educational Programs and Credentials**

- Associate of Applied Science – Radiologic Technology

### **Proposed Location**

Bon Secours St. Mary's Hospital School of Medical Imaging will operate at the following address:

8550 Magellan Parkway, Suite 700  
Richmond, VA 23227

### **Financial Stability Indicator**

Bon Secours St. Mary's Hospital School of Medical Imaging submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

Bon Secours St. Mary's Hospital School of Medical Imaging has submitted a \$20,000 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(l).

### **Evidence of Compliance**

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

### **Staff Recommendation**

Based on a thorough review of the application, staff presents the certification of **Bon Secours St. Mary's Hospital School of Medical Imaging** 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** certifies **Bon Secours St. Mary's Hospital School of Medical Imaging** to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective September 15, 2020.

## State Council of Higher Education for Virginia Agenda Item

**Item: #II.D.** - Academic Affairs – Action on Private Postsecondary Institutional Provisional Certifications

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto: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 the agenda item is to present two postsecondary institutions for provisional certification by Council, in accord with Code of Virginia §23.1-219.

**Background Information/Summary of Major Elements:** This agenda item presents two applications from prospective in-state institutions of higher education for provisional certification to operate in Virginia. Provisional certification is a specific category of authorization in the Virginia Administrative Code that allows the institution a one-year period within which it may advertise, complete necessary build-outs and renovations, hire staff, recruit students, and fulfill other requirements of certification. The terms of provisional certification, and conditions for achieving full certification, are detailed in the resolutions below. In each case, the institution will be prohibited from enrolling students until it meets the requirements for full certification and authority is delegated to the SCHEV Director to confer full certification upon his determination that all necessary conditions have been met. The one-year period of provisional certification is mandated by the Virginia Administrative Code. Any school failing to secure full certification within the one-year period must reapply for another period of provisional certification (i.e., an existing provisional certification may not be “extended”).

**Materials Provided:**

- American Sterling University application summary
- Virginia Business College application summary

**Financial Impact:** The applicant institutions have submitted the required certification fee to operate as a postsecondary institution in Virginia.

**Timetable for Further Review/Action:** N/A

**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

**Resolutions:** See the Application Summary for each institution.

## **American Sterling University** **Application Summary**

### **School Overview**

American Sterling University is a newly created in-state proprietary online institution of higher education seeking provisional certification to operate from Ashburn, Virginia. The school is owned and operated by American Sterling University LLC. The school has expressed its intention to seek accreditation from the Distance Education Accrediting Commission.

### **School Officers**

President/CEO – Hunaid Hussain Lakhani

### **School Mission Statement**

American Sterling University's mission statement is as follows:

*American Sterling University is committed to becoming a global institution of higher education and research in business, science, and the arts. ASU aspires to focus on quality, relevancy, and affordability. It aims to build critical thought process, field-specific knowledge, and ethical behavior among its students through online education.*

### **Proposed Educational Programs and Credentials**

- Master of Business Administration and Management

### **Proposed Location**

American Sterling University will operate at the following address:

44250 Big Trail Terrace  
Ashburn, VA 20147

### **Financial Stability Indicator**

American Sterling University submitted a report Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated its financial composite score as 1.8 out of a possible 3.0, which indicates that the institution demonstrated overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

American Sterling University will not be permitted to charge tuition or educational fees to students during the period of provisional certification and is therefore not required to secure a surety instrument at the present time. Submission of a surety instrument in the appropriate amount will be required as a condition of full certification.

### **Evidence of Compliance**

The application submitted by American Sterling University indicates that the institution has appropriate plans for full compliance with the following sections of the Virginia Administrative Code.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

### **Staff Recommendation**

Based on a thorough review of the application, staff presents the provisional certification of **American Sterling University** to the Academic Affairs Committee for approval with conditions as described in the resolution.

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:

### **Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia provisionally certifies American Sterling University to operate a proprietary postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, American Sterling University shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, American Sterling University shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, American Sterling University may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the *Virginia Administrative Code*;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV;

- 6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;**
- 7. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of American Sterling University's online platform and content as a condition to authorizing the school to offer distance education;**
- 8. that, prior to the expiration of the period of provisional certification, American Sterling University shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;**
- 9. that, prior to the expiration of the period of provisional certification, American Sterling University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and**
- 10. that American Sterling University's provisional certification shall lapse if conditions 6-9 are not fulfilled prior to September 15, 2021.**

**BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on American Sterling University upon his determination, at a point in time prior to September 15, 2021, that American Sterling University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.**

## **Virginia Business College** **Application Summary**

*Note: Virginia Business College was granted provisional certification by Council on October 28, 2019 for a one-year period. According to the Virginia Administrative Code, if an institution does not achieve full certification before provisional certification lapses, it must reapply for provisional certification. Virginia Business College has communicated to SCHEV that it will not be able to achieve full certification before October 28, 2020, and has therefore submitted a new application for provisional certification. According to the resolution presented here, the new period of provisional certification would commence immediately following the expiration of the current one, i.e., on October 29, 2020. Virginia Business College has cited the COVID-19 pandemic as the primary reason for its inability to complete preparations to open within its first one-year period of provisional certification.*

### **School Overview**

Virginia Business College is a new, nonprofit institution of higher education seeking provisional certification to operate in Virginia. It will operate out of the former Virginia Intermont College location in Bristol, Virginia. The institution has expressed its intention to seek accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### **School Officers**

President – Dr. Gene Couch

### **School Mission Statement**

Virginia Business College's mission statement is as follows:

*The Virginia Business College, located in beautiful Bristol, Virginia, offers targeted bachelor's degrees with a focus on business. The educational experience will be student centered and career focused.*

### **Proposed Educational Programs and Credentials**

Bachelor of Business Administration with concentrations in:

- Accounting
- Business Analytics
- Entrepreneurship
- Human Resource Management
- Information Technology
- Management/Leadership
- Marketing

### **Proposed Location**

Virginia Business College will operate at the following address:



1013 Moore Street  
Bristol, VA 24201

### **Financial Stability Indicator**

Virginia Business College submitted a Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated its financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

Virginia Business College will not be permitted to charge tuition or educational fees to students during the period of provisional certification, and is therefore not required to secure a surety instrument at the present time. Submission of a surety instrument in the appropriate amount will be required as a condition of full certification.

### **Evidence of Compliance**

The application submitted by Virginia Business College indicates that the institution has appropriate plans for full compliance with the following sections of the Virginia Administrative Code.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

### **Staff Recommendation**

Based on a thorough review of the application, staff presents the provisional certification of **Virginia Business College** to the Academic Affairs Committee for approval with conditions as described in the resolution.

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:

### **Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 29, 2021 and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the *Virginia Administrative Code*;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV;
6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
8. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
9. that Virginia Business College's provisional certification shall lapse if conditions 6-8 are not fulfilled prior to October 29, 2021.

**BE IT FURTHER RESOLVED** that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to October 29, 2021, that Virginia Business College has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

# State Council of Higher Education for Virginia Agenda Item

**Item: #II.E.** - Academic Affairs – Action on Distance Education Online Course Policy

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

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

**Date:** March 2001

**Action:** Council adopted the *SCHEV Policy Statement on Distance Education Courses*

**Purpose of Agenda Item:** This agenda item seeks Council's approval for a modification to the *SCHEV Policy Statement on Distance Education Courses*. If approved, the modification would be incorporated into the *State Policy on College Transfer*.

**Background Information/Summary of Major Elements:** The *SCHEV Policy Statement on Distance Education Courses* was originally adopted by Council in March 2001 at the recommendation of the Distance Education Steering Committee, established by the 1999 General Assembly. The Policy Statement has since served as the foundation of equity in transfer for distance education offerings by Virginia two-year institutions. The COVID-19 pandemic has prompted further discussions related specifically to online laboratory science coursework. Such courses have sometimes not been accepted in transfer due to the laboratory component, which is inherently less substantial in online format courses. In recognition of the greatly increased volume of online course-taking for all types of courses, SCHEV engaged institutions this spring and summer on a policy modification that would increase transparency for students and also maximize the transferability of credits. The modification proposed here adds a statement about online lab science courses. The added statement specifies that such courses are accepted toward *general education* coursework at all public institutions, while acknowledging that students *majoring* in the natural sciences might still have to take an in-person lab course, in accord with faculty judgment. The proposed modification has been reviewed and approved by the State Committee on Transfer (SCT), the Dual Enrollment and Passport Advisory Committee (DEPAC), and the Instructional Program Advisory Committee (IPAC) at its July 17, 2020 meeting.

The *SCHEV Policy Statement on Distance Education Courses* is provided in an appendix, with modifications underlined. The adoption of these modifications supports

Council's overall responsibility for transfer-related policy as per Code of Virginia §23.1-907 and §23.1-908.

**Materials Provided:**

- SCHEV Policy Statement on Distance Education Courses (modifications underlined)

**Financial Impact:** The policy change will improve consistency and clarity for transfer students, and thereby promote lower costs and more efficient degree completion.

**Relationship to Goals of The Virginia Plan for Higher Education:** Council's adoption of transfer-related policies 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

**Timetable for Further Review/Action:** N/A

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia adopts changes to the *SCHEV Policy Statement on Distance Education*, effective immediately.

**SCHEV Policy Statement on Distance Education Courses**  
(modifications underlined)

- 1) Course content, not method of course delivery (pedagogy), should be the primary determining factor in the acceptance of credit in transfer between Virginia's two- and four-year public colleges and universities.
- 2) For students completing online courses at a public two-year Virginia college prior to transfer, the two-year and four-year institutions will accept and apply the course work for all subject areas, including lab sciences, toward meeting general education requirements. Students majoring in the natural sciences may be required to complete in-person labs for lower division science courses.

# State Council of Higher Education for Virginia Agenda Item

**Item: #II.F. - Academic Affairs – Review of Program Announcements from Public Institutions**

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto: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. 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. 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, September 2020*

**Financial Impact:** N/A

**Timetable for Further Review/Action:** For programs announced here, proposals may be submitted for full review by December 15, 2020. Proposals submitted by that deadline will be reviewed by staff for Council action at the May 2021 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.

	<b>Insti- tution</b>	<b>Program</b>	<b>CIP</b>	<b>Institutions with Similar Programs</b>	<b>Page</b>
1	GMU	BS in Biodiversity Conservation	13.0101	VT	1
2	GMU	PSM in Forensic Science	43.0406	VCU, GMU	5
3	GMU	BS in Health Informatics	51.2706	---	10
4	GMU	PhD in Mechanical Engineering	14.1901	VT, UVA, ODU, VCU	14
5	GMU	BS in Recreation Management	31.0301	ODU, RU	18
6	GMU	MAT in Special Education	13.1099	JMU, NSU, ODU, RU, UVA, VCU, W&M	22
7	GMU	BS in Sports Management	31.0504	ODU, JMU	27
8	UVA	BS in Brain & Behavioral Science	42.2706	---	32
9	UVA	PhD in Media Studies	09.0102	GMU, VCU	36
10	UVA	BS in Statistics	27.0501	GMU, VT	40
11	VCU	MEd in Higher Education	13.0406	GMU, UVA, VT, W&M	44
12	VSU	MBA in Business Administration & Management	52.0201	GMU, JMU, Longwood, ODU, Radford, UMW, UVA, VCU, VT, W&M	47
13	VSU	MS in Data Analytics Engineering	11.0802	GMU, Radford, UVA	50
14	VSU	EdS in Educational Administration & Supervision	13.0401	ODU, UVA, VCU	54
15	W&M	SJD in Law	22.0299	UVA	58
16	LFCC	AS in Computer Science	11.0701	N/A	62
17	LFCC	AS in Engineering	14.0101	N/A	65



**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Biodiversity Conservation
CIP code	13.0101
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	May 20, 2020

**II. Curriculum Requirements.****Mason Core (General Education) Requirements: 37 credits****Core Courses: 54-57 credits**Conservation Foundation: 10 credits

CONS 120: Wicked Problems and Grand Challenges (3 credits)\*

INTS 211: Introduction to Conservation Studies (3 credits)

## Capstone course

CONS 495: Conservation Capstone (4 credits)\*

Social Dimensions: 17 credits

INTS 204: Leadership Theory and Practice (4 credits)

CONF 330: Community, Group, and Organizational Conflict Analysis and Resolution (3 credits)

EVPP 429: Environmental Science Communication (3 credits)

PSYC 410: Psychology of Environmental Stewardship (3 credits)\*

INTS 450: Social Innovation in Action (4 credits)

Analytical Skills and Methods: 9 credits

CONS 210: Inquiry and Design (3 credits)\*

STAT 250: Introductory Statistics I (3 credits)

SYST 370: Systems Project Management (3 credits)\*

## Students select one of the following:

CONS 360: Qualitative Research and Inquiry (3 credits)\*

STAT 350: Introductory Statistics II (3 credits)

SYST 473: Decision and Risk Analysis (3 credits)

Biology and Ecological Core Courses: 12-15 credits

BIOL 213: Cell Structure and Function (4 credits)

BIOL 308: Foundations of Ecology &amp; Evolution (5 credits)

## Students select one of the following:

BIOL/EVPP 318: Conservation Biology (3 credits)

INTS 401: Conservation Biology (6 credits)

Experiential Learning: 3 credits

Students select one of the following:

CONS 320: Conservation in Practice (3 credits)

CONS 496: Research in Conservation (6 credits)

CONS 498: Internship (3 credits)

CONS 499: Independent Study (3 credits)

**Concentration Areas: 16-21 Credits**

All students select a concentration area.

Animal Biology (16-18 credits)

Collaborative Leadership (18-21 credits)

Environment and Society (16-20 credits)

Wildlife and Ecosystems (16-17 credits)

**Elective Courses (14-27 credits)**

Students select courses of their choosing to bring the total degree credits to 120 credit hours.

**Total: 120 Credit Hours**

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

Students will be able to:

- Synthesize principles of biodiversity and conservation, including ecological and ecosystem interactions and mechanisms of species evolution and extinction.
- Analyze published and original data from scientific, social science, and humanities sources.
- Evaluate strategies that target biodiversity conservation, utilizing discipline-specific techniques and professional skills to include both scientific and social dynamics.
- Demonstrate collaboration with stakeholder groups and integrate knowledge from multiple disciplines such as business, biology, sociology, to plan conservation of biological diversity.
- Communicate synthesized conservation strategies and research to diverse audiences.

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

Graduates will be able to:

- Plan, implement, and assess conservation projects.
- Collect, organize, analyze and store field data using appropriate quantitative and qualitative methods, technical platforms, and software packages.
- Develop partnerships, build networks, and resolve conflicts with diverse stakeholders.
- Communicate with diverse audiences using a variety of media.

**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)
Virginia Tech	BS Fish and Wildlife Conservation (03.0601)	52
Virginia Tech	BS Forest Resources and Environmental Conservation (03.0501)	55

**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 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Conservation scientists and foresters	32,900	33,900	3% 1,000	Bachelor's degree
Environmental scientists and specialists	85,000	92,000	8% 7,000	Bachelor's degree

**Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Conservation Scientists	615	645	4.88% 30	3	Bachelor's degree
Environmental Scientists and Specialists, including Health	3,348	3,559	6.30% 211	21	Bachelor's degree
Natural Sciences Managers	1,348	1,404	4.15% 56	6	Bachelor's degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022 - 2023	Program Full Enrollment Year 2025 - 2026
1	Projected Enrollment (Headcount)	25 (16 IS; 9 OS)	117 (76 IS; 41 OS)
2	Projected Enrollment (FTE)	20	93
3	Estimated Tuition and E&G Fees	13,014 IS \$36,474 OS	13,014 IS \$36,474 OS
4	Projected Revenue from Tuition and E&G Fees	\$208,224 IS \$328,266 OS	\$989,064 IS \$1,495,434 OS
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 BS degree in Biodiversity Conservation responds to vital societal need in Virginia, the greater Washington DC metropolitan area, and beyond. This would be the first BS Conservation degree in Virginia that integrates all aspects of biodiversity conservation, including the natural and physical sciences, applied and social sciences, and the humanities.

The proposed degree would be the first program in the nation to fully equip students to tackle the global extinction crisis. This new model for undergraduate education in biodiversity conservation will provide students with knowledge in the natural sciences while building competence in critical areas such as leadership, project management, and communication. The proposed BS in Biodiversity Conservation degree program will address the need for professionals with knowledge and skills to tackle the biodiversity crisis as it affects life in the Anthropocene and the related grand challenges facing the planet.

**I. Basic Program Information**

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

**II. Curriculum Requirements.****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)

Required only for students without a bachelor's degree in forensic science. The course must be taken in the first semester. This course may extend the program's total credits past 36.

FRSC 500: Introduction to Forensic Science (3 credits)

**Emphasis Options (6-7 credits)**

Choose one area of emphasis from the following:

**Crime Scene Investigation Emphasis (6 credits)**

Choose two from the following:

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)**

Choose two from the following:

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)**

Choose two from the following:

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)

Choose two from the following:

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 from the following:<sup>1</sup>

*Option One:* Business Fundamentals Graduate Certificate (12 credits)

Complete the requirements for the *Business Fundamentals Graduate Certificate* and receive both the graduate certificate and the PSM 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 Management<sup>2</sup> (3 credits)

or GCH 691: Project Management in Public Health (3 credits)

Choose one 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)**

The internship component is intended to provide students with the opportunity to put into practice all of the skills and knowledge accumulated throughout their studies in this program. Students must arrange an internship with a private company, a governmental agency, a non-governmental organization, or some other entity with an interest in forensic science and management.

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 understand the history, context, best practices, and training components of the various fields that make up the forensic sciences.
- Students will be able to demonstrate comprehensive knowledge of the scientific method that underlies research in forensic science. Students will be able to 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.
- Students will have experience problem-solving through participation. Students will be able to demonstrate their 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 degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
VCU	Forensic Science, MS, 43.0406	17.4
GMU	Forensic Science, MS, 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)**

<b>Occupation</b>	<b>Base Year Employment</b>	<b>Projected Employment</b>	<b>Total % Change and #'s</b>	<b>Typical Entry Level Education</b>
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Forensic Science Technician	16,700	19,100	14%	Bachelor of Science
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**Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change and #'s	Annual Change	Education
Forensic Science Technicians	459	521	13.51%	6	Bachelor of Science

**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	40
2.	Projected Enrollment (FTE)	30	60
3.	Estimated Tuition and E&G Fees (per student)	\$13,873.50 (In) \$29,857.50 (Out)	\$13,873.50 (In) \$29,857.50 (Out)
4.	Projected Revenue from Tuition and E&G Fees	\$277,470 (In) \$597,150 (Out)	\$554,940 (In) \$1,194,300(Out)
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	N/A	N/A

**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 will enable the Forensic Science Program at George Mason University to better serve a broader range of student interests, especially those interested in leadership and management, and capitalize on the need for professional education in Virginia and the national capital region by being the only PSM in Forensic Science in the Commonwealth. Thus, Mason will be Virginia's students only pathway to this necessary degree.

Forensic science has evolved due to technological change, 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, those more focused on genealogy will be able to work on software to better perform searches, while many current



and practitioners in the field will choose to be more focused on management as section leaders or laboratory managers.

The goals of the PSM degree designation are 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 program will thoroughly educate students in professional skills so that they may be successful leaders in the workforce in Virginia and elsewhere.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Health Informatics
CIP code	51.2706
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 20, 2020

**II. Curriculum Requirements.****Mason Core (General Education) Requirements: 38 credits****Core Courses (70 credits)**

New courses are indicated with an asterisk.

GCH 300: Introduction to Public Health (3 credits)  
HAP 201: Health Professional Careers (3 credits)  
HAP 202: Medical Terminology (3 credits)  
HAP 301: Healthcare Delivery in the United States (3 credits)  
HAP 308: Public Health Informatics (3 credits)  
HAP 318: Introduction to IT Methods for Healthcare (3 credits)  
HAP 360: Introduction to Health Information Systems (3 credits)  
HAP 361: Health Databases (3 credits)  
HAP 430: Process Improvement in Healthcare Organizations (3 credits)  
HAP 436: Electronic Health Data in Process Improvement (3 credits)  
HAP 440: Mobile Health (3 credits)  
HAP 456: Data Mining in Healthcare (3 credits)\*  
HAP 458: Clinical Informatics and Interprofessional Collaboration (3 credits)\*  
HAP 459: Health Data Standards and Interoperability (3 credits)  
HAP 460: Information Technology Project Management (3 credits)  
HAP 462: Privacy and Security in Health Informatics (3 credits)  
HAP 467: Advanced Information Technology Project Management (3 credits)  
HAP 489: Pre-Internship Seminar (3 credits)  
HAP 498: Health Administration Internship (4 credits)  
HAP 555: Computer Programming in Health Applications (3 credits)\*  
MATH 108: Introductory Calculus with Business Applications (3 credits)  
MATH 112: Discrete Mathematics for IT (3 credits)

Capstone

HAP 465: Integration of Professional Skills and Issues (3 credits)

**Restricted Electives (12 credits)**

BINF 401: Bioinformatics and Computational Biology I (3 credits)  
CDS 292: Introduction to Social Network Analysis (3 credits)  
CDS 301: Scientific Information and Data Visualization (3 credits)

CDS 303: Scientific Data Mining (3 credits)  
 CDS 403: Machine Learning Applications in Science (3 credits)  
 CS 112: Introduction to Computer Programming (4 credits)  
 CYSE 101: Introduction to Cyber Security Engineering (3 credits)  
 CYSE 205: Systems Engineering Principles (3 credits)  
 HAP 309: Healthcare Accounting (3 credits)  
 HAP 312: Healthcare Law (3 credits)  
 HAP 395: Healthcare Finance (3 credits)  
 HAP 396: Strategic Health Management and Planning (3 credits)  
 HAP 410: Introduction to Health/Medical Practice Management (3 credits)  
 HAP 416: Leadership and Management of Health Systems I (3 credits)  
 HAP 417: Leadership and Management of Health Systems II (3 credits)  
 HAP 425: Health Economics and Policy (3 credits)  
 HAP 442: Introduction to Healthcare Policy and Politics (3 credits)  
 HAP 445: Introduction to Health Services Research (3 credits)  
 HAP 461: Internet and Web Technology Applications for Healthcare (3 credits)  
 HAP 464: Electronic Health Record Configuration and Data Analysis (3 credits)  
 MATH 113: Analytic Geometry and Calculus (4 credits)  
 MATH 114: Analytic Geometry and Calculus II (4 credits)  
 STAT 344: Probability and Statistics for Engineers and Scientists I (3 credits)  
**Total Credit Hours: 120**

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

The learning outcomes for the proposed program are adapted for an undergraduate student population from competencies of the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) for graduate programs. Students will be able to:

- Describe the history, goals, methods (including health data and information used and produced by health care providers and organizations), and evolving challenges of capturing data from healthcare delivery, clinical, personal health, and population health.
- Identify and apply the applicable information technology concepts, methods and tools needed to solve health informatics problems.
- Identify biomedical/health informatics concepts applicable in solving specific medical, healthcare and health problems.
- Define and discuss the scope of practice and roles of different healthcare and IT professionals and stakeholders including regulatory entities and patients.
- Articulate the role of stakeholders in accessing and using health data as informed by principles of interprofessional collaboration and quality improvement to solve complex health and health information problems.
- Articulate the methods, concepts, tools, and characteristics of leadership as they relate to effective management of health information systems.

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

Graduates of the proposed program will be able to:

- Extract, transform, analyze, and summarize health data to answer management and health care provider questions and provide explanatory analysis.
- Map clinical processes to support implementation of electronic health record (EHR) systems standardization and best practices in a healthcare delivery organization.
- Communicate effectively with clinical and information technology personnel (verbally and in writing).
- Conduct process analysis and/or provide decision support for healthcare process improvement.
- Provide technical support for information systems used by clinical and managerial personnel in clinical settings.

**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)
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 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Medical & Health Managers	406,100	477,600	18%, 71,600	Bachelor's degree
Medical Records & Health Info. Technicians	215,500	238,600	11%, 23,100	Certificate/Associate's degree

**Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Medical & Health Managers	8,210	9,712	18.29%, 1,502	150	Bachelor's degree
Medical Records & Health Info. Technicians	4,789	5,279	10.23%, 490	49	Postsecondary non-degree award

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2021 - 2022</b>	<b>Program Full Enrollment Year 2024 - 2025</b>
1	Projected Enrollment (Headcount)	20	40
2	Projected Enrollment (FTE)	15	30
3	Estimated Tuition and E&G Fees	\$10,419 avg/ps	\$10,419 avg/ps
4	Projected Revenue from Tuition and E&G Fees	\$187,542	\$906,453
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 demand for health informaticists is strongly affected by national policies that spurred the adoption and use of health information technology. In Virginia, electronic health record adoption and the use of electronic ordering of prescriptions has grown substantially as a result. Electronic prescribing by physicians grew from 3% in 2008 to 76% in 2013. Adoption of electronic health records by office-based physicians grew from 33% to 95% between 2010-2017, and 99% of hospitals had certified health information technology systems by 2017.

Health workforce development is necessary to effectively enable the expanded and integrated use of sophisticated technology (i.e., electronic health records, eHealth applications, and health information exchanges) in healthcare delivery. A provision of the federal law provided assistance to institutions of higher education to establish or expand health informatics education programs, to include certification, undergraduate, and master's degree programs in anticipation of changing workforce needs. However, no programs at the bachelors level currently exist in Virginia. Literacy in basic health informatics is required to optimize the transforming digital healthcare delivery system in Virginia.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Mechanical Engineering
CIP code	14.1901
Anticipated Initiation Date	Spring 2022
Governing Board Approval Date (actual or anticipated)	December 12, 2018

**II. Curriculum Requirements.****Core Courses (12 credits)**

MATH 678: Partial Differential Equations (3 credits)

ME 620: Mechanical Engineering Decision Making\* (3 credits)

ME 621: Foundations of Fluid Mechanics\*

PHYS 640: Finite Element Analysis of Solids and Fluids (3 credits)

**Focus Area Courses (6 credits)**Fluid-Thermal Sciences

ME 698: Research Study in Selected Mechanical Engineering\*

ME 699: Advanced Special Topics in Mechanical Engineering\*

ME 721: Advanced Fluid Mechanics\*

ME 722: Introduction to Turbulence\*

ME 723: Compressible Flow\*

ME 724: Viscoelastic Flow\*

ME 728: Foundations of Heat Transfer\*

ME 755: Optofluidics\*

Mechanics

ME 698: Research Study in Selected Mechanical Engineering\*

ME 699: Advanced Special Topics in Mechanical Engineering\*

ME 714: Fracture Mechanics\*

ME 715: Impact Dynamics\*

ME 741: Theory of Elasticity\*

Materials

ME 698: Research Study in Selected Mechanical Engineering\*

ME 699: Advanced Special Topics in Mechanical Engineering\*

ME 750: Nanomaterials Enabled Renewable Energy\*

ME 751: Advanced Materials for Water Treatment\*

ME 753: Tribology\*

ME 754: Introduction to Nano-Materials\*

ME 762: Biosensors\*

**Restricted Electives (30 credit hours)**

Courses may come from the Volgenau School of Engineering, as well as the Departments of Physics, Mathematics, and Computer Science. Examples of potential courses of interest outside the Volgenau School of Engineering include, but are not limited to:

CSI 721: Computational Fluid Dynamics (3 credits)

MATH 686: Numerical Solution to Partial Differential Equations (3 credits)

PHYS 690: Engineering Thermodynamics (3 credits)

PHYS 694: Applied Mechanics of Solids (3 credits)

PHYS 711: Statistical Mechanics (3 credits)

**Dissertation Research (24 credit hours)**

A maximum of 24 credits of prior graduate can be transferred to this program with a corresponding reduction in focus area and/or restricted elective credits.

**Total credit hours: 72**

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

Students will be able to:

- Demonstrate a breadth of knowledge in the discipline of mechanical engineering.
- Conduct a comprehensive and critical literature survey of a contemporary topic in their field.
- Frame an original research question, justify the necessity and interest in this question, and propose initial avenues for research.
- Conduct independent research resulting in an original contribution to knowledge in the focus area.

Each focus area has added learning outcomes that students who select the concentration area should acquire.

Fluid-Thermal Sciences Focus

Students in this focus area will be able to meet the following learning outcome:

- Demonstrate advanced knowledge in fluid-thermal sciences consistent with this focus area of study.

Materials Focus

Students in this concentration will be able to meet the following learning outcome:

- Demonstrate advanced knowledge in materials consistent with this focus area of study.

Mechanics Focus

Students in this focus area will be able to meet the following learning outcome:

- Demonstrate advanced knowledge in mechanics consistent with this focus area of study.

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

Graduates of the proposed PhD program in Mechanical Engineering will be able to:

- Develop a research program by attracting funding from agencies such as the National Science Foundation (NSF), the Defense Advanced Research Projects Agency (DARPA), Department of Defense, the Department of Energy, the National Aeronautics and Space Administration (NASA), and the National Institutes of Health (NIH), as well as from the private sector.
- Publish research results in the top academic journals in Mechanical Engineering
- Provide subject matter expertise in the execution of advanced technology development
- Perform independent technical assessments and feasibility analyses of new technologies and system designs

**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)
VTech	PhD, Mechanical Engineering, CIP: 14.1901	30
UVA	PhD, Mechanical and Aerospace Engineering, CIP: 14.9999	10
ODU	PhD, Engineering, CIP: 14.0101	5 (3 year average)
VCU	PhD, Mechanical and Nuclear Engineering, CIP: 14.9999	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). 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 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Mech. eng's.	312,900	325,700	4%, 12,800	Bachelor's degree
Eng. teachers, postsecondary	47,500	52,800	11%, 5,300	Doctoral degree

**Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Mech. eng's.	7837	8273	5.08%, 400	40	Bachelor's degree
Eng. Teacher, Post-sec	828	916	10.63%, 88	9	Not applicable



**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2021 - 2022</b>	<b>Program Full Enrollment Year 2024 - 2025</b>
1	Projected Enrollment (Headcount)	7	28
2	Projected Enrollment (FTE)	4	14
3	Estimated Tuition and E&G Fees	\$16,660	\$18,470
4	Projected Revenue from Tuition and E&G Fees	\$66,640	\$258,580
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$2,910,000	\$6,000,000

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

The Washington-Arlington-Alexandria metropolitan area has the 10<sup>th</sup> highest employment level of Mechanical Engineers in the Nation [BLS, <https://www.bls.gov/oes/current/oes172141.htm#st>, 2019]. George Mason University is the only university serving Northern Virginia with a bachelor's degree program in Mechanical Engineering. Addition of the PhD degree will capitalize upon existing infrastructure to meet a state need for advanced training of mechanical engineers in the technical corridor of the Northern Virginia region with minimal new expenditure.

Mason has retained a professional services firm to conduct a detailed needs analysis to confirm what we anticipate is a robust demand for Mechanical Engineering PhDs in Virginia driven by the technology corridor in the Northern Virginia region as well as an aging technical Federal workforce. Results of the analysis will inform the final program proposal.

Because of their economic advantages, engineering degrees are in high demand, and mechanical engineering degrees at both the undergraduate and PhD levels lead this demand by a wide margin (ASEE Data, *Engineering by the Numbers*, 2018). Survey data of alumni have indicated a desire to pursue part-time PhD options, thus preserving the ability to work full-time while attaining a PhD. With Northern Virginia representing 37% of jobs in the Commonwealth (<https://dpb.virginia.gov/budget/buddoc19/parta/EconomicForecast.pdf?>), George Mason University provides a unique opportunity to address unmet student demand for part-time PhD options in Mechanical Engineering within commuting distance.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Recreation Management
CIP code	31.0301
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 20, 2020

**II. Curriculum Requirements.****Mason Core (General Education) Requirements (37 credits)****Core Courses (51 credits)**

SRST 200: History of Sport and Leisure in America (3 credits)  
PRLS 210: Introduction to Recreation and Leisure (3 credits)  
PRLS 310: Program Planning and Evaluation (3 credits)  
PRLS 316: Leadership and Outdoor Education (3 credits)  
PRLS 317: Social Psychology of Play and Recreation (3 credits)  
PRLS 323: Program Leadership and Evaluation (3 credits)  
PRLS 327: Foundations of Therapeutic Recreation (3 credits)  
PRLS 405: Planning and Operation of Recreation Facilities (3 credits)  
PRLS 410: Administration of SRT Organizations I (3 credits)  
SPMT 412: Sport Marketing and Sales (3 credits) or TOUR 412: Hospitality, Tourism, and Events Management Marketing and Sales (3 credits)  
SRST 450: Research Methods (3 credits) or KINE 450: Research Methods (3 credits)  
PRLS 460: Sport and Recreation Law (3 credits)

Experiential Learning

Two mandatory field experiences are required of all students to integrate course work, theories and research, and application in a practical setting.

PRLS 241: Practicum (3 credits)  
PRLS 490: Recreation Management Internship (12 credits)

**Concentration Areas (18 credits)**Parks and Outdoor Recreation concentration

PRLS 300: People with Nature (3 credits)  
PRLS 302: Park Management and Operations (3 credits)  
TOUR 340: Sustainable Tourism (3 credits)  
PRLS 362: Cultural and Environmental Interpretation (3 credits)  
PRLS 402: Human Behavior in Natural Environments (3 credits)  
PRLS 501: Introduction to Natural Resources Law (3 credits)

Therapeutic Recreation concentration

PSYC 211: Developmental Psychology (3 credits)  
 PSYC 325: Abnormal Psychology (3 credits)  
 PRLS 416: Trends and Programming Assessment in Therapeutic Recreation (3 credits)  
 PRLS 417: Processes, Techniques and Supervision in Therapeutic Recreation (3 credits)  
 PRLS 418: Assessment in Therapeutic Recreation (3 credits)  
 PRLS 503: Administration and Disability Rights in Therapeutic Recreation (3 credits)

Individualized concentration

In consultation with an advisor, students select 18 credits to build a personalized course of recreation study.

**Electives (13 credits)**

**Total: 120 credit hours**

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

Students will learn to:

- Articulate core theoretical and empirical underpinnings of the recreation profession and practices.
- Integrate and apply social and behavioral research and theory to recreation program planning and implementation with diverse populations.
- Apply fundamental managerial and leadership skills in the domains of operations, assessment, finance, marketing, technology, law and liability; strategic administration (e.g., addressing dynamics in social, economic, environmental, and financial environments).
- Design and incorporate research to enhance decision-making.
- Engage as a mentored-professional in the industry.
- Analyze problems critically and formulate solutions.
- Communicate effectively ideas and procedures verbally and in written formats.

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

Graduates will be able to:

- Design and implement evidence-based recreation programs for diverse populations.
- Manage, modify, market, and evaluate recreation programs, resources and services.
- Utilize research to target, tailor, and enhance recreation programs, resources and services.
- Analyze problems critically in order to design and implement solutions.
- Demonstrate potential as a professional at supervisory or higher level.
- Communicate effectively orally and in writing with clients and staff.

**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)
ODU	BS, Park, Recreation and Tourism Studies CIP Code: 31.0301	57.0
Radford	BS/BA, Recreation, Parks and Tourism CIP Code: 31.0501	74.8

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (2018 and 2028) 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
Recreation Therapists	2018-2028	19,800	7%	Bachelor's Degree
Conservation Scientists and Foresters	2018-2028	32,900	3%	Bachelor's Degree
Urban and Regional Planners	2018-2028	39,100	11%	Master's Degree
Recreation Workers	2018-2028	408,300	8%	High School Diploma or equivalent
Social and Community Service Managers	2018-2028	168,800	13%	Bachelor's Degree

**Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Recreation Therapists	433	461	6.47	3	Bachelor's Degree
Recreation Workers	11,237	12,323	9.66	109	Bachelor's Degree
Conservation Scientists	615	645	4.88	3	Bachelor's Degree
Social and Community Service Managers	2,920	3,237	10.86	32	Bachelor's Degree
Forest and Conservation Technicians	310	321	3.55	1	Associate's Degree
Urban and Regional Planners	1,396	1552	11.17	16	Master's Degree

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2021 - 2022</b>	<b>Program Full Enrollment Year 2024 - 2025</b>
1	Projected Enrollment (Headcount)	10	47
2	Projected Enrollment (FTE)	8	36
3	Estimated Tuition and E&G Fees	\$9,986 (in-state); \$34,619 (out-state)	\$9,986 (in-state); \$34,619 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$ 124,311	\$ 578,045
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)

State Needs. Virginia is an attractive state for business and residents because of its economy and high quality of life. Recreation programs, services and resources (national, state, county, for-profit and non-profit) play a vital role in enhancing health of individuals and communities and sustainability of natural/historic resources. Consequently, recreation, through cutting edge practice, renders a net positive return on investment.

Employer Needs. To contribute to economic and social development, recreation agencies continue to enhance programs, services, and resources. There is an ongoing demand for well-prepared staff who can innovate, communicate, lead, and manage programs effectively. Employers particularly seek staff who have university degrees in recreation management, and who may hold Certified Park and Recreation Professional and/or Certified Therapeutic Recreation Specialist certifications: Mason graduates are eligible for these certifications as the program is nationally accredited by the Council on the Accreditation of Parks, Recreation, Tourism and Related Professions.

Student Needs. Mason students seek a major that will facilitate employment through which to provide valuable service to their global community. The Recreation Management curriculum provides the framework for professional development, career advancement, and graduate education through rewarding learning and practical experiences. Students are exposed to the various facets of this dynamic and rapidly growing field. Graduates are prepared to inform policy, promote economic development, advocate for stewardship of natural resources, encourage inclusive community service and lifelong recreation participation, and work to enhance the quality of life of all individuals, families, and communities at the local, national, and international levels.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Master of Arts in Teaching (MAT)
Degree Program Name	Special Education
CIP code	13.1099
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 20, 2020

**II. Curriculum Requirements.****Core Courses: 24 credits**

EDSE 501: Introduction to Special Education (3 credits)

EDSE 502: Classroom Management and Applied Behavior Analysis (3 credits) or EDSE 532: Positive Behavior Supports (3 credits)

EDSE 503: Language Development and Reading (3 credits) or EDSE 557: Foundations of Language and Literacy for Diverse Learners (3 credits)

EDSE 517: Computer Applications for Special Populations (3 credits) or EDAT 522: Assistive Technology for Individuals with Sensory Impairments (3 credits)

EDSE 590: Special Education Research (3 credits)

EDSE 662: Consultation and Collaboration (3 credits) or EDSE 663: Collaborative Teamwork to Support Students with Significant Disabilities (3 credits)

EDSE 783: Internship: Special Education in General Curriculum (6 credits) or EDSE 784: Internship: Adapted Curriculum (6 credits) or EDSE 785: Internship: Visual Impairment (6 credits)

**Concentration Areas: 15-20 credits****K-12 Adapted Curriculum: 18 credits**

This concentration prepares students to develop teaching strategies and curriculum that enable individuals with disabilities to access an adapted curriculum and address areas of functional and independent living skills.

EDSE 531: Transition and Community-Based Instruction (3 credits)

EDSE 533: Curriculum and Assessment in Severe Disabilities (3 credits)

EDSE 534: Communication and Severe Disabilities (3 credits)

EDSE 547: Medical and Developmental Risk Factors for Children with Disabilities (3 credits)

EDSE 661: Curriculum and Methods: Severe Disabilities (3 credits)

EDSE 669: Interdisciplinary Approach for Children with Sensory and Motor Disabilities (3 credits)

**K-12 General Curriculum: 15 credits**

This concentration offers required coursework for Virginia teacher licensure to individuals working with students with disabilities who access the general curriculum. Students will be prepared to work with students with disabilities who take Standards of Learning tests (SOLs).

EDSE 540: Characteristics of Students with Disabilities who Access the General Curriculum (3 credits)  
 EDSE 544: Adapted Instructional Methods and Transition for Secondary Learners (3 credits)  
 EDSE 627: Assessment (3 credits)  
 EDSE 641: Instructional Strategies for Reading and Writing (3 credits)  
 EDSE 643: Instructional Strategies for Math (3 credits)

**PK-12 Blindness and Visual Impairments: 20 credits**

This concentration prepares students to work with blind and visually impaired individuals, including those who have multiple disabilities and diverse learner characteristics. Students learn to support those individuals in general and special education settings.

EDSE 511: Characteristics of Students with Visual Impairments (3 credits)  
 EDSE 512: Braille Code (3 credits)  
 EDSE 513: Medical and Educational Implications of Visual Impairments (3 credits)  
 EDSE 514: Orientation and Mobility for Students with Visual Impairments (2 credits)  
 EDSE 518: Curriculum and Assessment of Students with Visual Impairments (3 credits)  
 EDSE 613: Teaching Methods for Students with Visual Impairments (3 credits)  
 EDSE 616: Braille Reading and Writing (3 credits)

**Internship**

An internship is required for all students.

**Total Credit Hours: 39-44**

MAT, K-12 General Curriculum concentration: 39 credits  
 MAT, K-12 Adapted Curriculum concentration: 42 credits  
 MAT, PK-12 Blindness and Visual Impairments concentration: 44 credits

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

Students will learn to:

- Use knowledge of learner development to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- Create inclusive learning environments that promote the intellectual and emotional well-being of individuals with exceptionalities.
- Use curricular content knowledge to design individualized learning experiences that are tailored for individuals with exceptionalities.
- Use multiple methods of assessment and data sources in making educational decisions.
- Identify, adapt, and implement a range of evidence-based instructional strategies.
- Apply ethical principles and standards that advance special education practice.
- Collaborate in culturally responsive ways with key partners to support learning needs of individuals with exceptionalities.

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

Graduates will be able to:

- Develop, implement, and monitor students' Individualized Education Programs (IEPs) in collaboration with parents and other IEP team members.
- Prepare individualized lesson plans and instructional materials that reflect an understanding of the learning needs of each student.
- Develop and implement a variety of effective teaching strategies and techniques to instruct students in all areas of the IEP.
- Create and manage a safe classroom environment that employs positive behavioral supports, including conducting functional behavioral assessments and creating and implementing behavior intervention plans.
- Plan for and implement crisis interventions.
- Implement behavior strategies to effectively supervise and monitor students within and between school settings.
- Plan, integrate, and utilize technology for classroom instruction, including assistive technology and specialized equipment.
- Assess all students' progress towards academic, social-emotional, and behavioral objectives, expectations, and/or goals; maintain records of all data collected and complete all other recordkeeping (e.g., student grades, attendance) documents.
- Administer, interpret, and report standardized testing in accordance with school division requirements.
- Maintain ongoing and professional communication with other school professionals (e.g., general education teachers, school psychologists, school counselors, related services providers, administrators) and families.
- Provide expertise on instructional and behavioral strategies in team and school meetings.
- Collaborate with general education co-teachers in a variety of co-teaching models, consult with general education teachers, and/or plan and supervise assignments for instructional assistants.

**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)
JMU	MAT/MED, Special Education, 13.1001	38
NSU	MA, Special Education, 13.1007	8
ODU	MSED, Special Education, 13.1001	32
Radford	MS, Special Education, 13.1001	37
UVA	MT, Education, General, 13.0101	143
VCU	MED, Special Education, 13.1001	28
W&M	MAED, Curriculum & Instruction, 13.0301	76

**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
Special ed teachers (K-elementary)	184,300	189,400	3	Bachelor's degree and certification or license.
Special ed teachers, middle	86,800	89,200	3	Bachelor's degree and certification or license.
Special ed teachers, secondary	142,000	146,300	3	Bachelor's degree and certification or license.

**Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Special ed teachers (K-elementary)	5,720	5,835	2.01	12	Not available
Special ed teachers, middle	3,062	3,128	2.16	7	Bachelor's degree, Internship/residency
Special ed teachers, secondary	4,008	4,123	2.87	12	Bachelor's degree, Internship/residency

**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)	40	123	
2	Projected Enrollment (FTE)	18	55	
3	Estimated Tuition and E&G Fees	\$13,035 (in-state) \$18,003 (out-of-state)	\$13,035 (in-state) \$18,003 (out-of-state)	
4	Projected Revenue from Tuition and E&G Fees	\$239,101 (assumes 95% in-state)	\$735,834 (assumes 95% in-state)	
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)

**State Needs.** Historically, George Mason University has used graduate certificates to provide teacher licensure in special education. The proposed MAT in Special Education is a revenue-neutral means to replace the College of Education and Human Development's existing graduate licensure certificates to address the critical shortage of special education teachers statewide.

**Employer Needs.** Special Education teacher shortages exist nationwide, and are particularly acute in Virginia and the mid-Atlantic region. According to the Virginia Education Association (2020, March), Virginia's public schools still have over 1,000 unfilled teaching positions. The Virginia Department of Education currently lists special education as the number one critical shortage area. The proposed MAT in Special Education will address this critical need for qualified teachers in context with the changing landscape created by adding undergraduate teacher licensure programs. Graduates will impact the persistent challenges of meeting the complex needs of students with disabilities.

**Student Needs.** This program will provide students with explicit pathways to licensure for teaching students with disabilities in VA. In 2019, 1,095 provisional licenses in special education were issued in Virginia. Continued demand is anticipated for the MAT in Special Education to support the needs of provisionally-licensed special educators and career switchers who participate in the program to enhance their qualifications.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Sport Management
CIP code	31.0504
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 20, 2020

**II. Curriculum Requirements.****Mason Core (General Education) Requirements (37 credits)****Core courses (57 credits)**

SRST 200: History of Sport and Leisure (3 credits)  
 SPMT 201: Introduction to Sport Management (3 credits)  
 SPMT 302: Philosophical and Ethical Dimensions of Sport (3 credits)  
 SPMT 304: Sport, Culture, and Society (3 credits)  
 SPMT 405: Sport Venues and Events (3 credits)  
 SPMT 412: Sport Marketing & Sales (3 credits)  
 SPMT 420: Economics and Finance in the Sport Industry (3 credits)  
 SPMT 430: Sport Communication (3 credits)  
 SPMT 440: Global Perspectives in Sport (3 credits)  
 SRST 450: Research Methods (3 credits)  
 SPMT 455: Governance and Policy in Sport Organizations (3 credits)  
 SPMT 462: Sport Business Law (3 credits) or PRLS 460 Sport and Recreation Law (3 credits)  
 SPMT 470: Strategic Management & Leadership in Sport Organizations (3 credits)

**Experiential Learning**

SPMT 241: Practicum (3 credits)  
 SPMT 475: Sport Management Professional Development Seminar (3 credits)  
 SPMT 490: Sport Management Internship (12 credits)

**Restricted Electives (9 credits)**

Students choose 9 credits from courses in Parks, Recreation, and Leisure Studies (PRLS); Sport Management (SPMT); Sports and Recreation Studies (SRST).

**Electives (17 credits)**

Students choose 17 credits with the option to pursue one of the following minors offered by the Sport Management program:

Sport Communication (18 credits)  
 Sport Coaching (18 credits)  
 Sport Analytics (18 credits)  
 Sport and Computer Game Design (18 credits)  
 Sport and American Culture (18 credits)  
 Sport/Conflict Resolution (18 credits)

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

Student Learning Outcomes affiliated with this proposed degree are specific to the sport industry sector. These Learning Outcomes have been developed to align with the Commission on Sport Management Accreditation (COSMA) standards. Upon completing the sport management degree, students will be able to:

- Discuss the relevance and application of fundamental principles of sport management, including key functions of management, sport marketing, sport finance, sport communication, sport law, international sport, ethics and sport governance.
- Analyze and solve problems in the sports industry using critical thinking and research skills.
- Demonstrate potential for professional success by applying sport management concepts and best practices during a field experience.
- Describe the opportunities and challenges related to global linkages in an expanding international sports industry, and all dimensions of diversity including culture, ethnicity, gender, age, physical and intellectual differences, sexual orientation, race and religion.
- Apply a variety of professional communication and technology skills to challenges in the sports industry.

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

Upon completion of the Sport Management program, graduates will have established a strong skill set to secure an entry-level position in the sports industry. The knowledge, skills, and abilities developed in the Sport Management program are consistent, but not limited to many of those requested in entry-level job advertisements, and include the ability to:

- Research and analyze specific sport industry data;
- Communicate effectively in sport settings;
- Strategically plan and manage sport activities;
- Manage the administrative operations of sports venues and events;
- Strategically market, promote, sell and activate sponsorship for sport properties;
- Lead, motivate and manage individuals and teams of employees and volunteers in sport settings;
- Budget for profit-based, not-for-profit and public sports organizations;
- Sell sport-based products and services; and
- Provide effective customer service skills in sport enterprises.

**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)
ODU	BS, Sport Management, CIP code: 31.0504	36 (two year average)
JMU	BS, Sport and Recreation Management, CIP code: 31.0504	123

**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
Coaches and Scouts	290,100	30,500	11%	Bachelor's
Training and Development Managers	37,800	3,100	8%	Varies/Education & Experience
HS and Middle Athletic Directors	275,400	11,200	4%	Bachelor's/Master's
Referees, Officials and Umpires	22,000	1,300	6%	HS diploma or greater
Athletic Directors (College)	192,600	13,500	7%	Bachelor's/Master's Degree
Social and Community Service Organizations (Sports/non-profits)	168,800	21,900	13%	Bachelor's

**Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Education Admin./HS/MS/Athletic Director	6,875	7,123	3.61	25	Master's
Education Admin./College Athletic Director	2,805	2,990	6.60	18	Master's
Coaches and Scouts	7,671	8,592	12.07	92	HS diploma

Secondary School/ Coaches	26,099	26,883	3.00	78	Bachelor's
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**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 20 21 - 20 22	Program Full Enrollment Year 20 24 - 20 25
1	Projected Enrollment (Headcount)	27	117
2	Projected Enrollment (FTE)	25	110
3	Estimated Tuition and E&G Fees	\$9,986 (in-state); \$34,619 (out-state)	\$9,986 (in-state); \$34,619 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$409,741 (assumes 75% in-state)	\$1,780,856 (assumes 75% in-state)
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)*State:*

Properly conducted sport enterprises contribute immensely to the well-being, education, and entertainment of all Virginia citizens, regardless of age. Expert management of community sports organizations, school athletic departments and taxpayer-supported recreation leagues are a source of pride and comfort to parents in the state who allow their children to participate in these programs. Competently managed sports programs and facilities are essential for the personal development and physical fitness of the citizens, as well as the economic bottom line of the Commonwealth.

*Employer:*

The sport industry sector has demonstrated a consistent, substantive trajectory of growth for years. The proposed program responds to Virginia's need for college graduates capable of working in all dimensions of the sports industry. This is especially true in Northern Virginia, which has a concentrated population resulting in extensive sports industry employment opportunities.

*Student:*

The student demand for the sport management curricular content has seen substantial growth since its inception at GMU. There were 16 sport management course sections offered in 2006, whereas, in 2019, that has increased to 77 sport management course sections offered. Students want a degree that provides opportunities for employment and growth upon graduation. GMU is the only institution in Northern Virginia to offer the Sport Management content and would be the only undergraduate degree program in the region. This region has a vibrant and

significant sports culture, with public and private, amateur and professional sport organizations that require well-trained, professionally qualified sport managers.

**I. Basic Program Information**

Institution (official name)	University of Virginia
Degree Program Designation	Bachelor of Science
Degree Program Name	Brain and Behavioral Sciences
CIP code	42.2706
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	December 10, 2020

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

New courses are denoted with an asterisk (\*)

**General Education Requirements: 55 credit hours****Prerequisites: 16 credit hours**

STAT 1602 – Introduction to Data Sciences with Python (3 credits)

PSYC 2005 – Research Methods & Data Analysis I (3 credits)

BIOL 2100 – Introduction to Biology with Laboratory (4 credits)

PSYC 2200 – Neural Basis of Behavior **OR** BIOL 3050 – Neurobiology (3 credits)

*Students select one of the following:*

APMA 1090 – Single Variable Calculus I (3 credits)

MATH 1190 – A Survey of Calculus I with Algebra (3 credits)

MATH 1210 – A Survey of Calculus I (3 credits)

MATH 1310 – Calculus I (3 credits)

**Core Courses: 16 credit hours**

PSYC 3006 – Research Methods & Data Analysis II (4 credits)

PSYC 3160 – Cognitive Neuroscience (3 credits)\*

PSYC 3235 – Genetics and Epigenetics (3 credits)

PSYC 3250 – Forum in Ethical and Inclusive Science (3 credits)\*

PSYC 4200 – Neural Mechanisms of Behavior (3 credits)

**Advanced Research Requirement: 3 credit hours**

*Students select one of the following:*

PSYC 3210 – RM: Psychobiology Lab (3 credits)

PSYC 4190 – RM: Brain Mapping with MRI (3 credits)\*

PSYC 4260 – RM: Genetic and Epigenetic Research in Behavior (3 credits)

**Advanced Topics Requirement: 6 credit hours**

*Students select two of the following:*

PSYC 3100 – Learning and the Neuroscience of Behavior (3 credits)

PSYC 3240 – Animal Minds (3 credits)

PSYC 4265 – Developmental Neurobiology (3 credits)

NESC 4245 – Neuroscience through Nobels (3 credits)

**Psychological Science Foundations Requirement: 3 credits**



*Students select one of the following:*

PSYC 1010 – Introductory Psychology (3 credits)  
 PSYC 2300 – Introduction to Perception (3 credits)  
 PSYC 2410 – Abnormal Psychology (3 credits)  
 PSYC 2600 – Introduction to Social Psychology (3 credits)  
 PSYC 2700 – Intro to Child Psychology (3 credits)

**Science Foundations Requirement: 3 credits**

*Students select one of the following:*

ASTR (2110+); BIOL (2100+); BIOM (2000+); CHEM (1410+); CS (1110+); EVSC (1010+);  
 MATH (2310+); PHYS (1425+); STAT (1100, 1120, 2020+).

**Restricted Electives: 6 credit hours**

*Students select two of the following:*

PSYC 3210 – RM: Psychobiology Lab (3 credits)  
 PSYC 3591 – Advanced Research in Psychology (3 credits)\*  
 PSYC 4155 – Autism: From Neurons to Neighborhoods (3 credits)  
 PSYC 4245 – Development of Sensory Systems (3 credits)  
 PSYC 4250 – Brain Systems Involved in Memory (3 credits)  
 PSYC 4255 – Behavioral Epigenetics (3 credits)  
 PSYC 4260 – RM: Genetics and Epigenetics Research in Behavior (3 credits)  
 PSYC 4290 – Memory Distortions (3 credits)  
 PSYC 4500 – RM: Brain Mapping with MRI (3 credits)\*  
 PSYC 4607 – Uniquely Human Social Cognition (3 credits)

**General Electives: 12 credit hours**

**Total Credit Hours: 120**

The program will also provide an Honors Program, for which students will complete an additional eight credits of honors seminar and thesis research.

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

- Demonstrate a deep understanding of the fundamentals of brain and behavioral science (BBS), including cognitive, cellular and molecular neuroscience; genetics and epigenetics; and the physiological bases of behavior.
- Describe the development and applications of contemporary BBS, with a clear understanding of the main research topics, approaches, technologies and discoveries.
- Articulate and apply knowledge of data structure, experimental design, statistical analysis and computational modeling to design, conduct and interpret basic BBS research.
- Communicate effectively about BBS in written and verbal forms, including clearly presenting research proposals and findings in standard scientific formats.
- Contextualize the science of BBS within the broader scientific enterprise; identify and describe the scientific subdisciplines that inform and enable the study of the brain, behavior, health and well-being.

- Articulate and analyze the ethics, politics, advocacy and outreach of BBS and its impact on individuals, communities, and societies.

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

- Apply brain and behavioral science (BBS) knowledge and methods to real world problems and understand the impacts of BBS on everyday life.
- Critically evaluate and draw appropriate conclusions from BBS research literature, population surveys, and behavioral analyses, and integrate information applicable to research experiments and mandate.
- Apply critical thinking skills to identify questions and propose innovative research studies that will advance the field of BBS.
- Assist with experimental design, apply modern data science and computational approaches to analyze neuroscientific data, and critically evaluate research findings.
- Prepare professional written and oral presentations of research results for both lay and specialist audiences.

**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
Biological Technicians	85,000	90,700	7%	Bachelor's degree
Clinical Lab... Technicians	331,700	366,800	11%	Bachelor's degree

**Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Biological Technicians	1,840	2,110	15.00%	27	Bachelor's degree
Clinical Lab... Technicians	8,381	10,034	19.72%	165	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)	75	150
2	Projected Enrollment (FTE)	75	150
3	Estimated Tuition and E&G Fees	\$17,296	\$17,296
4	Projected Revenue from Tuition and E&G Fees	\$1,297,200	\$2,594,400
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)

Situated at the intersection of psychology and neuroscience, the field of brain and behavioral sciences explores the biological bases of behavior and psychological functioning and their application to experimental and therapeutic research. In the 21<sup>st</sup> century, “[t]he influence of basic neuroscience research on biology and medicine continues to increase as advances in many areas are being translated into therapeutic approaches... The growth of the field, together with its commercialization of new products and services, will result in the expansion of career opportunities in the public and private sectors...” (Akil et al., 2016). The proposed BS in Brain and Behavioral Sciences (BSS) responds to current needs in Virginia and across the U.S. for entry-level professionals with the knowledge and skills to evaluate, integrate and contribute to innovative behavioral neuroscience research.

As a national leader in healthcare and medical and scientific research, Virginia and the greater DMV region boast high BBS industry presence and demand. Public and private research organizations – including the National Institutes of Health and the National Science Foundation, and leading academic and healthcare institutions and biotechnology and pharmaceutical firms – need bachelor’s prepared brain scientists and lab technicians to support research on the structure and function of nervous systems and the development of medicines and therapies to promote neurological and psychiatric health.

**I. Basic Program Information**

Institution (official name)	University of Virginia
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Media Studies
CIP code	09.0102
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	June 4, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**Core Courses: 21 credit hours**

MDST 8000 – Media, Culture &amp; Technology (3 credits)

MDST 8500 – Media Studies Pedagogy (3 credits)\*

MDST 8900 – Developing Media Research (3 credits)\*

MDST 9000 – Colloquium (1 credit; students must enroll for a minimum of 6 semesters)\*

MDST 9100 – Qualifying Preparation (3 credits)\*

MDST 9200 – Prospectus Development (3 credits)\*

**Media History Requirement: 3 credits***Students will select one of the following:*

MDST 7500 – Into the Archive\* (3 credits)

MDST 7510 – Histories of Broadcasting\* (3 credits)

MDST 7520 – Comparative Histories of the Internet\* (3 credits)

**Media Research Methods Requirement: 6 credits***Students will select two of the following:*

MDST 7100 – Media and Cultural Industries\*

MDST 7110 – Media Audiences\*

MDST 7700 – Big Data and Computational Media\*

MDST 7704 – Political Economy of Media

MDST 7840 – Cultural Studies: Theories and Methods\*

**Research Requirements – minimum 12 credit hours**

MDST 9999 – Non-Topical Research in Media Studies (1-12 cr)\*

**Media Studies Electives: 30 credits**

Students will select ten graduate-level Media Studies electives.

**Total Credit Hours: 72**

Before admission to candidacy for the Ph.D., students will be required to pass comprehensive exams and defend a dissertation proposal.

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

- Analyze the historical development of media texts, technologies, industries, policies, and systems.

- Review and analyze theories of and literature on media, broadly construed.
- Evaluate the social and political implications of media in diverse contexts.
- Analyze and apply historiographical and at least one other core method in media studies, with attention to methodological principles and ethical issues.
- Design and conduct original media studies research.
- Effectively communicate complex research and information to diverse audiences in written, verbal and visual forms.
- Select and apply innovative and inclusive teaching practices to develop and deliver core and advanced media studies courses.
- Understand and participate in the professional practices of academia, including peer review, journal submissions, teaching observation and evaluation, conference presentations, and hiring practices.

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

- Pose compelling research questions about the relationship of media to its broader social, cultural, historical, technological, and/or global political contexts, with understanding of historical precedents.
- Develop and carry out rigorous and effective research projects, with attention to theoretical, methodological, and ethical dimensions.
- Synthesize information from a variety of sources, such as archives, news coverage, legal documents, social media, and research studies, to draw informed conclusions and/or conduct original analyses.
- Produce academic research in the form of peer-reviewed articles in reputable academic journals, presentations at academic conferences, and/or book-length studies.
- Communicate effectively verbally, visually, and in writing to expert and non-expert audiences in a variety of styles (academic, journalistic, grant-writing, long- or short-form briefings, policy whitepapers, social media).
- Develop and deliver introductory and advanced courses in media history, media theory, media audiences, digital media, media representations, and related topics.
- Work with diverse student populations and design equitable, innovative pedagogical strategies appropriate to a variety of teaching 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)
GMU	PhD, Communications, 09.0905	4
VCU	PhD, Media, Art and Text, 30.9999	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
Postsecondary Teachers	1,350,700	1,505,800	11%	Doctoral degree

**Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Postsecondary Teachers	41,438	44,888	8.33%	345	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)	5	20	
2	Projected Enrollment (FTE)	5	20	
3	Estimated Tuition and E&G Fees	\$17,076	\$17,076	
4	Projected Revenue from Tuition and E&G Fees	\$102,456	\$341,520	
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 are the technologies (e.g., internet, apps) and texts (e.g., articles, tweets) that collectively shape communication. As media systems continue to increase in number and complexity, the field of media studies combines humanistic and social scientific approaches to examine media production, reception and regulation, and the human effects of existing and emerging media. Media-related industries are among the most rapidly growing sectors of the national and regional economy, epitomized by Amazon's new headquarters in Crystal City, VA, which will further entrench the state as a hub for media policy, practice, research and innovation. The proposed PhD in Media Studies responds to current needs in the Commonwealth and the nation, for faculty who are trained in the analysis of media texts, industries, policies, and technologies, and equipped to communicate those analyses to students, policymakers, industry, and the public.

The Ph.D. program in Media Studies will prepare the next generation of media studies faculty with advanced knowledge and specialized skills to pursue original and high-caliber research, and teach diverse student bodies how to undertake creative, responsible media analysis, production and research. Graduates of the proposed program will be prepared to participate in and lead various forms of scholarly outreach and engagement, meeting the critical and growing

need for Ph.D.-prepared media scholars and educators to engage in rigorous and innovative media teaching and research. BLS and VEC projections of over 8% growth in employment of *Postsecondary Instructors* over the next ten years demonstrate the viability for employment of graduates of the proposed degree.

**. Basic Program Information**

Institution (official name)	University of Virginia
Degree Program Designation	Bachelor of Science
Degree Program Name	Statistics
CIP code	27.0501
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	September 11, 2020

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

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

**General Education Requirements: 55 credit hours****Prerequisites: 9-11 credit hours**

Calculus II: Fulfilled by one of the following courses:

- MATH 1220: A Survey of Calculus II (3 credits)
- MATH 1320: Calculus II (4 credits)
- APMA 1110: Single Variable Calculus II (4 credits)

Introductory Statistics: Fulfilled by one of the following courses:

- STAT 1100: Chance: An Introduction to Statistics (3 credits)
- STAT 1120: Introduction to Statistics (3 credits)
- STAT 2020: Statistics for Biologists (4 credits)
- STAT 2120: Introduction to Statistical Analysis (4 credits)
- APMA 3120: Statistics (3 credits)

Introductory Programming: Fulfilled by one of the following courses:

- CS 1110: Introduction to Programming (3 credits)
- CS 1111: Introduction to Programming (3 credits)
- CS 1112: Introduction to Programming (3 credits)
- STAT 1601: Introduction to Data Science with R (3 credits)
- STAT 1602: Introduction to Data Science with Python (3 credits)

**Core Courses: 27 credit hours**

MATH 3100: Introduction to Probability (3 credits)

MATH 3351: Elementary Linear Algebra (3 credits)

STAT 3080: From Data to Knowledge (3 credits)

STAT 3120: Mathematical Statistics (3 credits)

STAT 3130: Sample Surveys (3 credits)

STAT 3220: Introduction to Regression Analysis (3 credits)

STAT 4120: Applied Linear Models (3 credits)

STAT 4630: Statistical Machine Learning (3 credits)

STAT 4996: Capstone (3 credits)

**Restricted Electives: 18 credit hours**



Students will be required to select six restricted elective courses (18 credits hours) drawn from data analysis and computational offerings. At least three courses (9 credits) must be taken in data analysis, and at least two (6 credits) in computation.

*Data analysis (9 credits required):*

STAT 3480: Nonparametric and Rank-Based Statistics (3 credits)

STAT 4160: Experimental Design (3 credits)

STAT 4170: Financial Time Series and Forecasting (3 credits)

STAT 4220: Applied Analytics for Business (3 credits)

STAT 4310: Data Visualization and Presentation (3 credits)

STAT 4440: Bayesian Statistical Analysis (3 credits)\*

BIOL 4230: Bioinformatics and Functional Genomics (4 credits)

ECON 3720: Introduction to Econometrics (4 credits)

SOC 3510: Topics in Applied Data Science (3 credits)

*Computation (6 credits required):*

STAT 3240: Programming in Matlab/Mathematica (3 credits)

STAT 3250: Data Analysis with Python (3 credits)

STAT 3430: Statistical Computing with SAS and R (3 credits)

STAT 4210: Big Data Tools (3 credits)

STAT 4260: Databases (3 credits)

ASTR 4140: Research Methods in Astrophysics (3 credits)

CS 4444: Parallel Computing (3 credit hours)

CS 4740: Cloud Computing (3 credits)

PHYS 2660: Fundamentals of Scientific Computing (3 credits)

### **General Electives: 9-11 credit hours**

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

### **Total Credit Hours: 120**

For the capstone, students will work in teams of 3 to 4 to complete an extensive data analysis project and produce a final report of approximately 25 pages and a formal presentation.

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

- Explore data sets effectively to understand their properties and limitations.
- Apply modern statistical software and a range of computational tools to prepare data for analysis and to perform analysis.
- Understand broadly and deeply the mathematical and theoretical foundations of statistical analysis, methodology, and applications.
- Conduct in-depth statistical analyses and interpret the results appropriately.
- Communicate sophisticated statistical techniques and conclusions effectively to a nontechnical audience.

- Conduct an entire analysis, beginning with data and a general question and carrying it through exploratory data analysis, question refinement, data cleaning, in-depth data analysis, formulation of conclusions, and reporting of results.

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

- Extract, organize, and appropriately store data (including huge data sets) from various sources, both structured (spreadsheets and tables) and unstructured (text and images), applying a wide range of computational tools.
- Identify the correct type of analysis for a given question (or questions) and data.
- Apply their deep understanding of the foundations of probability and statistical theory to quantify the degree of uncertainty associated with a statistical analysis, applying both theoretical and computational methods.
- Correctly interpret the results, and understand the limitations, of a statistical analysis.
- Clearly and effectively communicate analysis results in a manner consistent with the background of their intended audience, both verbally and in writing.

**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)
GMU	BS, Statistics, 27.0501	4
VTech	BS, Statistics, 27.0501	30

**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
Statisticians	44,400	58,000	31%	Master's degree
Operations Research Analysts	109,700	137,900	26%	Bachelor's degree

**Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Statisticians	1,256	1,663	32.40%	41	Master's degree
Operations Research Analysts	9,324	12,036	29.09%	271	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)	30	60
2	Projected Enrollment (FTE)	30	60
3	Estimated Tuition and E&G Fees	\$17,296	\$17,296
4	Projected Revenue from Tuition and E&G Fees	\$518,880	\$1,037,760
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)

Statistics – the study of the collection, analysis, interpretation, presentation and organization of data – prepares students to make effective use of quantitative methods and information. In the twenty-first century, “[a]ny real-world problem almost always is going to require some data to be analyzed and interpreted, generating value-added solutions by using statistics” (US News & World Report: Best Jobs, 2020). The unprecedented growth in data is fueling a commensurate demand for professionals who can draw valuable insights from data to improve organizational operations and performance.

Across the Commonwealth of Virginia and nationally, there is clear need to leverage the value of quantitative information for a wide range of industries and organizational purposes. In Virginia, the largest data center market in the world, demand for statisticians is significant. At Amazon.com, co-headquartered in NOVA, “[s]tatisticians are making a difference in many areas... For example, to confirm whether a new design or a machine learning model is going to help the customer or not. We run A/B testing and based on the result...we use the information to make a business decision” (Amazon research scientist Li, 2019).

The BLS projects 31% employment growth for *Statisticians* and affirms that “entry-level positions may accept candidates with a bachelor’s degree.” At the bachelor’s level, BLS also predicts 26% growth among *Operations Research Analysts*, who “use advanced mathematical and analytical methods to help organizations solve problems and make better decisions.”

**I. Basic Program Information**

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

**II. Curriculum Requirements.**

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. 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, including 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, including 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 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)
GMU	Master of Arts (M.A.), Higher Education and Student Development, 13.0406	0
UVA	Master of Education (M.Ed.), Student Affairs Practice in Higher Education, 13.0406	47
Virginia Tech	Master of Arts in Education (M.A.Ed.), Higher Education and Student Affairs, 13.0406	15
W&M	Master of Education (M.Ed.), Educational Leadership with a concentration in Higher Education Administration, 13.0401	26

**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 % Change and #s	Typical Entry Level Education
Education administrator, postsecondary	192,600	206,100	7%, 13,500	Master's

**Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Education administrator, postsecondary	2,805	2,990	6.60%, 185	18	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 shows demand for postsecondary education administrators. The VEC labor market information data for long-term employment projects a 6.60% change in employment needs between 2018-2028. 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 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	Fall 2021
Governing Board Approval Date (actual or anticipated)	April 26, 2019

**II. Curriculum Requirements.****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)

Students will be able to:
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- 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 tracks.

**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)
GMU	MBA, 52.0201	134
JMU	MBA, 52.0201	40.4
Longwood	MBA, 52.0201	12.8
ODU	MBA, 52.0201	43.8
Radford	MBA, 52.0201	17.2
UMW	MBA, 52.0201	39.6
UVA	MBA, 52.0201	426.9
VCU	MBA 52.0201	96.4
VTech	MBA, 52.0201	118.4
W&M	MBA, 52.0201	223.2

**VI. Labor Market Information.**



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

<b>Occupation Title</b>	<b>Base Year Employment</b>	<b>Projected Employment</b>	<b>Total % Change and #'s</b>	<b>Typical Entry Level Education</b>
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

**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	Fall 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

**Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit 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:

Students will be able to:

- 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.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
GMU	11.0802	73.2
Radford	11.0802	3.0
UVA	11.0802	46.2

**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 (2016 and 2018) 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 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

**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)	\$	\$

**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	50

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
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)

- 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.

**I. Basic Program Information**

Institution (official name)	Virginia State University
Degree Program Designation	Education Specialist Degree (Ed.S.)
Degree Program Name	Educational Administration and Supervision
CIP code	13.0401
Anticipated Initiation Date	Fall 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 be completed in a PreK-12 school setting. The internship provides supervised on-site experiences with applications of administrative theories and strategies. The practical experience represents the opportunity for candidates to engage in complex practices and procedures related to school system – administration and supervision. The internship experience requires a minimum of 150 clock hours.

**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)
VCU	Post-Master's Certificate in Educational Leadership - CIP Code: 13.0401	28.4
ODU	Education Specialist Degree (Ed.S.) in Educational Leadership - CIP Code: 13.0401	70.2
UVA	Education Specialist Degree (Ed.S.) in Educational Leadership - CIP Code: 13.0401	18

**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 (2018 and 2028) 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
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)	The College of William & Mary in Virginia
Degree Program Designation	Doctor of Juridical Science (S.J.D.)
Degree Program Name	Law
CIP code	22.0299
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 8, 2019

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**Core Courses: 8 credit hours**

LAW 132 Legal Research &amp; Writing II (2 credits)

LAW 140D Advanced Writing and Practice - Transactional Practice (2 credits)

LAW 137 Advanced Lawyering Skills (2 credits)

LAW XXX Teaching Practicum (2 credits)\* (may be substituted with a course involving substantial oral presentations, if approved by the program director and faculty advisor)

**Electives: 10 credit hours**

Selected in consultation with faculty advisor and program director from courses offered by the Law School or other graduate programs at William &amp; Mary.

**Dissertation Requirement: 12 credit hours**

LAW XXX Advanced Research and Writing for Dissertation Preparation (6 credits)\*

LAW XXX Dissertation and Defense (variable per semester; 6 credits required)\*

**Total credit hours: 30****III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Content Knowledge

- Demonstrate a mastery of factual knowledge, key concepts, and principles of law, with advanced knowledge and application of knowledge in area of dissertation focus
- Demonstrate the analysis of original research that contributes a novel and significant addition to the field of law

Research

- Engage in all aspects of research, including:
  - Identification of a relevant problem or question in the law;
  - Design and implementation of dissertation research;
  - Critical evaluation of ideas, information, and results; and
  - Drawing appropriate conclusions and making empirically grounded recommendations.

Communication

- Communicate effectively with legal professionals both orally and in writing, and successfully defend dissertation to a panel of three professors, two of whom must be law professors.
- Demonstrate communication skills necessary for university law teaching or similar high-level professional positions.

Professionalism

- Demonstrate high (based on rubric assessment measures) professional standards and responsible conduct throughout coursework and the dissertation research, drafting, and defense processes

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

Students who complete the S.J.D. in Law degree will have the knowledge and skills needed for professional careers internationally as law professors, researchers, jurists, and high-level practitioners. Graduates will be able to:

- Understand U.S. legal system and U.S. legal practice in comparative context.
- Work collaboratively and establish strong partnerships with other professionals, especially those in U.S. and international legal academia.
- Communicate clearly and concisely in writing and speaking, including in the context of teaching a university-level course.
- Conduct, present, and publish scholarly legal research that advances the discipline.
- Employ a methodical approach to completing work by breaking complex tasks into manageable segments and managing time appropriately.

**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)
UVA	S.J.D., Law, CIP Code: 22.0299	2.6

**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 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Law Teachers, Postsecondary	23,100	25,500	10%	J.D.

**Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
None listed					

**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 <sup>1</sup> 2024 - 2025	
1	Projected Enrollment (Headcount)	5	5	
2	Projected Enrollment (FTE)	5	5	
3	Estimated Tuition and E&G Fees	\$44,000	\$49,522	
4	Projected Revenue from Tuition and E&G Fees	\$220,000	\$247,612	
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)

<sup>1</sup> 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.

The S.J.D. is the highest level of legal education and is typically pursued by foreign lawyers who have already completed a Master of Laws (LL.M.) degree. Queries from current and prospective LL.M. students and communications from partner institutions abroad suggest that the S.J.D. will elevate the reputation of W&M's LL.M. program. In some cases, LL.M. students were unable to enroll in W&M's program because their government or employer would not sponsor students to attend schools that do not offer the S.J.D. The S.J.D. program will benefit domestic students by further exposing them to international perspectives.

S.J.D. students will bring additional revenue to W&M through tuition/fees and to Virginia through residency requirements. Projected enrollment of five students each year will contribute approximately \$220,000 in tuition/fees and almost \$100,000 to the local economy (on housing, food, and other living expenses) during a required year of residency. Because S.J.D. programs typically are small, and costs can be absorbed by curricular offerings of existing programs, the expenses are minimal. In addition, it is anticipated that the proposed S.J.D. program will lead to higher LL.M. enrollments. It is increasingly difficult to attract the strongest LL.M. applicants without the option to pursue the highest degree available in the discipline, especially given that more than 60 law schools nationally, or approximately 30% of all American Bar Association-accredited law schools, currently offer the S.J.D. degree. The schools offering S.J.D. degrees include many in our geographic or rankings "neighborhood," i.e. schools with which we often compete for students.

**I. Basic Program Information**

Institution (official name)	Lord Fairfax Community College
Degree Program Designation	Associate of Science
Degree Program Name	Computer Science
CIP code	11.0701
Anticipated Initiation Date	Fall of 2021
Governing Board Approval Date (actual or anticipated)	November 19, 2020

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

- **Core Coursework and total credit hours:** 46-48 credits of general education and 15 credits of engineering and electives coursework, depending on the choice of electives.

Semester 1 (Assumes Fall Start):	Credits
CSC 201 Computer Science I	4
ENG 111 College Composition I	3
Social Science Elective <sup>2</sup>	3
SDV 101 Orientation for IT Professions	1
Science with Laboratory Elective <sup>2</sup>	4
<b>Semester Total</b>	<b>15</b>
Semester 2	
Math Elective I <sup>1</sup>	3-4
ENG 115 Technical Writing or ENG 112 College Composition II	3
CSC 202 Computer Science II	4
Science with Laboratory Elective <sup>2</sup>	4
PED/HLT Elective <sup>2</sup>	1
<b>Semester Total</b>	<b>15-16</b>
Semester 3	
HIS History Elective <sup>2</sup>	3
CSC 210 Programming with C++	4
CST Elective <sup>2</sup>	3
Humanities/Fine Arts Elective <sup>2</sup>	3
Math Elective II <sup>1</sup>	3-4
<b>Semester Total</b>	<b>16-17</b>
Semester 4	
CSC 205 Computer Organization	3
Humanities/Fine Arts Elective <sup>2</sup>	3
Social Science Elective <sup>2</sup>	3
Approved Elective <sup>3</sup>	3
Approved Elective <sup>3</sup>	3

	Semester Total	15
	<b>Total Minimum Credits</b>	<b>61-63</b>

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

- Apply concepts of computing and mathematics to solve problems.
- Analyze a problem, identify, and define the computing requirements for the solution.
- Design, implement and evaluate a computer-based system, process, component, or program to meet desired needs within realistic constraints.
- Employ current techniques, skills, and tools necessary for computing practice.
- Apply foundational Computer Science concepts and algorithmic principles to models computer-based systems demonstrating comprehension of the tradeoffs.
- Apply design and development principles in the construction of software systems of varying complexity.

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

- 

**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, 20XX-YY (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
N/A				

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

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
N/A					

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2020 - 2021</b>	<b>Program Full Enrollment Year 2023 - 2024</b>
1	Projected Enrollment (Headcount)	70	90
2	Projected Enrollment (FTE)	50	74
3	Estimated Tuition and E&G Fees	\$4,739 in-state T&F for full-time student (\$154 per credit * 15 credits * 2 semesters)	\$4,739 in-state T&F for full-time student (\$154 per credit * 15 credits * 2 semesters)
4	Projected Revenue from Tuition and E&G Fees	\$ 236,950	\$ 350,686
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$ n/a	potential participation in the Tech Talent Pipeline initiative

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

According to data provided by LFCC's Office of Institutional Research, Computer Science is seeing a growth in enrollment and graduates for students seeking to transfer to 4-year institutions. Additionally, there is focus on addressing the CS workforce shortcoming through programs like Tech Talent Pipeline, CS4ALL, and the inclusion of computer science in the K-12 standards of learning by the Virginia Department of Education. Having an Associate of Science in Computer Science, instead of a specialization under the Association of Science, would enable students interested in computer science to earn an actual degree with a focus on computer science, instead of science. This would increase the successful pathway to 4-year computer science programs without losing credits. Many students enrolling in CS at LFCC transfer to CNU, ODU, GMU, JMU, or UVA. An A.S. Computer Science would give LFCC the unique position of offering the region a CS option to students who are still developing advanced math skills. The design of the A.S. in Computer Science would off flexibility in adapting to the changes prescribed by the 4-year institutions and TransferVA, which may include variations of programming languages, math requirements, and general education requirements for B.S. in Computer Science, B.S.in Applied Computer Science, and B.A. in Computer Science programs offered by 4-year institutions. Industry members serving on the advisory committee verified that graduates would be able to obtain an entry level CS job should their plans change about entering the workforce, instead of transferring.



**I. Basic Program Information**

Institution (official name)	Lord Fairfax Community College
Degree Program Designation	Associate of Science
Degree Program Name	Engineering
CIP code	14.0101
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	November 19, 2020

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

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CURRICULUM		
Course No.	Title	Credit(s)
<b>First Semester</b>		
ENG 111	College Composition I	3
IT/CS	Computer Elective <sup>1</sup>	3
MTH 263	Calculus I	4
SDV 100	College Success Skills	1
	Science with Laboratory <sup>2</sup>	4
EGR 120	Introduction to Engineering	<u>2</u>
	<b>Total</b>	<b>17</b>
<b>Second Semester</b>		
ENG 112	College Composition II	3
MTH 264	Calculus II	4
MTH 266	Linear Algebra	3
EGR 123	Introduction to Engineering Design	2
CST	Communications Elective <sup>1</sup>	<u>3</u>
	<b>Total</b>	<b>15</b>
<b>Third Semester</b>		
	Social Science Elective <sup>1</sup>	3
	Approved STEM Elective <sup>1,3</sup>	3-4
PED/HLT	Physical Education OR Health <sup>1</sup>	1
EGR	Engineering Elective <sup>1</sup>	3
EGR	Engineering Elective <sup>1</sup>	3
	Science with Laboratory <sup>2</sup>	<u>4</u>
	<b>Total</b>	<b>17-18</b>
<b>Fourth Semester</b>		
	Social Science Elective <sup>1</sup>	3
	Humanities/Fine Arts Elective <sup>1</sup>	3
	Science with Laboratory <sup>2</sup>	4
ENG	Literature Elective <sup>1</sup>	3
	Engineering OR Math Elective <sup>1</sup>	3
	Approved STEM Elective <sup>1,3</sup>	3
	<b>Total</b>	<b>19</b>
<b>PROGRAM TOTAL CREDITS</b>		<b>68-69</b>

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

- Apply principles of mathematics, science, and engineering in a variety of contexts
- Use the techniques, skills, and tools necessary for science and engineering practice
- Design and conduct experiments, as well as to analyze and interpret data
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- Participate in projects that cross disciplines and to function on multi-disciplinary teams
- Identify, formulate, and solve engineering problems.
- Internalize and demonstrate professional and ethical responsibility
- Communicate effectively
- Discover the impact of engineering solutions in a global, economic, environmental and societal context

**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)
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, 20XX-YY (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
n/a				

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

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
n/a					

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 20 21 - 20 22	Program Full Enrollment Year 20 24 - 20 25
1	Projected Enrollment (Headcount)	90	100
2	Projected Enrollment (FTE)	70	80
3	Estimated Tuition and E&G Fees	\$4,739 in-state T&F for full-time student (\$154 per credit * 15 credits * 2 semesters)	\$4,739 in-state T&F for full-time student (\$154 per credit * 15 credits * 2 semesters)
4	Projected Revenue from Tuition and E&G Fees	\$ 331,730	\$ 379,120
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$ n/a	\$ n/a

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

LFCC asserts that graduates of the proposed program will successfully transfer to a 4-year partner, as evidenced by the data provided from the AS in Science Engineering Specialization. In Virginia and nationally, employment predictions indicate a need for bachelor-level personnel to fill openings in the field of engineering. The Virginia Employment Commission's Labor Market Information website reveals two full pages of occupations in the engineering category <https://virginiaworks.com/career-search/keyword/engineering>. Statewide projections for the occupation show 9.32% increase in demand for bachelor-prepared engineers in the state. Interesting to note is the projected increase in the field for associate-level personnel – up to 12.59% increase for Environmental Engineering Technicians and 9.48% increase for Electrical and Electronics Engineering Technicians.

Further, LFCC has a successful engineering program by way of the AS in Science with Engineering Specialization, with data pointing to the transferability of the program and established relationships with 4-year partners. Since 2015, 75% to 100% of graduates of the LFCC AS in Science with Engineering Specialization have transferred to a 4-year partner. LFCC engineering faculty have a continuing relationship with faculty at Virginia Tech and George Mason. Movement of the engineering program to its own degree will improve opportunities for transfer by allowing students to eliminate coursework that is not needed and use electives to meet program requirements at particular institutions.

## State Council of Higher Education for Virginia Agenda Item

**Item: #II.G.** - Academic Affairs – Receipt of Report of the Staff Liaison to the Academic Affairs Committee

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto: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, September 15, 2020

Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning

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### COVID-19 Campus Reopening Plans

- Staff conducted the review of 56 private institutions' plans for compliance with the Governor's COVID-19 higher education reopening guidelines.

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### Staff Activities and Recognition

#### Ashley Lockhart

- Convened subject matter experts for a meeting entitled, "Dyslexia Education: Evidence-Based Methods and Approaches," via WebEx (August 7). This convening was mandated by a 2020 General Assembly bill requiring the initiation of a "statewide coalition of public institutions of higher education to gather and share information on the latest evidence-based methods and approaches to prepare teachers to effectively educate K-12 students in reading, including multisensory structured language education to instruct students with dyslexia." The coalition will continue to convene, but SCHEV's legislative duty has been fulfilled.
- Attended the Virginia Higher Education Substance Use Advisory Committee (VHESUAC) Executive Council meeting (July 31). The committee meets several times a year and is comprised of public and private universities and colleges, student leaders, state agencies and statewide partners in substance misuse prevention. The partners have indicated that they are ready to collaborate to reduce college substance misuse and advocate for science-based policies and practices.
- Participates in SCHEV's Culture and Values Workgroup, which convenes regularly to update SCHEV's policy document.

#### Beverly Rebar

- Prepared SCHEV report on public comment on tuition increases at the Boards of Visitors meetings, which was submitted on August 1.
- Convened the Military Education Advisory Committee for a presentation by Patricia Parker of Transfer Virginia. Ms. Parker presented on the plan to incorporate four-year institution programs into the VCCS's Credits 2 Careers portal, in conjunction with ongoing Transfer Virginia portal work (July 23).
- Continues to convene legislative liaisons regularly for discussion and updates from SCHEV and the Deputy Secretary of Education.
- Monitored General Assembly Special Session bills, budget amendments and meetings to identify higher education issues.

#### Paul Smith

- Convened the Dual Enrollment and Passport Advisory Committee (DEPAC) (August 28). The committee typically meets quarterly for half-day sessions. In response to COVID-19, DEPAC has been meeting more frequently for reduced time periods via video conference. During this period, DEPAC finalized the Public Higher Education Policy Guidelines for the Development of Transfer Agreements, updated the SCHEV Policy Statement on Distance Education Courses, and developed an initial draft of the Public Higher Education Policy Guidelines for the Development of Pathway Maps. DEPAC is scheduled to meet again in September to continue work on the pathway policy.
- Represented SCHEV on the Western Interstate Commission for Higher Education (WICHE) for its monthly Interstate Passport State Facilitator meeting (August 11). The Interstate Passport is a transfer initiative designed to increase efficiency in student transfer across state lines using a “block” course transfer model based on competencies rather than course-to-course evaluation.
- The State Committee on Transfer (SCT) met via video conference (August 13). Dr. Paul Smith, in collaboration with the committee’s co-chairs and the Director of Transfer Virginia, led a discussion on the Transfer Virginia Return to Work Plan. Ongoing work on transfer initiatives slowed as a result of the COVID-19 pandemic. The SCT meets twice a year but has adjusted its fall meeting schedule to accommodate social distancing guidelines. Instead of a single full-day Fall meeting, the SCT will hold several shorter video conferences between August and November 2020.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE  
JULY 13, 2020  
DRAFT MINUTES**

Ms. Harker called the meeting to order at 9:00 a.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present Victoria Harker, Chair, Thaddeus Holloman, Henry Light, Stephen Moret, Tom Slater and Katharine Webb.

Staff members present: Lee Andes, Peter Blake, Alan Edwards, Wendy Kang and Kristin Whelan.

**DISCUSSION OF LEGISLATIVE CHANGES IMPACTING THE TUITION ASSISTANCE GRANT (TAG) AND IN-STATE TUITION ELIGIBILITY**

Ms. Kang provided some background on TAG and domicile guidelines, as discussed in prior meetings. SCHEV is required to provide guidance on these issues.

The in-state tuition changes address tuition for students whose parents are unable to establish domicile even though the student has resided in the state for the proscribed amount of time. In the past, Virginia established eligibility based on the information from the parents. The new guidelines seek to provide ways that the student can establish it on their own. Under the new legislation, students who have attended a Virginia high school for at least two years are able to qualify for in-state tuition status. Mr. Andes has provided guidance to the institutions and the legislators to inform the institutions' tuition decisions prior to the July 1 implementation. Ms. Harker asked how SCHEV will ensure that the implementation will be consistent across institutions. Mr. Andes discussed the preliminary guidance staff provided to the institutions. Staff provided early guidance in April, May and June through webinars and direct contact with institutions.

Mr. Andes led the discussion of the changes to TAG. During the General Assembly session this year, distance learning was eliminated from TAG eligibility. Working with the Council of Independent Colleges in Virginia (CICV), SCHEV was able to get some exception language added to address the current state of education during the public health crisis. SCHEV is planning to formalize the new guidance and bring this before Council for review in six to nine months.

**DISCUSSION OF THE STATE OF HIGHER EDUCATION FUNDING**

Ms. Kang led the discussion of the state of higher education funding. SCHEV updates the Council every year to inform their policy recommendations to the upcoming General Assembly session and to guide staff's work to prepare for the special session starting August 18. The initial project of a one billion dollar loss in revenue is smaller but will still impact our funding. Virginia ranks lower in state support and is in the bottom 10% of per-student support compared to other states. We are a higher tuition, higher aid state, meaning that Virginia funds financial aid at a higher rate than funding for institutions. The General Assembly's goal is to fund 69% of in-state undergraduates. Currently, the state funds 49% of state undergraduates.

Ms. Kang discussed the COVID-19 impacts on higher education funding from spring 2020 and for fall 2021 and beyond. SCHEV is working with the money committees and Governor's office to get updated figures for dollar losses. All institutions had additional expenses related to technology infrastructure and cleaning. Institutions also lost revenue from canceled events and refunds for housing, dining and parking.

In the fall and in 2021, the institutions will incur additional costs related to technology infrastructure, personal protective equipment, building modification, sanitizing, testing and contact tracing. Institutions will experience losses in enrollments, auxiliary services, research, endowments and state budget cuts. Additional institutional risks vary based on the type of institution and the students the institutions serve.

At public research institutions, enrollment numbers are holding steady, but these institutions may lose out-of-state and international students. Students may choose to delay enrollment. Economic conditions may influence student decisions.

Public regional institutional enrollment figures are spotty, but these institutions are expecting small enrollment decreases and may lose in-state students to more selective in-state schools. Economic conditions will also influence student decisions.

Community colleges are experiencing flat and unpredictable enrollment, but short-term programs could grow. While the economic conditions pose a risk for community colleges, historically, during economic downturns, enrollments increase at these institutions.

SCHEV maintains ongoing contact with all Virginia institutions and has implemented a survey to gather up-to-date information on losses and additional expenditures. Staff should have the results by the end of July.

Ms. Kang led a discussion on the CARES Act impact on higher education funding. The CARES Act contains three pots of relief funding for higher education. The Higher Education Emergency Relief Fund (HEERF) provides federal funds to provide institutional support, direct aid to students, aid to minority-serving institutions and U.S. Secretary of Education discretionary funds. The Governor's Educational Emergency Relief Fund (GEERF) provides funds focused primarily on financial aid. The Coronavirus Relief Fund (CRF) is a fund for COVID-related expenses for all state agencies, including higher education.

CARES covered some costs for institutions, but it did not make them whole. Many institutions had either no or minimal tuition and fee increases planned for the coming year. All institutions could face enrollment and other revenue losses in the coming year. The institutions at the greatest risk are those that are less selective, rely more on state funding, have smaller endowments and serve underrepresented populations.

SCHEV is working closely with the OpSix group, which includes SCHEV, Secretary of Finance, Secretary of Education and the Department of Planning and Budget to assess losses for FY2020 and anticipate FY2021 losses. SCHEV staff is looking at the impact of potential state budget cuts and will review "what if" scenarios to assist institutions



with planning. Equity remains a key focus throughout these endeavors. Through the survey distributed to institutions staff hopes to learn about their short-term realignment and cost-saving strategies. The information will inform SCHEV's guidance to the General Assembly.

Ms. Harker facilitated a discussion with committee members. Committee members expressed interest in SCHEV seeking information on ways in which other states are dealing with the COVID impacts on higher education and using that information and the information we are collecting to champion targeted investments in higher education. Council members would also like to retain outreach efforts to the 25% of Virginia high school graduates who do not go on to receive any higher education credentials. They expressed the importance of SCHEV supporting the institutions that do not have the same marketplace power as the selective institutions in Virginia.

### **RECEIPT OF REPORT FROM STAFF LIAISON TO THE RESOURCES AND PLANNING COMMITTEE**

Ms. Kang reviewed the staff activities in her report to the committee.

Dr. Jean Huskey is working with the institutions on the institutional planning measures. These are typically completed in July but have been delayed and will be presented at the September Council meeting.

In an effort to improve the communication of data on the SCHEV website, staff launched SCHEV Insights. We will release a post about the CARES Act funding and one describing the results of the national student survey data. Staff created an advisory group including Council member, Kate Webb to advise us on future topics. Ms. Webb and SCHEV's Tom Allison will report on their efforts at the September Council meeting.

Ms. Harker and Ms. Webb expressed concern about the Coronavirus testing and contact tracing plans in the institutional reopening plans. SCHEV is currently reviewing these plans and will have a better idea about these issues once our review is complete.

### **MOTION TO ADJOURN**

The Chair adjourned the meeting at 10:15 a.m.

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Victoria Harker  
Committee Chair

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Kristin Whelan  
Coordinator, Executive & Board Affairs

## State Council of Higher Education for Virginia Agenda Item

**Item: #III.C.** - Resources and Planning Committee – Discussion of Outcomes of the Special Session

**Date of Meeting:** September 15, 2020

**Presenter:** Wendy Kang,  
Director of Finance Policy & Innovation  
[WendyKang@schev.edu](mailto:WendyKang@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 provide an update on the budget outlook and proposed legislation as a result of the General Assembly Special Session.

**Background**

On August 18, the Special Session began with [remarks](#) by the Governor, a [budget outlook](#) from the [Secretary of Finance](#) and [proposed budget legislation](#) from the Director of the Department of Planning and Budget. The session also includes bills introduced by members.

In addition, the House allowed budget amendments that were [submitted and read](#) on September 1.

The following are a few general observations of the budget and special session as they relate to higher education:

- **No cuts are planned for FY2021, but FY2022 could be different.** While cautious, the Secretary of Finance conveyed that the stop in discretionary funding, the unallotment of funds in the spring and higher revenues than expected allowed the state to build up reserves. This outlook could change and there will be a new updated forecast in the fall. In addition, if current trends continue, the state could face an estimated \$400 million shortfall in FY2022.
- **The general approach proposed by the administration is to maintain cash and only invest in one-term expenditures.** The Governor mentioned this in

his remarks and the Secretary affirmed the need to preserve cash and avoid additional recurring expenditures.

- **For higher education, the Governor proposed amendments to primarily restore unallotted funds for Norfolk State and Virginia State University—additional amendments proposed by the House focus on broader amounts.** The Governor proposed amounts totaling approximately \$14 million in the first year for the two HBCUs. The House amendments are broader and include restoring tuition moderation funding and funding for specific institutions, the Online Virginia Network and G3—all items that were originally passed in the budget but were unallotted in the reconvened session.
- **The majority of bills do not impact higher education.** Proposed bills focus primarily on issues related to public safety and COVID-related issues. Some bills related to policing can impact campus police and SCHEV staff is tracking this progress along with institutions. In addition, one bill was introduced that could provide some liability protection that would impact higher education.

Staff will continue to monitor the Special Session and provide an update at the Council meeting.

**Materials Provided:**

**Financial Impact:** TBD

**Relationship to Goals of The Virginia Plan for Higher Education:**

Tracking of changes during the special session can impact all goals of The Virginia Plan for Higher Education.

**Timetable for Further Review/Action:** None

**Resolution:** None.

## State Council of Higher Education for Virginia Agenda Item

**Item #III.D:** Resources and Planning Committee – Discussion of Budget and Policy Considerations for 2021 General Assembly Session

**Date of Meeting:** September 15, 2020

**Presenter:** Wendy Kang, Director of Finance Policy & Innovation,  
[WendyKang@schev.edu](mailto:WendyKang@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 engage Council members in a preliminary discussion of budget and policy recommendations that SCHEV could propose as part of the 2021 General Assembly session. Following Council discussion at the September meeting, staff will develop recommendations for the Council's consideration in October. Those recommendations will serve as a guide for SCHEV's outreach to policymakers during the session.

**Background**

In the second year of the biennial budget, SCHEV generally affirms the two-year budget passed in the prior General Assembly session, considers SCHEV recommendations that did not receive support in the previous session and seeks budget and language adjustments based on new circumstances that arise.

With the recent pandemic, the Commonwealth experienced significant changes in its economic outlook and how higher education operated since the General Assembly passed its budget in March. While, the Governor and General Assembly worked together to make initial adjustments during the reconvened session in April (and pending any actions in the current special session), additional adjustments might be needed to address remaining issues during the regular session in 2021.

In addition, the growing concerns regarding racial justice also raise short- and long-term questions regarding how SCHEV's budget and policies support equity. This topic has been the focus of extensive discussion among policy makers and institutions.

With these two considerations in mind, staff presents the following items for the Council's consideration. Given the weight of the current environment and the fact that the 2021 General Assembly session is a "short" session (45 days), some of these items might be more appropriate for a year of study and presentation for the 2022 General Assembly session.

### **Current issues impacting higher education as they relate to The Virginia Plan for Higher Education emerging goal themes**

**Equitable:** The issues related to equity transcend students, faculty, staff, institution culture and funding. The pandemic has made many long-standing issues more acute. With more high school, college and outreach activities occurring virtually, for example, the Commonwealth most likely will see growing access and attainment gaps among first-generation, low-income, African American, Hispanic and other individuals who already face barriers.

**Affordable:** While affordability was a primary concern prior to the pandemic, more students and parents are faced with job losses and reduced pay as a result of the current environment. Affordability could be a key driver for students to decide not to attend or not return.

**Relevant:** With the changes occurring as a result of the pandemic, short- and long-term planning is needed to review operations that may need to change. This can include changes to virtual learning services, access to broadband and computers, alignment of programs to changing workforce demands and assessment of space and capital needs.

### **Non-budget and policy considerations that SCHEV could implement or support**

While legislative action provides the highest level of support, SCHEV will continue to pursue activities to support the Council's priorities. The following items do not require legislative action, but they could spark an interest that results in a budget or policy change. Many of these items also relate to current discussions about The Virginia Plan for Higher Education.

#### **Equitable**

- Implement virtual awareness events with students through partnerships with the Virginia Department of Education, access providers and others.

- Evaluate recommendations from the Secretary of Education's COVID-19 Education and Recovery Workgroup (<https://www.education.virginia.gov/initiatives/covid-19-recovery/>).
- Review diversity, inclusion and excellence plans submitted to the Governor's chief diversity officer and through a survey of college and university responses to COVID-19; support institutions' "Equity in Action" workgroup.
- Foster increased awareness and training among boards of visitors, leadership, faculty and staff regarding diversity, equity and inclusion.
- Identify issues related to broadband access and devices as a potential barrier to education and equity. See recent SCHEV report: <https://sites.google.com/view/schev-tempsite/home/research-reports/insights>
- Modify existing or establish new programs to elevate issues related to racial justice.

### **Affordable**

- Increase communications regarding financial aid resources (state aid, Free Application for Federal Student Aid, etc.).
- Develop measures to assess whether higher education is getting "more affordable" or "less affordable."
- Assess the impact of college costs on students most directly affected by the impacts of COVID-19.
- Address findings in the forthcoming financial aid study (due November 1) and convene financial aid officers to identify further opportunities to improve affordability.

### **Relevant**

- Support institutions that are facing significant financial challenges resulting from COVID-19 impacts.
- Reassess six-year planning process in light of pandemic and other factors.
- Reassess the role of postsecondary education in a post-COVID-19 world in economic development, job creation and community impact.
- Begin implementing recommendations from the recent SCHEV labor-market-alignment report.
- Continue statewide infrastructure efforts related to internships.
- Engage policy makers on their interest in modifying state practices related to academic space utilization, capital outlay prioritization and the Higher Education Equipment Trust Fund.

### **Budget and policy considerations for the 2021 General Assembly session and beyond**

The following table includes potential budget or policy recommendations that support SCHEV's emerging themes. Many of these themes include the new funding that was passed during the 2020 session and was later unallotted. Some items could be addressed in the 2021 General Assembly session. Others might benefit from additional study and could be prepared for the 2022 General Assembly session.

SCHEV staff recommends that, in the broadest context, Council endorse budget recommendation that do the following:

- (1) Acknowledge the budget challenges faced by the state given the current pandemic and economic conditions;
- (2) Affirm that the disruption is causing significant financial challenges to colleges and universities – challenges that will impact student access and success, particularly among more vulnerable populations; and
- (3) Prioritize funding, from state or federal sources initiatives that:
  - a. ensures the health and safety of students, staff and their communities;
  - b. provides financial assistance to students and families to start or continue their education; and
  - c. supports programs that provide education and training needed to adjust to a changing economy.

## SCHEV Draft Budget and Policy Considerations

### Equitable

#### Budget:

- Affirm support for funding in FY 2022 that was unallotted, including Guidance Postsecondary Success, need-based financial aid, “free” community college (G3) and access to broadband technology.
- Consider increasing support for the Southern Regional Education Board’s State Doctoral Scholars program.

#### Policy:

- Charge SCHEV and VDOE to (1) review existing resources at a state and local level and identify opportunities to better coordination of access initiatives; (2) define common measures and goals related to access; and (3) recommend updates to budget and the Code of Virginia.
- Recommend changes to budget-related policies to make them more equitable.

### Affordable

#### Budget:

- Affirm financial aid funding approved by the General Assembly and Governor for FY 2022, including state need-based aid, the Tuition Assistance Grant, graduate financial aid and Virginia Military Survivors and Dependent Education program stipend, as well as strategies to minimize tuition increases.

#### Policy:

- Consider legislative changes to increase Free Application for Federal Student Aid (FAFSA) completion.
- Allow institutions to use tuition revenues for emergency grants to students.
- Consider legislative changes to allow state aid for students made eligible for in-state tuition in HB 1547/SB 935.
- Consider expansion of state aid to support technology or authorize institutions to include technology as part of a student’s “cost of attendance.”

### Relevant

#### Budget:

- Affirm the need for funding to support increased costs related to COVID-19 to ensure health and safety.
- Affirm funding for the Innovative Internship Fund and Program.
- Consider state funding for growth in the Higher Education Equipment Trust Fund to support online learning needs for institutions and students.

#### Policy:

- Support legislative efforts to establish an entity to align labor market needs with educational programs and curricula.
- Consider budget language to study existing funding for collaborative initiatives to enhance their mission and address changing needs.



- Recommend a study to review SCHEV practices related to capital outlay and space need determinations.
- Recommend updated budget language previously passed during the 2020 session related to a cost study and adjust the scope to address current and future needs.
- Determine if institutions or the state need budget language to provide further flexibility or contingency planning in light of the pandemic.

**Materials Provided:**

Summaries of issues SCHEV staff identified and suggested non-budget and policy actions that SCHEV could implement and considerations for budget and policy that SCHEV could recommend for the upcoming session.

**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 Agenda Item

**Item: #III.E.** - Resources and Planning Committee – Discussion of Institutional Performance Standards

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. Jean Huskey  
Assistant Director of Planning and Finance  
[JeanHuskey@schev.edu](mailto:JeanHuskey@schev.edu)

**Most Recent Review/Action:**

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

**Date:** September 17, 2018

**Action:** Council took action on the 2018 Biennial Assessment and certification for institutions.

**Purpose of the Agenda Item:** The purpose of this agenda item is to provide background for the 2020 assessment of institutional performance and to present some preliminary findings.

**Background Information/Summary of Major Elements:**

The State Council of Higher Education (SCHEV) has assessed institutional performance for over a decade, beginning with the Higher Education Restructuring Act in 2005, the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related Code of Virginia amendments. The Appropriation Act of 2020-22 (Chapter 1289 under general provisions) outlines the assessment process and lists the six education-related measures and the Financial and Administrative Standards by which the Council shall base its assessment and certification. The preliminary results for the six measures are included in this agenda item. The Department of Planning and Budget staff is currently reviewing the results for the Financial and Administrative Standards.

The full text from the Appropriation Act is included in Appendix A and is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

*In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial*

*benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.*

*Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.*

*The State Council may develop, adopt and publish standards for granting exemptions and ongoing modifications to the certification process.*

The Council uses results for the measures and standards to certify institutional performance. Institutions that meet certification criteria are eligible to receive financial benefits from the state. Appendix B contains the language in § [23.1-1002](#) with details about these financial benefits.

As previously mentioned, the assessment process involves two areas of measurement. The six general education-related measures comprise one area. These are the six measures:

1. HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.
3. STEM-H DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.
4. PROGRESSION AND RETENTION - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
5. DEGREES FOR UNDERREPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.

6. TWO-YEAR TRANSFERS - Maintain or increase the number of in-state two-year transfers to four-year institutions. *Special Note: Virginia Military Institute (VMI) has an alternative measure, commissioning rate, for this performance measure.*

The years under review for these measures for the 2020 Biennial Assessment are 2017-18 and 2018-19. Preliminary results for the six measures indicate that Systemwide, all six measures were achieved. Table I contains the aggregate information.

**TABLE 1**  
**PRELIMINARY RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES**  
Aggregate Information  
August 2020

PERFORMANCE MEASURE	2017-2018			2018-2019 (Biennium- M5 & M6)		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for <b>in-state undergraduate headcount enrollment</b> .	301,461	303,817	<b>101%</b>	299,881	298,830	<b>100%</b>
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of <b>in-state associate and bachelor degree awards</b> .	50,122	48,855	<b>98%</b>	51,020	49,136	<b>96%</b>
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of <b>in-state STEM-H associate and bachelor degree awards</b> .	11,241	11,361	<b>101%</b>	11,640	12,313	<b>106%</b>
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of <b>in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students</b> .	70,858	78,352	<b>111%</b>	72,191	78,540	<b>109%</b>
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.	For this measure, we compare the average for the two years under review to the average for the three prior years.			30,358	30,366	<b>+8</b>
6 - Maintain or increase the number of <b>in-state, two-year transfers to four-year institutions</b> .	For this measure, we compare the average for the two years under review to the baseline figure from 2010-11.			9,579	11,200	<b>+1,621</b>

Table 2 contains the preliminary results by institution and measure.

**TABLE 2**  
**PRELIMINARY BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE**  
(Using 2017 Projections)  
August 2020

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	Biennium	Biennium
CNU	P	P	P	91.5	81.9	88	P	P	-47	-33
CWM	P	P	P	P	94.1	82.6	P	P	P	-8
GMU	P	P	P	P	P	P	P	P	P	P
JMU	P	P	P	P	88	86.6	P	P	P	P
LU	P	93.6	P	P	92.4	93.1	86.4	76.2	-4	P
NSU	94.4	90.2	88.2	79.3	90.7	61.7	P	P	-243	-124
ODU	P	P	P	P	P	P	P	P	P	P
RU	P	93.6	P	P	P	P	P	P	P	-36
UMW	P	P	P	P	P	P	P	P	P	P
UVA	P	P	P	P	P	P	P	P	P	P
UVA-W	P	P	P	P	86.8	P	P	P	-18	-31
VCU	P	P	P	P	P	90.9	P	P	-9	P
VMI	P	P	P	P	P	P	P	P	P	P
VSU	P	93.2	84.1	74.2	89.4	87.1	P	P	-66	-11
VT	P	P	P	P	P	P	P	P	P	P
VCCS	P	P	94.1	91.9	P	P	N/A	N/A	-523	N/A
RBC	85.1	91.9	P	P	82.6	90.5	N/A	N/A	P	N/A

**PERFORMANCE MEASURES:**

**PM 1** - Institution meets at least 95 percent of its State Council-approved biennial projections for **in-state undergraduate headcount enrollment**.

**PM 2** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

**PM 3** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

**PM 4** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

**PM 5** - Maintain or increase the number of in-state associate and bachelor **degrees awarded to students from underrepresented populations**.

**PM 6** - Maintain or increase the number of in-state **two-year transfers to four-year institutions**.

Results indicate that six institutions achieved all six measures. These institutions are George Mason University, Old Dominion University, University of Mary Washington, University of Virginia, Virginia Military Institute and Virginia Tech.

Staff is currently working with the other institutions to discuss the results and obtain feedback about any deficiencies. In particular, there are concerns about institutions that have deficiencies for three or more measures. These institutions include Christopher Newport University, Longwood University, Norfolk State University and Virginia State University. Although the University of Virginia at Wise appears to fall into this category, results indicate that for Performance Measure 3, there was improvement made from the first year of the review period, 2017-18, to the second year, 2018-19, resulting in achieving the 95% target for that measure.

In past years, the Council has chosen to require remediation plans for institutions with deficiencies for three or more measures.

**Next Steps:**

The Financial and Administrative Standards reviews are underway by the Department of Planning and Budget. SCHEV anticipates receiving this information from the Secretary of Finance's office in late August or early September.

At the October Council Meeting, staff will present the final results for the six general education-related performance measures and the Financial and Administrative Standards, as well as recommendations regarding the certification of the institutions.

**Materials Provided:**

Appendix A: § [4-9.01](#) Assessment of Institutional Performance

Appendix B: § [23.1-1002](#) (Subsection C) Eligibility for Restructured Financial and Administrative Operational Authority and Financial Benefits

**Financial Impact:** Certified institutions are eligible to receive financial benefits listed in Appendix B.

**Timetable for Further Review/Action:** Final discussion of assessment information including the review of the Financial and Administrative Standards and Council action/certification in October.

**Resolution:** None.

## APPENDIX A

### § 4-9.00 HIGHER EDUCATION RESTRUCTURING

#### § 4-9.01 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

Consistent with § [23.1-206](#), Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than October 1 of each even-numbered year. Institutional performance on measures set forth in paragraph D of this section shall be evaluated year-to-date by the Secretaries of Finance and Administration as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Financial benefits provided to each institution in accordance with § [23.1-1002](#) will be evaluated in light of that institution's performance.

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV. However, it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.

The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

##### a. BIENNIAL ASSESSMENTS

1. Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.

2. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.

3. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics, and Health professions) associate and bachelor degree awards.

4. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.

5. Maintain or increase the number of in-state associate and bachelor degrees awarded to students from under-represented populations.

6. Maintain or increase the number of in-state two-year transfers to four-year institutions.

#### d. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to all institutions except those governed under Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, Chapters 675 and 685 of the 2009 Acts of Assembly, and Chapters 124 and 125 of the 2019 Acts of Assembly.

1. As specified in § [2.2-5004](#), Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:

a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;

b) No significant audit deficiencies attested to by the Auditor of Public Accounts;

c) Substantial compliance with all financial reporting standards approved by the State Comptroller;



d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and

e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

2. Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.

3. The institution will achieve the classified staff turnover rate goal established by the institution; however, a variance of 15 percent from the established goal will be acceptable.

4. The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable.

The institution will make no less than 75 percent of dollar purchases through the Commonwealth's enterprise-wide internet procurement system (eVA) from vendor locations registered in eVA.

5. The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun.

6. The institution will complete major information technology projects (with an individual cost of over \$1,000,000) within the budgets and schedules originally approved by the institution's governing board. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Administration shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay.

## e. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, Chapters 675 and 685 of the 2009 Acts of Assembly, and Chapters 124 and 125 of the 2019 Acts of Assembly. They shall be measured by the administrative standards outlined in the Management Agreements and § 4-9.02.d.4. of this act. However, the Governor may supplement or replace those administrative performance measures with the administrative performance measures listed in this paragraph. Effective July 1, 2009, the following administrative and financial measures shall be used for the assessment of institutional performance for institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly and those governed under Chapters 594 and 616 of the 2008 Acts of Assembly, Chapters 675 and 685 of the 2009 Acts of Assembly, and Chapters 124 and 125 of the 2019 Acts of Assembly.

### 1. Financial

- a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
- b) No significant audit deficiencies attested to by the Auditor of Public Accounts;
- c) Substantial compliance with all financial reporting standards approved by the State Comptroller;
- d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and
- e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

### 2. Debt Management

- a) The institution shall maintain a bond rating of AA- or better;

b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and

c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy.

### 3. Human Resources

a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and

b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.

### 4. Procurement

a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable; and

b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.

### 5. Capital Outlay

a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;

b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and

c) The institution shall pay competitive rates for leased office space – the average cost per square foot for office space leased by the institution is within 5 percent of the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.

## 6. Information Technology

a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and

b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.

## APPENDIX B

### § [23.1-1002](#) (Subsection C) ELIGIBILITY FOR RESTRUCTURED FINANCIAL AND ADMINISTRATIVE OPERATIONAL AUTHORITY AND FINANCIAL BENEFITS

C. Each public institution of higher education that (i) has been certified during the fiscal year by the Council pursuant to § [23.1-206](#) as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the state goals set in subsection A shall receive the following financial benefits:

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the state treasury by the institution, as provided in the general appropriation act. Such interest shall be paid from the general fund and shall be an appropriate and equitable amount as determined and certified in writing by the Secretary of Finance to the Comptroller by the end of each fiscal year or as soon as practicable after the end of such fiscal year;
2. Any unexpended appropriations of the public institution of higher education at the end of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year;
3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year. The amount to be paid to each institution shall equal a pro rata share based upon its total transactions of \$5,000 or less using the credit card that is approved for use by all state agencies as compared to all transactions of \$5,000 or less using such card by all state agencies. The Comptroller shall determine the public institution's pro rata share and, as provided in the general appropriation act, shall pay the institution by August 15 of the fiscal year immediately following the year of certification or as soon as practicable after August 15 of such fiscal year. The payment to an institution of its pro rata share under this subdivision shall also be applicable to other rebate or refund programs in effect that are similar to that of the credit card rebate program described in this subdivision. The Secretary of Finance shall identify such other rebate or refund programs and shall determine the pro rata share to be paid to the institution; and
4. A rebate of any transaction fees for the prior fiscal year paid for sole source procurements made by the institution in accordance with subsection E of § [2.2-4303](#) for using a vendor that is not registered with the Department of General Services' web-based electronic procurement program commonly known as "eVA," as provided in the general appropriation act. Such rebate shall be certified by the Department of General Services and paid to each public institution by August 15 of the fiscal year immediately following the year of certification or as soon as practicable after August 15 of such fiscal year.

## State Council of Higher Education for Virginia Agenda Item

**Item: #III.F.** - Resources and Planning Committee – Discussion of Legislative Studies

**Date of Meeting:** September 15, 2020

**Presenter:** Wendy Kang  
Director of Finance Policy & Innovation  
[WendyKang@schev.edu](mailto:WendyKang@schev.edu)

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of Agenda Item:**

This agenda item provides an update on two reports assigned to SCHEV during the 2020 General Assembly session to (1) continue the study of financial aid and report recommendations and (2) develop a plan for implementing a statewide survey of institutional expenditures by program and academic disciplines. Both reports are due to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on November 1, 2020.

**Background:**

The following is a background and status of each study that will be submitted by November 1, 2020.

**Financial Aid Study (Item 152.O)**

The financial aid study is a continuation of the work initiated last year related to state financial aid, where SCHEV provided recommendations in several key areas. The first of those recommendations was the successful adoption of new financial aid funding methodology that directed aid to institutions serving primarily low-income students, diminished the impact of an institution raising tuition and improved the calculation of need for very low-income students. In addition, there were several recommendations included in that report that SCHEV proposed to continue working on in the coming year.

In addition, the 2019 report provided recommendations for improving administration of state financial aid programs. Staff continues to work with state financial aid directors to develop these recommendations further. While SCHEV staff will provide the report at the October meeting, due to time limitations of institution and SCHEV staff as a result of COVID, staff will propose that the work continue through 2021 to ensure adequate

buy-in from institutions and policymakers prior to introducing legislative language for the 2022 session.

As a note, recommendation 3.3 listed below has legislative language drafted and will be ready for Council review in October for submission in the 2021 legislative process.

**2019 recommendations:**

**Virginia Student Financial Assistance Programs:**

- 2.1: Combine the two financial aid programs into a single program.
- 2.2: Adjust the minimum award requirement
- 2.3: Restrict aid to low- and middle-income students
- 2.4: Restructure the incentives designed to encourage student progression to graduation.
- 2.5: Provide institutions with additional award flexibility while maintaining accountability in prioritizing low- and middle-income students and families.

**Tuition Revenue for Aid / Unfunded Scholarships:**

- 3.1: Continue to monitor tuition revenue used for aid as reported annually in the six-year plan process to allow reviewers to assess and provide feedback regarding an increase in the percentage.
- 3.2: Implement increased transparency by publicly reporting the amount of tuition revenue being used for financial aid.
- 3.3: Authorize institutions to use a portion of tuition revenue to fund emergency awards for low-income students facing unique expenses that threaten their continued enrollment.
- 3.4: Combine the existing Unfunded Scholarships Program (§23.1-612) with the policies pertaining to using tuition revenue for financial aid.

As a reference, the language for the study is included below:

*O 1. The State Council of Higher Education for Virginia, in consultation with staff from the House Appropriations and Senate Finance and Appropriations Committee, Department of Planning and Budget, Secretary of Finance and Secretary of Education, as well as representatives of public higher education institutions, shall review financial aid awarding practices and tuition discounting strategies.*

*2. The Council shall review current state financial aid awarding policies and make recommendations to: (1) appropriately prioritize and address affordability for low- and middle-income students; (2) increase program efficiency and effectiveness in meeting state goals that align with The Virginia Plan; and (3) simplify communication and improve student understanding of eligibility criteria. The review shall also: (1) assess financial aid by income level and the utilization and reporting of tuition revenue used for financial aid and unfunded scholarships; and (2) consider the pros and cons of authorizing remittance of tuition and fees for merit scholarships for students of high academic achievement.*

*3. By November 1, 2020, the Council shall submit a report and any related recommendations to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees.*

**Plan for Implementing a Statewide Survey of Institutional Expenditures by Program and Academic Discipline (Item 152.P)**

This study is focused on identifying methods to implement reporting of institutional expenditures by program and academic discipline to determine the effectiveness of spending related to the attainment of state and institutional goals. The specific budget language is listed below.

*P. 1. The State Council of Higher Education for Virginia shall develop a plan for implementing a statewide survey on institutional expenditures by program and academic discipline at Virginia's public institutions to determine the effectiveness of spending related to the attainment of state and institutional goals and inform strategic decision-making.*

*2. The Council may review existing reporting capacities and other state examples of cost analysis by program and academic discipline in higher education to: (1) determine the Council's current capacity to conduct the survey; (2) determine any additional staff and financial support necessary for conducting such a survey; (3) determine the potential for long-range cost containments; and (4) detail a plan for survey implementation.*

*3. By November 1, 2020, the Council shall submit a report and any related recommendations to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees.*

Over the last few months, SCHEV staff has researched other state and institution practices related to this issue.

At the state level, Virginia has no centralized data systems that collect expenditures and faculty workload by academic program and discipline. If SCHEV were to implement this collection in-house, these data would need to be part of a new collection from institutions.

At the national level, the National Study of Instructional Costs and Productivity (commonly known as Delaware Cost Study) collects departmental instructional costs at four-year public and private institutions annually. Based on the submitted data, this study provides benchmarks such as instructional expenditures per student credit hour and faculty teaching load. The Delaware cost study has operated for 25 years and is fee-based. Participation is voluntary. Most Virginia public four-year institutions have participated in the study off and on and have used the data for benchmarking, trends over time and internal resource allocations.

The limitations of this cost study are that (a) it has a small number of participating institutions, with fewer than 200 institutions in most years, (b) it focuses on the instructional cost only at the department level and not by program or academic



discipline, and (c) it does not study the total cost, such as academic support and student services.

In other states, Florida, Illinois and Minnesota have legislative mandates that require the state higher education agencies to conduct a cost study by institutional academic discipline annually. SCHEV staff contacted these state higher education agencies about their cost studies and received responses from Illinois and Minnesota. Originally, Illinois and Minnesota used the cost studies for funding decisions, but policy makers no longer use the cost study as a means for funding decisions, according to staff. The higher education agencies still produce and send the annual reports to the legislature.

SCHEV staff will continue to reach out to other states and gain feedback on options and provide them at the October Council meeting.

**Materials Provided:**

None.

**Financial Impact:** TBD

**Relationship to Goals of The Virginia Plan for Higher Education:**

The studies relate mostly to goals around affordable access and innovation and investment.

**Timetable for Further Review/Action:** None

**Resolution:** None.

## State Council of Higher Education for Virginia Agenda Item

**Item: #III.G.** - Resources and Planning Committee – Receipt of Report of the Staff  
Liaison to the Resources and Planning Committee

**Date of Meeting:** September 15, 2020

**Presenter:** Wendy Kang  
Director of Finance Policy and Innovation  
[wendykang@schev.edu](mailto:wendykang@schev.edu)

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of the agenda item:**

This agenda item provides an update of other activities occurring that staff will provide updates on with the resource and planning committee at a later time.

**Background Information/Summary of Major Elements:**

**2020 Tuition and Fee Report**

In early August, SCHEV released its annual Tuition and Fees report. The following are a few items of note that were included in the report release. Concerned with the COVID-19 impact, 11 institutions had no increase in tuition and E&G fees for in-state undergraduate students in 2020-21. The average tuition increase was 1.1% over the prior year. Institutions had either no or low increases in mandatory non-E&G fees with an average increase of 2% over last year's level. Room and board charges at the baccalaureate institutions increased 1.9%. Increases in both non-E&G fees and room and board charges were the lowest percentage increase since FY2000. The amount the state provides to support in-state undergraduate students is estimated at 49% of the educational cost in 2020-21. This is a 1 percentage point increase from the prior year but still below the 67% target set by the state.

**Insights**

SCHEV has published three *Insight* posts since launching the platform this spring. The most recent Insights post on the Digital Divide, took a close look at the 264,000 Virginia students (1 in 5) that lack either broadband internet or a computer in the home. Specifically, the Insight highlighted how the Digital Divide is both a rural and urban problem, and how gaps in device ownership threaten to widen existing racial and ethnic

disparities. The piece earned a number of media reports ([VPM](#), [Virginia Business](#), [Inside Higher Ed](#)) and pointed to state policy and institutional recommendations to address the issue. Governor Northam also included broadband funding in his budget amendments for the special session.

The initiative is led by staff member, Tom Allison. We continue to receive feedback from our Advisory Committee--a diverse group made up of professors, communications professionals, advocates, and policy experts. This group informs the topics to cover as well as how to cover them. Future topics include an analysis of federal CARES funding received by institutions, unemployment claims by education attainment, and the pandemic's impact on enrollments.

### **Access Initiatives**

SCHEV is working closely with the Virginia Department of Education, the Virginia Association of College Registrars and Admissions Officers (VACRAO) and ECMC (an access foundation working in four states, including Virginia) to promote virtual college preparatory events for 2020-2021, commonly referred to as **1-2-3 Go!**. These events highlight key activities that focus on preparing, applying and paying for college – College Nights, Super FAFSA Project (financial aid completion), College Application Week, and Decision Day in Virginia). SCHEV staff held a kickoff webinar on August 13 with 75 attendees. To date, 30 school divisions have signed up for the events that make up 1-2-3 Go! In addition to the 1-2-3 Go! events, SCHEV is advertising the National Association of College Admission Counseling and VACRAO virtual college fairs and other resources/events as they become available. SCHEV staff will continue promoting events to school counselors and equity leaders through the coming weeks.

### **GEAR UP**

GEAR UP staff members at SCHEV are working with student success professionals and GEAR UP Student Ambassadors on 40 college campuses across Virginia to serve GEAR UP students through their first year of postsecondary enrollment. About 2,400 GEAR UP students have indicated they will use GEAR UP scholarship funds and signed up for a texting initiative to receive messages over the course of their first year with campus-specific information, services, resources and reminders.

GEAR UP students, coordinators and other access advisors are currently completing surveys to review the new financial aid award letters implemented through SCHEV guidance to improve comparability across notifications. This input will help SCHEV staff determine whether institutions need to revise their award notifications further so that they are easier to understand and compare.

SCHEV staff is also drafting plans for the next GEAR UP grant, scheduled to submit in spring 2021. GEAR UP is a federal program to provide services at high-poverty middle and high schools and to make grants available to students attending college. SCHEV's current grant expires December 2021.

### **Communications Officer Calls**

In August, SCHEV initiated calls with communications officers at both public and private, nonprofit institutions in Virginia. This outreach effort is focused on building greater collaborations and sharing promising practices, particularly related to COVID

response. The public institutions met again prior to the Council meeting to share reopening practices and the private institutions will plan to meet quarterly.

**Materials Provided:**

**Financial Impact:**

**Timetable for Further Review/Action:**

**Resolution:** None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING (VIRTUAL)  
JULY 13, 2020  
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 10:35 a.m. Council members present: Ken Ampy, Alexandra Arriaga, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council member absent: Rosa Atkins.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Lee Ann Rung, Emily Salmon and Kristin Whelan.

Deb Love and Ramona Taylor from the Office of the Attorney General were also in attendance.

Ms. Connelly explained that due to a change in legislation during the pandemic, the Council is now able to conduct its business remotely without a quorum assembled in person. She also noted that the meeting was being recorded as required by 2020 Acts of Assembly, Chapter 1283, item 4.0.01.g. A copy of the recording will be posted on the SCHEV website (or the temporary website if the SCHEV website is still down).

Ms. Connelly welcomed new Council member, Alex Arriaga. Ms. Arriaga said she looked forward to joining in the Council's important work.

**APPROVAL OF MINUTES**

On a motion by Mr. Holloman and seconded by Ms. Harker, the minutes of the May 18, 2020, Private College Advisory Board meeting and the May 19, 2020, Council meeting were approved unanimously (12-0) in block after a roll call vote.

**REMARKS FROM JANET GULLICKSON, PRESIDENT, GERMANNA COMMUNITY COLLEGE**

Ms. Connelly said although the Council preferred to be on the Germanna campus for this meeting, she was pleased to have the President participate in the meeting. Mr. Blake introduced President Gullickson, who just completed her third year as Germanna's sixth president.

President Gullickson said she hoped to host a future Council meeting at Germanna. She thanked members for their service on the Council, and thanked SCHEV staff, including Ms. Whelan for managing the technology needs for her presentation.

President Gullickson shared a presentation about Germanna's COVID-19 response. She noted that faculty would undergo weeks of training prior to the fall semester. She explained that Germanna has created *College Everywhere*, a program that will offer

condensed degrees in certain areas. Certain two-year programs are designed to complete in one year, allowing for a quick upscale to the workforce. Germanna also is focusing on business, with the goal of getting people back to work quickly while assisting the under-employed. Another program, *Community First* provides \$500 scholarships. If a student takes 12 credits, they can qualify for one free class in some areas of study. The college also offered four different free courses in basic computer literacy, coupled with career advising and resume writing. Because of the popularity of the courses and over 100 participants, it will be offered again.

President Gullickson noted that Germanna is striving to be exceptionally disruptive to create change. She shared Germanna's draft vision statement and addressed the process they went through to develop it. She answered questions from members.

### **RECEIPT OF REPORT FROM THE AGENCY DIRECTOR**

Mr. Blake highlighted some items from the written report in the agenda book.

**OECD meeting:** The Organization for Economic Cooperation and Development, an international group "that works to build better policies for better lives" held a meeting of its Group of National Experts on Higher Education on June 18. Among other topics, the meeting included a summary of the OECD work in four U.S. states, including Virginia. Mr. Blake spoke to the relevance of the report to The Virginia Plan and related activities. Council member Marge Connelly and staff member Alan Edwards also attended the virtual meeting. OECD released the U.S. report on July 8.

**Board affairs:** In the last month, staff met with the college and university board professionals and with the planning group for the October board of visitors new member orientation program. The orientation session is scheduled for October 20-21 and will be held (subject to conditions) at the Lewis Ginter Botanical Gardens in Richmond. With the board professionals, staff discussed board reporting on tuition increases, new requirements on existing board member training and plans for in-person meetings, among other topics.

**General Professional Advisory Committee:** The agenda for the June 22 meeting with the public college and university presidents included presentations by officials from the Virginia Department of Health. Also, Secretary of Finance Aubrey Layne provided an update on revenue and spending conditions and the planning for a special legislative session, probably in August. University of Virginia's College at Wise's Chancellor Donna Henry, completing her last meeting as chair of the Council of Presidents (COP), gave an overview of an initiative among several presidents called "Equity in Action." Virginia Commonwealth University President Michael Rao is the incoming chair of the COP, and Virginia State University President Makola Abdullah is the incoming vice chair.

**Organizational culture and values:** Jim Burke, Linda Pierce and Sherida Davis-Bryan with the Performance Management Group at VCU continue their organizational culture and values work that began in January, albeit curtailed somewhat by COVID-19 conditions. SCHEV staff member Paula Robinson is leading the project. These efforts

are part of the Talent, Innovation and Equity grant from the Lumina Foundation. Since working remotely, PMG has facilitated three meetings with managers and staff and is now working directly with a 10-person staff workgroup to draft revised mission and values statements. In closely related work, SCHEV has hosted three all-staff conversations over the last two months, in part to maintain the momentum of the PMG work but also in response to the Black Lives Matter movement and heightened awareness about the presence and impact of systemic racism.

**VRIC:** The final meeting of the Virginia Research Investment Committee took place June 23. In 2020, the Governor and the General Assembly created the Virginia Innovative Partnership Authority (VIPA) as the successor organization to VRIC. At the last VRIC meeting, the committee approved the report, “Establishing the Commonwealth’s Research and Development Inventory,” prepared by SCHEV staff member Emily Salmon. SCHEV had approved the report at its May meeting. VRIC also recommended a \$15 million allocation to a consortium of 11 public and private universities for a proof-of-concept fund, subject to approval by the new VIPA. Council member Henry Light also attended the virtual meeting. Mr. Blake extended a special thanks to SCHEV staff members Alan Edwards, Lynn Seuffert and Emily Salmon, who led VRIC through its formative years.

**Staff retirements:** Mr. Blake announced two SCHEV staff retirements. Sylvia Rosa-Casanova most recently led the Private Postsecondary Education unit at SCHEV. She began working at SCHEV in 2010. Lee Rung, who came to SCHEV in 2000, most recently served as Executive and Board Affairs Director. Both Sylvia and Lee leave legacies of commitment, faithfulness and excellence. Ms. Connelly personally expressed her appreciation to Ms. Rung for her work with the Council.

## **DISCUSSION OF COVID-19 IMPACTS ON VIRGINIA HIGHER EDUCATION**

Ms. Kang and Mr. Blake shared a presentation on fiscal impacts related to COVID and explained the added expenditures and lost revenues institutions are experiencing. Mr. Blake addressed the CARES Act and noted ways that it may support higher education.

Mr. Blake talked about campus reopening plans. He informed Council that most institutions do not plan to increase tuition in the fall. He answered questions from members. Ms. Connelly requested that the Council discuss the quality and impact on disparities of online education at a future meeting.

## **TALENT, INNOVATION AND EQUITY**

Ms. Connelly introduced Paula Robinson from SCHEV to kick-off the discussion on equity and diversity. Dr. Robinson spoke about current racial issues and expressed her hope that SCHEV and the Lumina Foundation can make an intentional effort to address the issues to initiate change.

Dr. Robinson introduced Scott Jenkins from the Lumina Foundation. Mr. Jenkins talked about the Foundation’s goal of increasing the number of Americans with a credential or a degree by 60%. He noted that Virginia is halfway to its goal of 70% by 2020. However,

Virginia cannot attain this goal without increasing attainment. Lumina is working to find states that have put in place efforts to increase attainment but could double down on equity. Lumina worked with Virginia to be sure the state was ready and willing to take the lead. Mr. Jenkins explained that Lumina staff spent 3-4 days talking with staff, faculty, industry leaders, employers, community leaders, educational leaders and the Governor's office to ensure that the state is ready to have a conversation about racial equity and increasing attainment for students of color. The project has been ongoing for more than a year and he said it has been remarkable. He provided suggestions on policies that should be in place moving forward. He cautioned that equity-based budget cuts could harm institutions who serve the underserved but noted that Virginia is a leader and is moving in right direction.

Dr. Robinson introduced Dr. Makola Abdullah, President, Virginia State University. He described equity as being in the same storm but not in the same boat. President Abdullah explained that some institutions with large diverse populations would face more challenges going forward because expectations of those institutions are higher. He stressed the need to be ready and prepared. President Abdullah suggested three ways in which SCHEV can help. First, continue to elevate the conversation and perhaps consider establishing a Council committee on equity. Second, reevaluate outcomes to ensure the right ones are used to judge institutions properly. Third, understand assets in the state and invest in success through financial aid.

## **REPORT OF GRADUATE OUTCOMES SURVEY**

Due to the lateness of the hour, Ms. Connelly asked that Council postpone discussion of the graduate outcomes survey. She encouraged members to read the materials.

The Chair called for a break at 12:50 p.m. and provided instructions for Council members' participation in two separate discussion groups to discuss The Virginia Plan for Higher Education. Ms. Connelly requested that each discussion group appoint a spokesperson to report 3-4 areas of priority from each group. She also suggested that staff schedule a virtual retreat to allow more time to discuss The Virginia Plan.

## **DISCUSSION OF THE VIRGINIA PLAN**

The Council meeting resumed at 1:30 p.m.

Mr. Slater reported the following priorities from his breakout group:

Improving equity and workforce alignment.

Collaborating in all aspects of state government lacking.

Creating more internships.

Pre-K12 system needs to be fully integrated with workforce development. Losing students to other states after graduation.

Ms. Radcliff noted that she was fortunate to work with Ms. Webb and Ms. Salmon on the workforce alignment project. She further noted that a formalized structure housed in VEDP in coordination with SCHEV would be useful. Mr. Moret thanked Ms. Webb,



Ms. Radcliff and Ms. Salmon and said there is an opportunity for Virginia to become a national leader in understanding the link between education and labor outcome. All members were encouraged to read the report.

Mr. Ampy reported the following priorities from his breakout group:

Digital literacy with more online classes.

Be more clear on how we define student success

Find more ways for Pre-K12 and higher education to interact.

Innovation (or inclusion) and investment in an effort to increase research funding.

Ensure that equity is embedded in all future decisions going forward.

Ms. Webb suggested that Council spend more time reviewing the plan to see revisions should be made given the new environment. Ms. Connelly asked staff to schedule a 3-hour virtual meeting for a more in-depth conversation about The Virginia Plan.

## **REPORT FROM COMMITTEES**

### **Academic Affairs Committee**

#### ***Action on Programs at Public Institutions***

Mr. Ampy provided background information on the following program. The committee's recommendation was seconded by Ms. Webb and approved unanimously after a roll call vote (11-0). Mr. Fralin abstained:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP code: 26.1501), effective fall 2020.**

#### ***Action on Private Postsecondary Institution Certification***

Mr. Ampy presented the following resolution for approval. The motion was seconded by Ms. Webb and approved unanimously after a roll call vote (10-0). Ms. Harker and Ms. Radcliff supported the motion but abstained from the vote:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Apprentice School to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective July 13, 2020.**

#### ***Action on Academic Program Productivity Review***

Mr. Ampy reminded members that every five years staff conducts a productivity review. Eight institutions decided to continue throughout the process. Ms. Radcliff seconded the committee's recommendation and the following resolution was approved unanimously (12-0) after a roll call vote:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following degree program actions:

**A. Continue the following programs (by level and program name)**

- **George Mason University:**
  - Bachelor, Applied Science
  - Bachelor, Astronomy
  - Bachelor, Computational and Data Sciences
  - Bachelor, Human Development and Family Sciences
  - Bachelor, Philosophy
  - Bachelor, Religious Studies
  - Bachelor, Russian and Eurasian Studies
  - Master, Bioinformatics Management
  - Master, Biostatistics
  - Master, Computational Science
  - Master, Earth Systems Science
  - Master, Middle East and Islamic Studies
  - Master, Philosophy
  - Doctoral, Bioengineering
  - Doctoral, Linguistics
  - Doctoral, Music Education
  - Doctoral, Statistical Science
  - Doctoral, Writing and Rhetoric
- **Longwood University**
  - Bachelor, Anthropology and Archaeology
  - Bachelor, Chemistry
  - Bachelor, Economics
- **Old Dominion University:**
  - Bachelor, African American and African Studies
  - Bachelor, Asian Studies
  - Bachelor, Philosophy
  - Bachelor, Women's Studies
  - Master, Applied Linguistics
  - Master, Early Childhood Education
  - Master, Lifespan & Digital Communication
  - Doctoral, Clinical Psychology (w/NSU and EVMS)
  - Doctoral, Oceanography
- **Radford University**
  - Bachelor, Foreign Languages
  - Bachelor, Philosophy and Religious Studies
  - Master, Literacy Education
- **University of Mary Washington**
  - Bachelor, Anthropology
  - Bachelor, Physics
- **University of Virginia**

- Bachelor, Architectural History
- Bachelor, Area Studies
- Bachelor, German
- Bachelor, Italian
- Master, Anthropology
- Master, Asian Studies
- Master, Classics
- Master, Foreign Affairs
- Master, French
- Master, Government
- Master, Middle Eastern and South Asian Studies
- Master, Music
- Master, Philosophy
- Master, Sociology
- Master, Slavic Languages and Literatures
- Doctoral, Constructed Environment
- Doctoral, Higher Education
- Doctoral, Physiology
- Doctoral, Slavic Languages and Literatures
- University of Virginia at Wise
  - Bachelor, Management Information Systems
  - Bachelor, Mathematics
  - Bachelor, Software Engineering

**B. Close the following programs (by level and program name)**

- George Mason University:
  - Bachelor, Global and Environmental Change
  - Bachelor, Latin American Studies program
  - Master, Computer Game Design
  - Master, Geotechnical Construction and Structural Engineering
  - Master, Graphic Design
- Old Dominion University:
  - Bachelor, Economics (BA only)
  - Bachelor, Modeling and Simulation Engineering
  - Master, Applied Sociology
  - Master, Occupational and Technical Studies
- University of Virginia:
  - Bachelor, Comparative Literature
  - Master, German
  - Master, Italian
  - Master, Engineering Physics
  - Doctoral, German

*Action on Workforce Alignment Project*

Mr. Ampy said several members have been involved in this project over the last year.

The resolution is lengthy but gives much context to the project. Mr. Fralin seconded the committee's recommendation and the following resolution was approved unanimously after a roll call vote (12-0):

**WHEREAS the State Council of Higher Education has given considerable and deserved attention to the topic of alignment – the relationship between workforce needs and higher education academic programs – over the past year, as one of the many important functions of higher education; and**

**WHEREAS Council charged its staff with assessing the Commonwealth's current alignment activities and data analyses and, based on such assessment via research and stakeholder engagement, with developing recommendations to improve the alignment between higher education academic programs and workforce needs to address labor market imbalances; now therefore,**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the document, "Report on SCHEV's Higher Education and Workforce Alignment Project." Following any revisions requested by Council, staff shall submit the report for consideration by the Governor's Chief Workforce Advisor and work with all relevant constituents on implementing the report's recommendations.**

#### *Report of Fairfax University of America*

Mr. Ampy said after a limited audit by staff, the institution has (as of June 24, 2020), addressed all items of non-compliance, and no further action is required. The consent agreement remains in existence until June 12, 2022.

Mr. Ampy also reported that the committee received a report from the staff liaison, Dr. DeFilippo. He noted that staff is spending a considerable amount of staff time on COVID-related items in addition to their regular work. He thanked staff for their efforts.

#### Resources and Planning Committee

##### *Discussion of Legislative Changes Impacting the Tuition Assistance Grant and In-state Tuition Eligibility*

Ms. Harker said the committee took no action but received a report from Mr. Andes. He briefed members on the work staff is doing, including offering online training addressing the guidelines and regulations in this area. Mr. Andes explained the legislation to exclude students' TAG eligibility if they enroll exclusively online. He further noted legislation for recent high school students to be eligible for instate status if they cannot establish domicile.

##### *Discussion of the State of Higher Education Funding*

Ms. Harker reported that the committee discussed ways in which Council can make recommendations in light of the upcoming special session, including ways to maintain equity; to work with Pre-K12 and ensure testing and contact tracing are in place.

Ms. Harker noted that the Institutional Performance Standards (IPS) usually addressed in July have been postponed until September to reduce the reporting burden on institutions. SCHEV has increased its outreach with institutions and Ms. Webb is serving on an advisory group to work with staff in this area.

### **ACTION ON 2021 MEETING SCHEDULE AND LOCATIONS**

Mr. Blake explained that Germanna and University of Virginia offered to host the Council in 2021 because of this year's cancellation of on-campus meetings. Ms. Connelly requested that the September 2020 meeting that was to be held at the University of Virginia be held virtually and perhaps schedule the Council business meeting on September 14, 2020, and discussion of The Virginia Plan on September 15, 2020. Mr. Blake and Ms. Connelly will discuss ways in which the Council can reschedule its joint meeting with the Council of Presidents. On a motion by Mr. Holloman and seconded by Ms. Radcliff the following resolution was approved unanimously (12-0) after a roll call vote:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following schedule for calendar year 2021 and requests that staff distribute the dates to the Council:**

**January 11 – SCHEV**

**March 22-23 – Radford University (tentative)**

**May 17-18 – Virginia Wesleyan (confirmed through CICV - tentative)**

**July 13 – Germanna Community College**

**September 13-14 – University of Virginia**

**October 25-26 - SCHEV**

### **RECEIPT OF ITEMS DELEGATED TO STAFF**

Mr. Blake noted that the delegated items included in the agenda materials did not require additional discussion. A copy of the delegated items is attached to the minutes.

Ms. Connelly acknowledged that staff is handling SCHEV's routine business as well as dealing with much COVID-related work. She expressed her appreciation to Mr. Blake and his team for stepping up to navigate through these exceptional times.

### **ACTION ON RESOLUTION FOR DEPARTING COUNCIL MEMBER**

Ms. Connelly said she will miss Dr. Murray's knowledge and history and noted that he was not able to attend the meeting. She read following resolution thanking Dr. Murray for his service to the Council. On a motion by Ms. Webb and seconded by Mr. Light, the following resolution was approved unanimously after a roll call vote (12-0). Council requested that staff send the resolution to Dr. Murray:

**WHEREAS**, William Murray served as an exemplary member of the State Council of Higher Education for Virginia from 2014 to 2020; and

**WHEREAS**, he ably served on the various Council committees, including the Academic Affairs and Resources and Planning committees and the ad hoc Committee on Research, and served as the Chair of the ad hoc committee on Educational Attainment; and

**WHEREAS**, he approached his work on the Council with passion and dedication, and a desire to ensure that Virginia's colleges and universities maintain the highest standards of excellence in higher education; and

**WHEREAS**, his extensive experience in public policy and state government served the Council well in making public policy and budget recommendations to the Governor and General Assembly; and

**WHEREAS**, Dr. Murray consistently demonstrated his belief in the value of higher education and his commitment to make higher education available to more students across the Commonwealth; and

**WHEREAS**, Dr. Murray's deep knowledge of history and sharp recall of trivia brought humor, context and energy to Council meeting discussions; and

**WHEREAS**, Dr. Murray consistently demonstrated his belief in the value of higher education and his commitment to make higher education available to more students across the Commonwealth; 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 William L. Murray 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.

#### **OLD BUSINESS**

None.

#### **NEW BUSINESS**

None.

#### **RECEIPT OF PUBLIC COMMENT**

Ms. Connelly announced that no requests for public comment were submitted to staff in advance of the meeting.

**MOTION TO ADJOURN**

Ms. Webb adjourned the meeting at 2:20 p.m.

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Katharine Webb  
Council Secretary

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Kristin Whelan  
Coordinator, Executive and Board Affairs

## 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
Blue Ridge Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science degree program in Mechanical Design Technology to Engineering Technology (15.0899)	Fall 2020
Christopher Newport University	<b>Program Name Change Approved:</b> Change the name of the Bachelor of Arts degree program in Communications (09.0101) to the Bachelor of Arts degree program in Communication (09.0101)	Fall 2020
George Mason University	<b>Program Modification Approved:</b> Modify the credit hours of the Master of Education degree program in Guidance and Counseling (13.1101) from 45-52 credit hours to 60 credit hours.	Summer 2020
George Mason University	<b>Facilitated Staff Approval:</b> Master of Science degree program in Learning Design and Technology (13.0501)	Fall 2020
University of Virginia	<b>Facilitated Staff Approval:</b> Bachelor of Science degree program in Materials Science and Engineering (14.1801)	Spring 2021
University of Virginia	<b>Name Change Not Approved:</b> Change the name of the Master of Education degree program in Student Affairs Practice in Higher Education (13.0406) to Higher Education	May 4, 2020
Virginia Commonwealth University	<b>Program Name Change and Modification Approved:</b> Change the name of the Post-Baccalaureate Certificate in Real Estate and Urban Development (52.1501) to Real Estate, and <ul style="list-style-type: none"> <li>Decrease the required credit hours from 18 to 12;</li> <li>Add an online delivery format</li> </ul>	Fall 2020
Virginia Commonwealth University	<b>Name Change Not Approved:</b> Change the name of the Doctor of Philosophy degree program in Systems Modeling and Analysis (27.9999) to Mathematical and Data	May 19, 2020



Institution	Degree/Program/CIP	Effective Date
	Science	
Wytheville Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science degree program in Police Science (43.0103) to Administration of Justice	Fall 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>Initiate the following new Certificate Programs:</p> <p><u>Baccalaureate</u></p> <ul style="list-style-type: none"> <li>• Secondary Education-Biology (6-12) (13.1322)</li> <li>• Secondary Education-Chemistry (6-12) (13.1323)</li> <li>• Secondary Education-Computer Science (6-12) (13.1321)</li> <li>• Secondary Education-English (6-12) (13.1305)</li> <li>• Secondary Education-Mathematics (6-12) (13.1311)</li> <li>• Secondary Education-Physics (6-12) (13.1329)</li> </ul> <p><u>Graduate</u></p> <ul style="list-style-type: none"> <li>• Art Education Licensure (13.1302)</li> <li>• Illicit Trade Analysis (45.0699)</li> <li>• Literature and Composition (23.1401)</li> <li>• Naval Ship Design (14.2201)</li> </ul>	Fall 2020
University of Virginia	<b>Program Discontinuance:</b> Discontinue the Undergraduate Certificate Program in Human Resources Management (52.1001)	Summer 2020
Virginia Commonwealth University	<p><b>Program Discontinuances:</b></p> <p><u>Degree Programs</u></p> <ul style="list-style-type: none"> <li>• Educational Specialist in Teacher Leadership (13.0101) [Council Approval: September 9, 2008]</li> </ul>	Fall 2020

Institution	Degree/Program/CIP	Effective Date
	<u>Certificate Programs</u> <ul style="list-style-type: none"> <li>Baccalaureate in Fundamentals of Computing (11.0101)</li> <li>Post-baccalaureate in Environmental Studies (03.0103)</li> <li>Post-baccalaureate in Human Resource Management (52.1001)</li> </ul>	
Virginia Commonwealth University	Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> <li>Clinical Genetics (26.0806)</li> <li>Genomics Data Science (26.0807)</li> <li>Teaching: Elementary Education (13.1202)</li> </ul>	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
University of Virginia	Create the <b>Department of American Studies</b> . The Department will reside in the College and Graduate School of Arts and Sciences. The creation of the Department will allow the institution "to establish leadership and authority at the department level to coordinate and oversee resources" for American Studies. The establishment of a stand-alone department will place the University in a more "competitive position to attract and retain talented faculty members... [and] demonstrate the institution's commitment of academic pursuits of the field of American Studies."	May 22, 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 were approved as delegated to staff:

### National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

<b>Institution</b>	<b>Effective Date</b>
Paul D. Camp Community College	May 13, 2020
Roanoke College	May 29, 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**

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
Carver Institute	Chantilly, VA	06/05/2020
Cyber Bytes Academy	Stafford, VA	06/08/2020
Cybertek School	McLean, VA	06/08/2020
Jolie Hair Academy	Great Falls, VA	06/08/2020
LINXERVE Academy	Alexandria, VA	06/05/2020
LitheSpeed	Herndon, VA	06/05/2020

### **Institutional Student Financial Aid Plans**

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, Chapter 1289, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.

### **2020-21 Full Cost Report**

Since the 1990s Virginia has had a tuition policy that requires nonresident students to pay at least 100 percent of cost of education. Item 4-2.01.b.2 in the 2020 Appropriation Act states:

*b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.*

*c) For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased*

*approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.*

Based on institutions' 2020-21 tuition charges, it is estimated that all institutions but Norfolk State University (NSU) will meet the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2020-21 (Table 1).

SCHEV staff is working with NSU administration to develop a phased plan so that NSU will meet the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in the future.

**Table 1**  
**2020-21 Average Nonresident Tuition**  
**As a Percent of Average Cost of Education**

Institutions	Average Per Student Cost <sup>(1)</sup>	Average Nonresident Tuition <sup>(2)</sup>	% of Cost
GMU	\$18,411	\$33,255	181%
ODU	\$16,236	\$27,978	172%
UVA	\$27,572	\$41,897	152%
VCU	\$22,628	\$31,108	137%
VT	\$16,520	\$30,079	182%
WM	\$25,221	\$37,174	147%
CNU	\$16,096	\$21,574	134%
UVAW	\$17,930	\$25,254	141%
JMU	\$15,684	\$24,475	156%
LU	\$16,928	\$25,193	149%
UMW	\$20,417	\$24,941	122%
NSU	\$24,013	\$17,970	<100%
RU	\$14,910	\$19,234	129%
VMI	\$23,005	\$36,128	157%
VSU	\$15,882	\$17,656	111%
RBC	\$11,829	\$11,970	101%
VCCS	\$9,827	\$10,609	108%
<b>TOTAL<sup>(3)</sup></b>	<b>\$16,367</b>	<b>\$29,040</b>	<b>159%</b>

<sup>(1)</sup> Derived by dividing 2020-21 adjusted E&G appropriations by 2020-21 projected enrollment approved by SCHEV in 2019.

<sup>(2)</sup> Enrollment-weighted tuition averages of both undergraduate and graduate students.

<sup>(3)</sup> Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.



James E. Ryan serves as the ninth president of the University of Virginia. A leading expert on law and education, Ryan has written extensively about the ways in which law structures educational opportunity. His articles and essays address such topics as school desegregation, school finance, school choice, standards and testing, pre-K, and the intersection of special education and neuroscience. Ryan is also the coauthor of the textbook “Educational Policy and the Law” and the author of “Five Miles Away, A World Apart,” which was

published in 2010 by Oxford University Press. Ryan’s most recent book, “Wait, What? And Life’s Other Essential Questions,” based on his popular 2016 Commencement speech, was published in 2017 by HarperOne and is a New York Times bestseller. In addition, Ryan has authored articles on constitutional law and theory and has argued before the United States Supreme Court.

Before coming to UVA, Ryan served as dean of the Harvard Graduate School of Education. In this role, Ryan increased the size, strength, and diversity of the faculty through new hires and promotions. He established the Harvard Teacher Fellows program, an innovative teacher training program for Harvard College seniors and recent alumni, and began a school-wide effort to reimagine its master’s degree programs. Ryan oversaw an expansion of professional education, including the creation of two new online certificate programs, and launched Usable Knowledge, an online resource designed to broadly disseminate actionable research findings in education. He and colleagues also embarked on an ongoing effort entitled “Fulfilling the Promise of Diversity,” intended to prepare students for careers working in diverse environments, and resulting in new courses, prominent speakers, and teaching workshops related to diversity and inclusion.

Before his deanship, Ryan was the Matheson & Morgenthau Distinguished Professor at the University of Virginia, School of Law. He also served as academic associate dean from 2005 to 2009 and founded and directed the school’s Program in Law and Public Service. While at Virginia, Ryan received an All-University Teaching Award, an Outstanding Faculty Award from the State Council of Higher Education for Virginia, and several awards for his scholarship. Ryan has been a visiting professor at Harvard, Yale, and the University of Auckland. He has also served on numerous education boards and commissions, including the U.S. Department of Education’s Equity and Excellence Commission and the board of the Maya Angelou Public Charter School in Washington, D.C.

Ryan received his AB summa cum laude from Yale University and his JD from the University of Virginia, which he attended on a full scholarship and from which he graduated first in his class. After law school, Ryan clerked for William H. Rehnquist, the late Chief Justice of the United States, and then worked in Newark, N.J., as a public interest lawyer before entering into teaching. Ryan and his wife, Katie, have four children.

## State Council of Higher Education for Virginia Agenda Item

**Item: #IV.D** - Council – Presentation on Learning at a Distance: Commonwealth Connect and Virginia's Pivot to Online Education

**Date of Meeting:** September 15, 2020

**Presenter:** Joe DeFilippo  
Director of Academic Affairs  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

Jodi Fisler  
Associate for Assessment Policy and Analysis  
[jodifisler@schev.edu](mailto:jodifisler@schev.edu)

Evan Feinman  
Governor's Chief Broadband Advisor  
[efeinman@revitalizeva.org](mailto:efeinman@revitalizeva.org)

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action  
Date:  
Action:

**Purpose of Agenda Item:** The purpose of this item is to present current information related to broadband deployment in the Commonwealth; the growth of online learning; and the impact of the sudden and widespread adoption of remote learning.

**Background Information/Summary of Major Elements:** N/A

**Materials Provided:** Included in the agenda item is biographical information for Mr. Feinman. More information about the state's broadband activities and initiatives can be found here:

<https://www.commonwealthconnect.virginia.gov/CC-team>

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Relationship to Goals of The Virginia Plan for Higher Education:** The presentations directly relate to priorities around access, affordability, student success and innovation.

**Resolution:** N/A



Evan Feinman is both the Executive Director of the Tobacco Region Revitalization Commission and Governor Northam's Chief Broadband Advisor. He has previously served in multiple roles within government, on political campaigns, and in the private sector. Evan received his bachelor's degree from UVA, his law degree from Washington and Lee, and spent time on a public policy fellowship as well as with the Sorensen Institute.

## State Council of Higher Education for Virginia Agenda Item

**Item:** Council #C4 – Report of the Agency Director

**Date of Meeting:** September 15, 2020

**Presenter:** Peter Blake  
Director  
[peterblake@schev.edu](mailto: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**  
**September 15, 2020**

**Governor's reopening guidance:** On June 11, Governor Northam announced guidance for colleges and universities to follow for reopening their campuses for in-person instruction. SCHEV worked with the office of the Secretary of Education and the Virginia Department of Health to develop and distribute the guidance documents. Institutions submitted plans on or about July 6. We completed reviews and certified nearly all of the plans by the end of July. We completed reviews and certification of all institutions except one by August 20.

**Board affairs:** The planning group for the annual board of visitors orientation session continues to meet. Council members Thad Holloman and Katie Webb are working alongside representatives from the Governor's office, institutions and SCHEV. The orientation session is scheduled for October 20-21 and will be held remotely.

**General Professional Advisory Committee:** SCHEV held a joint meeting with the Council of Presidents (COP) on August 24. The agenda included a budget overview from Secretary of Finance Aubrey Layne; an update on the presidents' and SCHEV's "Equity in Action" initiative; an update of SCHEV priorities; and general discussions about the special legislative session, potential advocacy efforts and college reopening experiences. VCU president Michael Rao is the COP chair for 2020-21. VSU president Makola Abdullah is vice chair.

**Statewide equity plan:** In collaboration with the state's Chief Diversity Officer, Dr. Janice Underwood, staff has collected Diversity Equity and Inclusion (DEI) plans from institutions for review. Institutions developed the plans to guide the creation of statewide goals for "inclusive excellence." Inclusive excellence is a framework that includes cohesive, coherent and collaborative integration of diversity into an institution's culture. Common elements include emphasis on student access and success; climate and relations; education and training; infrastructure; and community engagement.

**Op-six:** The individuals named in the Code of Virginia responsible for the higher education six-year plan process – the Secretary of Education, the Secretary of Finance, the Director of the Department of Planning and Budget, the staff directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, and the Director of the State Council of Higher Education – known collectively as "op-six," met twice in the last two months. The meetings included discussions of college and university reopening plans, the six-year plan process and the current budget situation.

**Governor's Education Emergency Relief Grants:** SCHEV staff helped the Secretary of Education's office prepare instructions for public and private

institutions receiving \$23.5 million through these federal grants. Institutions will use the majority of the funds for student financial assistance.

**Virginia Business Council presentation:** Along with Secretary of Education Atif Qarni and Superintendent of Public Instruction James Lane, Peter Blake participated in a presentation to the Virginia Business Council. Members indicated particular interest in SCHEV's recent labor market and academic program alignment project and the Innovative Internship Program. They asked for additional information at a future meeting.

**Lumina Foundation:** SCHEV hosted a Talent, Innovation and Equity (TIE) grant partners meeting on July 29 to revisit our plan, assess progress and consider changes resulting from the pandemic and social justice considerations. This month, SCHEV received another grant from Lumina to support and advance equity work at institutions and align their work with state-level priorities. A total of \$675,000 of the \$725,000 grant will be sub-granted to four 4-year universities (George Mason, Norfolk State, Old Dominion and Virginia Commonwealth), two community colleges (Patrick Henry, J. Sargeant Reynolds) and the Virginia Community College System.

**Strada Education Network grant:** In late August, SCHEV received news that it submitted one of the four successful proposals to Strada's Recovery Incubator Grant program. The Recovery Incubator Grant program focuses on establishing a common, real-time data system to drive state level and regional decision making relative to training and higher education. The grant also incorporates collaboration with other state agencies and a pilot program to address COVID-related layoffs. SCHEV's proposal includes the Virginia Economic Development Partnership, GO Virginia, the Virginia Employment Commission, the Virginia Community College System and two community colleges. More information will be forthcoming in early October.

# State Council of Higher Education for Virginia Agenda Item

**Item: # IV.F. - Council – Update on Graduate Outcome Survey**

**Date of Meeting:** September 15, 2020

**Presenter:** Dr. James Ellis  
Director of Design and Methodology  
VCU Survey and Evaluation Research Laboratory  
[jmellis@vcu.edu](mailto:jmellis@vcu.edu)

**Most Recent Review/Action:**

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

**Date:** May 18, 2020

**Action:** Council received an update on the graduate outcomes survey.

**Purpose of the Agenda Item:** The purpose of this agenda item is to inform the Council 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. SCHEV is awaiting notification from the Governor on whether SCHEV will be able to use the remaining funds from FY 2020 to complete the survey in FY 2021.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory to conduct the survey and analyze and report on its results.

Dr. Ellis will provide an update on the outcomes of the pilot survey, provide recommendations for the design and implementation of the production survey, and seek Council guidance.

**Materials Provided:**

- Executive Summary of “Virginia Educated: A Post-College Outcomes Study Pilot Survey Report”
- PowerPoint will be provided at the time of the Council 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: #IV.G** – Council - Overview of the Council Retreat on The Virginia Plan for Higher Education and Associated Goals

**Date of Meeting:** September 15, 2020

**Presenter:** Marge Connelly  
Chair, SCHEV Council

Emily Salmon,  
Senior Associate

**Purpose of this agenda item:**

Ms. Connelly will share common and divergent input from the September 14 Council retreat along with Council's consensus on overarching goal concepts at the conclusion of the retreat. The timeline below outlines next steps as part of the six-year review process.

**Six-Year Review Timeline:**

- October: Approve revisions to The Virginia Plan goals.
- October- December: Conduct additional stakeholder outreach including Council, internal staff and external constituents to provide input on draft revisions to The Virginia Plan strategies, priority initiatives, measures and targets based on approved goal revisions.
- January: Consider proposed modifications to strategies, measures and targets to include 2021-22 priority initiatives. Approve revised version of The Virginia Plan, closing out the six-year review process.

**Background Information/Summary of Major Elements:**

From July 2019 to January 2020, Council members and stakeholders 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 occurring at least every six years as required in the Code of Virginia and **ensuring the Plan remains relevant to the Commonwealth's needs**. In the context of recent events, further discussion about critical issues and high-level input on goals and strategies occurred as part of stakeholder outreach this summer. The retreat builds off and from Council and stakeholder input since the six-year review process commenced in 2019.

# State Council of Higher Education for Virginia Agenda Item

**Item: # IV.J. - Council – Receipt of Items Delegated to Staff**

**Date of Meeting:** September 15, 2020

**Presenter:** Peter Blake  
Director  
[peterblake@schev.edu](mailto: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

**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:

The College of William and Mary in Virginia  
George Mason University  
John Tyler Community College  
Lord Fairfax Community College  
Virginia Commonwealth University  
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs:

The College of William and Mary in Virginia  
George Mason University  
James Madison University  
Lord Fairfax Community College  
Virginia Polytechnic Institute and State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:

George Mason University  
Radford University  
Virginia Polytechnic Institute and State University

Mission Statement Change:

National Council for State Authorization Reciprocity Agreements (NC-SARA)  
Approvals:

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia:

Advanced Dental Assistant Training School

Hair Technology Center

ImpactTek

Full Cost Report:

**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
The College of William and Mary in Virginia	<b>Facilitated Staff Approvals:</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts degree program in Linguistics (16.0102)</li> <li>• Master of Science degree program in Marketing (52.1401)</li> </ul>	Fall 2020
George Mason University	<b>Degree Designation Discontinuance Approved:</b> Discontinue the Bachelor of Arts (B.A.) degree designation in the Bachelor of Arts (B.A.)/Bachelor of Fine Arts (B.F.A.) degree program in Dance (50.0301)	Spring 2021
George Mason University	<b>Program Modification Approved:</b> Add an online delivery format to the Master of Arts in Economics (45.0601)	Fall 2020
John Tyler Community College	<b>Facilitated Staff Approval:</b> Associate of Applied Science degree program in Web Design (11.0801)	Fall 2020
Lord Fairfax Community College	<b>Facilitated Staff Approval:</b> Associate of Applied Science degree program in Surgical Technology (51.0909)	Fall 2020
Virginia Commonwealth University	<b>Program Modification Not Approved:</b> Graduate Certificate program in Nursing (51.3818)	June 29, 2020
Virginia Commonwealth University	<b>Program Modification Approved:</b> Modify the credit hours of the Master of Science degree program in Nursing (51.3818) from 41-51 to 35-44 credit hours	Fall 2020
Virginia Commonwealth University	<b>Certificate Designation Change Approved:</b> Change the designation from a Post-Baccalaureate to a Graduate Certificate program in Real Estate (52.1501)	Fall 2020
Virginia Polytechnic Institute and State University	<b>CIP Code Change Approved:</b> Change the CIP code of the Graduate Certificate program in Urban Computing from 11.0199 to 30.7099	Fall 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**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
The College of William and Mary in Virginia	Initiate a new Graduate Certificate Program in Addictions Counseling (51.1501)	Fall 2020
George Mason University	<b>Program Discontinuances:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science in Global and Environmental Change (40.9999) [Council Approval: 03/13/2007]</li> <li>• Bachelor of Science in Rehabilitation Science (51.2314) [Council Approval: 05/04/2016]</li> <li>• Graduate Certificate in Rehabilitation Science (26.1503)</li> <li>• Doctor of Philosophy in Rehabilitation Science (26.1503) [Council Approval: 09/21/2010]</li> </ul>	Fall 2020
George Mason University	Initiate a new Baccalaureate Certificate Program in Secondary Education-Earth Science (6-12) (13.1337)	Fall 2020
James Madison University	Initiate a new Graduate Certificate Program in Teacher Leadership (13.0404)	Fall 2020
Lord Fairfax Community College	Initiate a new Certificate Program in Paramedic (51.0904)	Fall 2020
Virginia Polytechnic Institute and State University	Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> <li>• Applied Statistics (27.0304)</li> <li>• Big Data (30.7101)</li> <li>• Business Data Analytics (30.7102)</li> <li>• Cybersecurity Management (52.0299)</li> <li>• Cybersecurity Policy (43.0404)</li> <li>• Cybersecurity Technologies (43.0401)</li> <li>• Health Information Technology (11.0199)</li> <li>• Information Systems Design (11.0401)</li> <li>• Information Technology Management (52.1206)</li> <li>• Internet and Network Technologies (11.0901)</li> <li>• Software Development (11.0201)</li> </ul>	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 items were approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University'	Rename the School for Conflict Analysis and Resolution to the <b>Jimmy and Rosalynn Carter School for Peace and Conflict Resolution</b> . The school has been re-named to honor the Carters' legacy of peacebuilding and conflict resolution and to fulfill a philanthropic campaign to support the renaming. The goal of the campaign was to raise \$10 million by June 30, 2023. To date, the campaign's silent phase has raised \$5,025,027. The name change would also reflect the changing terms used for the School's activities in the external community.	September 1, 2020
Radford University	Rename the Department of Information Technology to the <b>School of Computing and Information Sciences</b> . Radford indicates that the proposed name change will not result in "a school in which departments will reside." The new name better reflects the multiple degree programs in the unit and faculty research interests. The new name will also eliminate confusion between the academic department and the unit supporting the information technology needs of the university. The term "school" is needed to establish consistent naming practices for academic units that administer a similar number of academic programs.	August 5, 2020
Virginia Polytechnic Institute and State University	Rename the Department of Communication to the <b>School of Communication</b> . Virginia Tech indicates that the proposed name change will not result in "a school with reporting departments." The new name will align with the names of similar departments at Virginia Tech's SCHEV peer institutions." The term "school" is also needed to acknowledge and highlight the breadth of activities and programming offered by the unit.	August 1, 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**

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
Advanced Dental Assistant Training School	Haymarket, VA	07/27/2020
Hair Technology Center	Norfolk, VA	07/07/2020
ImpactTek	Annandale, VA	07/07/2020