Agenda Book

March 21-22, 2022

Location:

Longwood University

State Council of Higher Education for Virginia

March 21-22, 2022, Council Meetings
Schedule of Events
Longwood University
Hotel Weyanoke
Farmville, Virginia

March 21, 2022

2:00 – 3:55	**Academic Affairs Committee (The Rotunda's Maugans Building, The Virginia Room, #106)** - Section I on the agenda Committee members: Henry Light (Chair); Alex Arriaga (Vice Chair); Ken Ampy Alvin Schexnider; Jeffery Smith; Jason El Koubi.
2:00 – 3:55	**Resources and Planning Committee (The Rotunda's Maugans Building, The Martinelli Board Room, #114)** - Section II on the agenda Committee members: Victoria Harker (chair); John Broderick (vice chair); Thaddeus Holloman; Katharine Webb; Mirza Baig; Jennie O'Holleran
4:00 – 5:00	**Education Session: "Longwood, Farmville, and Prince Edward County: Reckoning and Diversity" and Moton Museum Tour** - Section III on the agenda Shuttle buses will transport members to the Moton Museum.
5:00 – 6:00	**Check In To Hotel Weyanoke**
6:00 – 6:30	**Reception (Lancaster Hall, The Rowe Gallery)** Walk from hotel to campus. (See map.)
6:30 – 8:00	**Dinner (Lancaster Hall, Stallard Boardroom)**

March 22, 2022

9:00 – 12:30	**Council Meeting (The Rotunda's Maugans Building, The Martinelli Board Room, #114)** - Section IV on the agenda Continental breakfast is available in the hotel; coffee and light snacks will be available in the meeting room.

<u>NEXT MEETING</u>: May 16-17, Virginia Wesleyan University, Norfolk, VA
(May 16 will include a meeting with the Private College Advisory Board)

March 21-22, 2022, Council Meetings
Agenda
Final: 3/15/22

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I. Academic Affairs Committee, Monday, March 21, 2022 *The Rotunda's Maugans Building, The Virginia Room (#106)*			
I.A. Call to Order	2:00 p.m.	Mr. Light	
I.B. Approval of Minutes from the January 11 Academic Affairs Committee	2:05 p.m.	Mr. Light	5
I.C. Action on Programs at Public Institutions	2:10 p.m.	Dr. DeFilippo	8
I.D. Review of Program Announcements from Public Institutions	2:30 p.m.	Dr. DeFilippo	14
I.E. Action on Private Postsecondary Institution Provisional Certification	2:45 p.m.	Dr. DeFilippo	45
I.F. Discussion of Private Postsecondary Education Operations and Activities	3:00 p.m.	Ms. Freeman	50
I.G. Action on Private Postsecondary Fee Changes Regulation	3:15 p.m.	Dr. DeFilippo	52
I.H. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	3:45 p.m.	Dr. DeFilippo	58
I.I. Motion to Adjourn	3:55 p.m.	Mr. Light	
II. Resources and Planning Committee Monday, March 21, 2022 *The Rotunda's Maugans Building, The Martinelli Board Room (#114)*			
II.A. Call to Order	2:00 p.m.	Ms. Harker	
II.B. Approval of Minutes from the January 11 Resources and Planning Committee	2:05 p.m.	Ms. Harker	62
II.C. Discussion of Higher Education Funding from the 2022 General Assembly	2:10 p.m.	Ms. Kang	65
II.D. Discussion of 2021 Degrees and Certificates Awarded	2:40 p.m.	Mr. Massa	67
II.E. Discussion of the New Economy Workforce Credential Grant Annual Report	3:10 p.m.	Mr. Allison	81
II.F. Discussion of the Cost and Funding Need Study: Principles and Design Concept	3:30 p.m.	Ms. Kang/Mr. Allison	83
II.G. Motion to Adjourn	3:55 p.m.	Ms. Harker	

III. Education Session: "Longwood, Farmville, and Prince Edward County: Reckoning and Diversity" and Moton Museum Tour	4:00 p.m.		
IV. Council Meeting Tuesday, March 22, 2022 *The Rotunda's Maugans Building, The Martinelli Board Room (#114)*			
IV.A. Call to Order	9:00 a.m.	Ms. Connelly	
IV.B. Approval of Minutes from January 11 Council Meeting and January 11 Education Session	9:05 a.m.	Ms. Connelly	88
IV.C. Remarks from Taylor Reveley IV, President of Longwood University	9:10 a.m.	President Reveley	101
IV.D. Conversation with Students: Critical Issues Impacting Student Well-being, Persistence and Completion	9:30 a.m.	Mr. Allison, Ms. Salmon, Student Representatives	102
Break	10:20 a.m.		
IV.E. Report from the Agency Director	10:35 a.m.	Mr. Blake	105
IV.F. Report of the Academic Affairs Committee	11:25 a.m.	Mr. Light	
IV.G. Report of the Resources and Planning Committee	11:40 a.m.	Ms. Harker	
IV.H. Receipt of Items Delegated to Staff	11:55 a.m.	Mr. Blake	108
IV.I. Old Business	12:00 p.m.	Ms. Connelly	
IV.J. New Business	12:05 p.m.	Ms. Connelly	
IV.K. Receipt of Public Comment	12:10 p.m.	Ms. Connelly	
IV.L. Closed Session (personnel matters)	12:15 p.m.	Ms. Connelly	
IV.M. Motion to Adjourn	12:30 p.m.	Ms. Connelly	
NEXT MEETING: May 16-17, 2022, Virginia Wesleyan University			

*Use of courtesy titles is based on the expressed preference of the individual

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability. Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
January 11, 2022
DRAFT MINUTES

Mr. Light called the meeting to order at 10:39 a.m., at J. Sargeant Reynolds Community College and Workforce Development Center. Committee members present: Henry Light, Chair; Alexandra Arriaga, Vice Chair; Ken Ampy, Jennie O'Holleran, Alvin Schexnider, and Jeffery Smith.

Committee members absent: None.

Staff members present: Joseph G. DeFilippo, Sandra Freeman, Kathleen Kincheloe, Ashley Lockhart, Beverly Rebar, and Paul Smith.

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

APPROVAL OF MINUTES FROM THE OCTOBER 25, 2021, ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Light, seconded by Ms. Arriaga, the minutes from the October 25, 2021, Academic Affairs Committee meeting were unanimously approved.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the two new proposed degree programs for approval, and one proposed degree program for consideration without a recommendation of approval. He described the University of Virginia, Bachelor of Arts (B.A.) in Computer Science (CIP: 11.0701) as a Computer Science program integrated with specific subdisciplines to supplement the degree. Dr. DeFilippo explained the expected growth and duplication aspects of the proposed program, as well as differences between a B.A. and a B.S.

On motion by Mr. Ampy, seconded by Ms. Arriaga, the following resolution was unanimously forwarded to the full committee:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Arts (B.A.) degree program in Computer Science (CIP code: 11.0701), effective spring 2022.

Dr. DeFilippo then introduced the James Madison University, Bachelor of Science (B.S.) in Information Technology (CIP: 11.0103). He described the expected maturation of the program and articulated the job market for the degree. Dr. DeFilippo then explained that James Madison University has submitted a budget request to cover the full cost of the program, and how that is reflected in the resolution, which provides provisional approval until the funds are allocated. There was some discussion about the differences between computer science and information technology degrees, and the employment market demand for graduates of each kind of program.

On motion by Dr. Schexnider, seconded by Mr. Smith, the following resolution was unanimously forwarded to the full committee:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants provisional approval to James Madison University (JMU) to initiate a Bachelor of Science (B.S.) degree program in Information Technology (CIP code: 11.0103), effective fall 2022.

AND, BE IT FURTHER RESOLVED that JMU shall report to SCHEV on the outcome of the funding request for this program from the 2022 General Assembly, including how the program will be funded if the request is not appropriated in whole or in part. The Director of SCHEV shall confer final approval upon his determination that the program is sufficiently funded.

Dr. DeFilippo then introduced the University of Virginia, Bachelor of Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706), which was not recommended for approval by Staff. He described relevant features of the proposal, including the relative lack of documentation for specific and employment demand.

There was some discussion on the types of employment for a graduate in behavioral neuroscience, as well duplicate programs within and outside the Commonwealth, due to the nature of this new field. There was further discussion on the staff recommendation, and the committee declined to take action on the proposal at this time. Informal comments were offered to the effect that the committee would be receptive to the proposal with a staff recommendation of approval.

ACTION ON REVOCATION OF CERTIFICATE TO OPERATE

Dr. DeFilippo presented a resolution to revoke Medical Learning Center's (MLC) certificate to operate in Virginia, in accord with Council's responsibility to revoke certification of a school for certain categories of non-compliance. He detailed MLC's documented refusal to cooperate with SCHEV's regulatory procedures, including not providing requested information and refusing to admit SCHEV staff to conduct an on-site audit.

There was some discussion about the specifics of the administrative process, and the findings of the hearing officer appointed by the Supreme Court of Virginia, which broadly concur with staff's analysis of MLC's non-compliance and recommend sanction of the school.

On motion by Mr. Ampy, seconded by Mr. Smith, the following resolution was unanimously forwarded to the full committee:

THEREFORE, BE IT RESOLVED, in accordance with § 23.1-221 of the Code of Virginia, and with the regulations set forth in Part VII of 8VAC40-31 of the Virginia Administrative Code,

(i) **that the State Council of Higher Education for Virginia (SCHEV) hereby revokes Medical Learning Center's (MLC) Certificate to Operate in the Commonwealth of Virginia, effective immediately; and**

(ii) **that the proprietors of MLC shall take appropriate steps to ensure an orderly transition including, but not limited to, teaching out currently enrolled students; and that the proprietors of MLC shall make arrangements for the transfer of student records to SCHEV or another institution of postsecondary education approved by SCHEV within thirty days of the date of revocation, in accordance with subsection D of 8VAC40-31-280.**

DISCUSSION OF THE OUTSTANDING FACULTY AWARDS

Ms. Lockhart provided an overview and update on the Outstanding Faculty Awards program. She described the review process, categories of awards, as well as the criteria for nomination. There was some discussion about the current list of recipients, their institutions, and their fields of study.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented briefly on the work of Academic Affairs staff, including recent meetings of IPAC, staff transfer portal work, the biennial budget recommendations, and SARA regulatory processes and best practices.

ADJOURNMENT

Mr. Light adjourned the meeting at 11:57 a.m.

_____
Henry Light
Chair, Academic Affairs Committee

_____
Ashley Lockhart
Staff, Academic Affairs

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State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 21, 2022

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

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
    Date:
    Action:

Purpose of the Agenda Item: The purpose of this agenda item is to present one new proposed degree program for approval, 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).

Background Information/Summary of Major Elements:

Program Presented for Approval
- George Mason University, Master of Science (M.S.) in Business Analytics (CIP code: 30.7102)

Financial Impact: See Program Summary Below

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Business Analytics (CIP code: 30.7102), effective fall 2022.

George Mason University
Master of Science (M.S.) in Business Analytics
(CIP: 30.7102)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Business Analytics to be initiated fall 2022. The proposed program would be located in the School of Business.

The degree program is designed to educate students in the "three main methods of business analytics"–descriptive analytics, predictive analytics, and prescriptive analytics. Students will understand how to analyze historical data to identify patterns and trends; how to analyze data to forecast the likelihood of future outcomes; and, how to analyze data techniques to identify which decisions will produce the best results. The core curriculum will include courses in essentials for business analytics, databases and database management, programming for business analytics, exploratory data analysis and visualization, data mining for business analytics and prescriptive analytics. Students will develop skills in analysis techniques and advanced quantitative analytics. Graduates will possess knowledge and skills to: 1) utilize optimization tools and techniques to develop models for business decisions; 2) evaluate legal issues surrounding data privacy and ethics; 3) design and utilize practical databases to organize company data; and 4) design and present actionable plans to address business problems. GMU developed 14 new courses for the degree program, which include the seven core courses.

The MS in Business Analytics would require 30 credit hours: 18 credit hours of core coursework; nine credit hours of restricted electives; and three credit hours for a capstone course. Students entering the degree program with no prior coursework in analytics will be required to complete a non-credit-bearing primer course.

Justification for the Proposed Program

GMU contends that the proposed program is needed to address "increased demand from employers seeking skilled business analysts." In 2013, an article in *Forbes* noted "business analytics is determining the winners and losers in most industries… Many companies such as Amazon, Google and Capital One have built their entire business model around analytics. Companies that see this are looking for the talent needed to integrate business analytics into their business strategy" (https://www.forbes.com/sites/jmaureenhenderson/2013/07/30/degrees-in-big-data-fad-or-fast-track-to-career-success/?sh=482f7ab06804). Also, in 2013, Deloitte interviewed senior executives at 35 companies in North America, the United Kingdom, and Asia. Noted in the report was that a "key barrier to analytical progress is that nearly half of respondents said they don't have the number of individuals or the skill levels required for data analytics within the organization," and that key barriers for organizations to overcome included "data management and access to talent." (https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Deloitte-Analytics/dttl-analytics-analytics-advantage-report061913.pdf). GMU affirms that "graduates of

the proposed MS in Business Analytics will have the knowledge and skills at an advanced level to provide the talent and expertise needed for business analytics professionals."

In a 2017 *Financial Times* article, the Senior Director of Strategic Workforce Management at the Royal Bank of Canada stated, "the bank is hiring data visualization experts…it needs people who can take complex data and create a narrative that others across the organization can easily understand. Graduate programmes designed to meet the demand from such experts are springing up" (https://www.ft.com/content/a8d9f1ca-154a-11e7-80f4-13e067d5072c). Further, in 2020 the Institute of Business Management & Research wrote "companies have all the raw data possible…they are in dire need of experts who can make sense of all of it and draw relevant outcomes (https://www.asmibmr.edu.in/blog/why-business-analytics-is-important/). GMU asserts that the proposed degree program will produce graduates with "technical programming skills and data analysis skills" who will be able to "effectively use data to inform decision-making and communicate solutions" to address complex business problems.

Student Demand
In fall 2021, GMU surveyed juniors and seniors enrolled in the BS in Business, Business Analytics concentration. GMU asked students their likelihood of enrolling in the proposed program. Of the 32 respondents, 12 (approximately 38%) indicated "extremely likely" to enroll and seven (approximately 22%) indicated "very likely" to enroll; 10 (approximately 31%) indicated "somewhat likely" to enroll in the proposed degree program.

Enrollment projections show a full-time equated student enrollment (FTES) of 19.0 in the program's first year (2022-23). The projections continue as follows: FTES 2023-24, 29.0; 2024-25, 32.0; and 2025-26, 35.0. GMU anticipates 24 graduates each year beginning in 2026-27. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand
GMU indicates that graduates of the proposed program will be prepared "to find employment in a variety of business functional areas (e.g. business strategy, operations, marketing, finance) and industries (e.g., consulting, retail, finance)." Employment announcements, in Virginia and nationally, show a need for qualified personnel with a Master's degree to fill positions as analysts, business analysts, and data scientists.

Data specific to future employment demand were not available, as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for business analysts. However, data are available for closely-related fields. The BLS projects that between 2020 and 2030 employment of operations research analysts is expected to grow 25% or "much faster than average for all

occupations" (https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-6).
The BLS notes, "as technology advances and companies seek efficiency and cost
savings, demand for operations research analysis should continue to grow. In addition,
increasing demand should occur for these workers in the field of analytics to improve
business planning and decision making." The BLS projects that between 2020 and 2030
employment of statisticians is expected to grow 33% or "much faster than average for
all occupations" (https://www.bls.gov/ooh/math/mathematicians-and-
statisticians.htm#tab-6). The BLS notes, "the amount of digitally stored data will
increase over the next decade as more people and companies conduct business online
and use social media, smartphones, and other mobile devices. As a result, businesses
will increasingly need statisticians to analyze the large amount of information and data
collected." The VEC Labor Market Information projects that between 2018 and 2028
employment of operations research analysts is expected to increase 29.08% or 271
positions annually (https://virginiaworks.com/Occupational-Projections); employment of
statisticians is expected to increase 32.40% or 41 positions annually
(https://virginiaworks.com/Occupational-Projections).

Issues of Duplication
Three public institutions – William & Mary (W&M), University of Virginia (UVA), and
Virginia Commonwealth University (VCU) – offer similar or related degree programs.

William & Mary offers a MS in Business Analytics. The W&M program and the GMU
proposed degree program both require coursework in business foundations, database
management, optimization, visualization, and data mining techniques. Similar to the
proposed degree program at GMU, the W&M program focuses on "descriptive,
predictive, and prescriptive analytics and requires a capstone course. William & Mary's
program differs from the proposed degree program in that it requires coursework in
stochastic modeling and heuristic algorithms and the proposed program will not require
the coursework. The W&M program does not require coursework in programming for
business analytics. GMU's program will require such coursework.

The University of Virginia offers a MS in Business Analytics. The UVA program and the
GMU proposed degree program require coursework in "database management, data
analytics, and business essentials including ethics and decision making." Moreover,
both programs require a capstone. UVA's program differs from the proposed insofar as
it requires courses in "management, communication, customer analytics, pricing,
consulting, and accounting/finance." Further, the proposed program includes required
courses in prescriptive analytics, visualization, and programming, whereas UVA's
program does not require the coursework.

Virginia Commonwealth University offers a Master of Decision Analytics (MDA) degree
program in Decision Analytics. The VCU program and the GMU proposed degree
program both focus on descriptive, predictive, and prescriptive analytics in the core
coursework. Required coursework for both programs includes database management,
data analytics, and decision-making. VCU's program differs in that core coursework
includes econometrics, statistics, and forecasting, and GMU's proposed program will
not require such courses. GMU will require courses in visualization and programming,

and VCU's program does not require these courses. Moreover, GMU's program will require a capstone; VCU's program does not require a capstone course.

Resource Needs
The Cost and Funding Sources to Initiate and Operate the proposed degree program was reviewed by SCHEV Finance staff. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition, and education and general fees (E&G) will support the proposed program. GMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval
The GMU Board of Visitors approved the proposed program on May 6, 2021.

Staff Recommendation
Based on a review of the application, staff presents the **Master of Science (M.S.) degree program in Business Analytics (CIP: 30.7102)** to the Academic Affairs Committee for approval.

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

   BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Business Analytics (CIP code: 30.7102), effective fall 2022.

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 21, 2022

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

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
    Date:
    Action:

Purpose of the Agenda Item: The purpose of this agenda item is to present "Program Announcements" for new degree programs that public institutions plan to submit for SCHEV approval. The Program Announcement is a 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 instituted a set of modifications to its program approval process. These modifications included the creation of a two-stage system—first a Program Announcement, then the Program Proposal—for new degree programs.

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

Materials Provided:

Table of Program Announcements

Appendix: Program Announcements from Public Institutions, March 2022

Financial Impact: N/A

Timetable for Further Review/Action: For programs announced here, proposals may be submitted after a one month period to allow for feedback from other institutions.

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of new degree programs supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

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

	Insti-tution	Program	CIP	Institutions with Similar Programs	Page
1	GMU	Master of Computing in Computing	11.0701	JMU, NSU, ODU, UVA, VCU, VT, VSU, W&M	1
2	GMU	Doctor of Philosophy in Mechatronics, Robotics, and Automation Engineering	14.4201	GMU, ODU, UVA (2), VCU (2), VT (2)	6
3	NSU	Master of Public Health in Public Health	51.2201	GMU, ODU, UVA, VCU, VT	11
4	ODU	Doctor of Philosophy in Biology	26.0101	UVA, VT	15
5	ODU	Doctor of Occupational Therapy in Occupational Therapy	51.2306	VCU	20
6	UVA-W	Master of Education in Education	13.0101	JMU, LU, NSU, RU, UMW, UVA, VCU	25

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Computing (MComp)
Degree Program Name	Computing
CIP code	11.0701
Anticipated Initiation Date	Spring 2023
Governing Board Approval Date (actual or anticipated)	December 2, 2021

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

New courses are indicated with an asterisk (*).

Core Courses: 15 credits
COMP 500: Fundamentals of Mathematics and Computing (3 credits)
COMP 501: Computer Programming Foundations I (3 credits)
COMP 502: Mathematical Foundations of Computing I (3 credits)
COMP 503: Computer Systems Foundations I (3 credits)
COMP 505: Ethical and Legal Challenges in Computing (3 credits)*

Concentration Areas: 15 credits
All students select a concentration area.

Computing Project Management
Required Course (3 credits)
AIT 655: Applied Project Management for IT Professional (3 credits)

Restricted Electives (12 credits)
Students choose four courses from the following.
AIT 665: Managing Information Technology Programs in the Federal Sector (3 credits)
COMP 690: Computing Capstone Project (3 credits)
GBUS 653: Organizational Behavior (3 credits)
MBA 712: Project Management (3 credits)
MBA 715: Advanced Project and Program Management (3 credits)
SWE 625: Software Project Management (3 credits)

Cyber Security Policy and Practice
Required Courses (9 credits)
COMP 511: Computer Programming Foundations II (3 credits)
AIT 660: Cybersecurity Fundamentals (3 credits)
   or ISA 562: Information Systems Security and Practice (3 credits)
ISA 650: Security Policy (3 credits)

Restricted Electives (6 credits)
Students choose two courses from the following.

AIT 670: Cloud Computing Security (3 credits)
AIT 702: Incident Handling and Penetration Testing (3 credits)
COMP 521: Usable Security (3 credits)
COMP 690: Computing Capstone Project (3 credits)
ECE 646: Applied Cryptography (3 credits)
ISA 652: Security Audit and Compliance Testing (3 credits)
SWE 681: Secure Software Design and Programming (3 credits)

Machine Learning in Practice
Required Courses (9 credits)
COMP 511: Computer Programming Foundations II (3 credits)
AIT 636: Interpretable Machine Learning (3 credits)
CS 584: Theory and Applications of Data Mining (3 credits)

Restricted Electives (6 credits)
Students choose two courses from the following.
AIT 664: Information: Representation, Processing and Visualization (3 credits)
AIT 736: Applied Machine Learning (3 credits)
AIT 746: Advanced Applied Machine Learning (3 credits)
CS 504: Principles of Data Management and Mining (3 credits)
COMP 690: Computing Capstone Project (3 credits)
ECE 527: Learning from Data (3 credits)
ECE 552: Big Data Technologies (3 credits)

User Experience Design
Required Courses (6 credits)
COMP 511: Computer Programming Foundations II (3 credits)
SWE 632: User Interface Design and Development (3 credits)

Restricted Electives (9 credits)
Students choose three courses from the following.
AIT 684: Interactive Visualization and Data Analytics (3 credits)
AIT 716: Human Computer Interaction (3 credits)
COMP 521: Usable Security (3 credits)*
COMP 522: Accessibility and Assistive Technologies (3 credits)
COMP 690: Computing Capstone Project (3 credits)*
EDIT 802: Cognition and Technology: A Multidisciplinary Approach (3 credits)
PSYC 530: Cognitive Engineering: Cognitive Science Applied to Human Factors (3 credits)
PSYC 645: Research Methods in Human Factors and Applied Cognition (3 credits)
PSYC 734: Seminar in Human Factors and Applied Cognition (3 credits)
PSYC 768: Advanced Topics in Cognitive Science (3 credits)
SOCI 634: Qualitative Research Methods (3 credits)

Total: 30 Graduate Credit Hours

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

Students will be able to:
- Analyze real-world problems to determine viability for computing solutions and to determine appropriate approaches.
- Apply fundamental theoretical and conceptual ideas in computing to real-world problems.
- Inspect and critique how computer systems work, in particular the intersection of the hardware and software levels.
- Create computing solutions to at least one specific area that is not fundamentally computing-related.

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

Graduates of the proposed Master of Computing degree program will be able to:
- Solve challenging problems in their original specialization using computational methods.
- Design, develop, and evaluate computational solutions to real-life problems.
- Apply computational thinking and coding to one or more interdisciplinary fields of their choice and interest.
- Develop computational solutions that are properly placed in a human context, considering the ethical, moral, and social issues around the problem domain and the solution developed.
- Successfully apply skills, including technologies and process, that are appropriate for the problem domain.
- Analyze and then solve problems using the hallmarks of computational thinking, including decomposition, pattern identification, abstraction, data manipulation, and algorithmic procedures.
- Bridge abstract theoretical concepts in computing to practical real-world applications.

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)
College of William and Mary	Master of Science (MS), Computer Science, CIP code: 11.0101	19
James Madison University	Master of Science (MS), Computer Science, CIP code: 11.0101	8
Norfolk State University	Master of Science (MS), Computer Science, CIP code: 11.0101	8
Old Dominion University	Master of Science (MS), Computer Science, CIP code: 11.0101	38
University of Virginia	Master of Computer Science (MCS)/ Master of Science (MS), Computer Science, CIP code: 11.0101	52
Virginia Commonwealth University	Master of Science (MS), Computer Science, CIP code: 11.0701	9

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Polytechnic Institute and State University	Master of Science (MS)/Master of Engineering (MEng), Computer Science and Application, CIP code: 11.0101	58
Virginia State University	Master of Science (MS), Computer Science, CIP code: 11.0701	7

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Web Developers and Digital designers	199,400	224,900	13% 25,500	Bachelor's degree
Computer and Information Systems Managers	482,000	534,600	11% 52,700	Bachelor's degree
Software Developers, Quality Assurance Analysts, and Testers	1,847,900	2,257,400	22% 409,500	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
Computer and Information Systems Managers	13,980	15,988	14.36% 2,008	201	Bachelor's degree
Software Developers, Applications	39,400	51,569	30.88% 12,169	1,217	Bachelor's degree
Software Developers, Systems Software	28,891	34,489	19.37% 5,598	560	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2027-2028**
1	Projected Enrollment (Headcount)	20	149
2	Projected Enrollment (FTE)	11	78
3	Estimated Tuition and E&G Fees	$16,977 (in-state); $38,715 (out-state)	$18,376 (in-state); $41,906 (out-state)
4	Projected Revenue from Tuition and E&G Fees	$ 269,558	$2,173,017
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

The proposed program provides a pathway for students with undergraduate degrees in non-computing fields to obtain a graduate degree that will enable them to obtain employment in the high-tech sector where there is a large "jobs gap" between the number of available jobs and the number of graduates produced. By providing a pathway for graduates of other fields to obtain a degree in computing, the proposed program will tap a large, unutilized pool of talent.

There is ample evidence that students with degrees in non-computing fields, and workers in non-computing sectors, are interested in employment in the high-tech industry. A thriving "coding bootcamp" industry has emerged to train people to transition to high tech careers. Several universities have created "bridge programs" that enable students with non-computing undergraduate majors to enter an MS program in Computer Science or Software Engineering. The proposed program is aimed between these efforts to provide a solid foundation in computing that can be completed in three semesters.

The majority of tech jobs that go unfilled every year do not require all the knowledge gained from a Computer Science or Software Engineering program, but require significant knowledge of computing fundamentals combined with knowledge from other fields such as psychology, management, statistics, or cyber security. The proposed program will educate students in essential computing concepts and skills, coupled with a specialty area to prepare students for positions such as user interface-user experience (UI-UX) design, software project management, computing security policy and practice, and software quality assurance.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Mechatronics, Robotics, and Automation Engineering
CIP code	14.4201
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	February 24, 2022

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

Core Coursework: 12 credits
ME 631: Advanced Dynamics of Mechanical Systems (3 credits)
ECE 521: Linear Systems and Control (3 credits)
CS 580: Introduction to Artificial Intelligence (3 credits)
CYSE 550: Cyber Security Engineering Fundamentals (3 credits)

Restricted Electives: 6 credits
Students select at least six (6) credits from two (2) of the following course categories:
Computer Science and Cyber Security, Electrical and Computer Engineering, and Mechanical
Engineering courses.

Computer Science and Cyber Security
AIT 660: Cyber Security Fundamentals (3 credits)
CS 555: Computer Communications and Networking (3 credits)
CS 583: Analysis of Algorithms (3 credits)
CS 682: Computer Vision (3 credits)
CS 685: Autonomous Robotics (3 credits)
CS 689: Planning Motions of Robots and Molecules (3 credits)
CYSE 587/SYST 587: Cyber Security Systems Engineering (3 credits)
CYSE 670: Secure Design of Connected and Automated Vehicles (3 credits)
CYSE 680: Advanced Manufacturing Automation Security (3 credits)

Electrical and Computer Engineering
ECE 510: Real-Time Concepts (3 credits)
ECE 619: Nonlinear Systems and Control (3 credits)
ECE 620: Optimal Control Theory (3 credits)
ECE 621: Systems Identification (3 credits)
ECE 622: Kalman Filtering with Applications (3 credits)
ECE 627: Adaptive Control (3 credits)

Mechanical Engineering
ME 541: Power Generation (3 credits)
ME 620: Mechanical Engineering Decision Making (3 credits)
ME 621: Foundations of Fluid Mechanics (3 credits)
ME 715: Impact Dynamics (3 credits)

ME 742: Finite Element Analysis for Solids (3 credits)
ME 745: Mechanics and Properties of Materials (3 credits)
ME 753: Tribology (3 credits)
ME 754: Introduction to Nano-Materials (3 credits)
ME 762: Biosensors (3 credits)

Electives: 30 credits
Students select 30 additional credits from the Restricted Electives or other relevant coursework. All elective course selections must be approved by a faculty advisor. Students may select no more than nine (9) credits of 500-level coursework.

Dissertation Research: 24 credits
Students must complete a minimum of 24 combined credit hours in ME 990, ME 998, and ME 999.
ME 990: Dissertation Topic Presentation (1 credit)
ME 998: Doctoral Dissertation Proposal (1-11 credits)
ME 999: Doctoral Dissertation (1-12 credits)

Seminar
Full-time students must enroll in the Department of Mechanical Engineering seminar course, ME 500: Special Topics, no less than once per academic year. With permission of a faculty advisor, students may substitute ME 500 with a seminar course from Electrical and Computer Engineering, Computer Science, or Cyber Security Engineering.

Teaching Requirement
All students are required to participate in at least one teaching activity in consultation with a faculty advisor. Teaching activities include conducting review sessions, serving as a teaching assistant, mentoring an undergraduate senior capstone design team, or other related activities approved by the faculty advisor.

Total credit hours: 72

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

Students will be able to:
- Demonstrate core knowledge in the sub-disciplines needed to be effective mechatronics, robotics, and automation engineers.
- Conduct a comprehensive and critical literature survey of a contemporary topic at the intersection of mechanical, electrical, computer, and cyber engineering.
- Advance the state of the art of mechatronics, robotics, and automation engineering through publication of technical manuscripts and reports.
- Educate students in the areas of mechatronics, robotics, and automation engineering at the undergraduate and graduate levels.

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

Graduates will be able to:

- Develop research programs 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 academic journals in mechatronics, robotics, and automation engineering and their supporting disciplines, including mechanical, electrical, cyber, and computer engineering.
- Provide subject matter expertise in the design and development of robotics and automation solutions.
- Lead multi-disciplinary teams of engineers and scientists working in mechatronics, robotics, and automation engineering.
- Plan, develop, and teach undergraduate and graduate courses in the fields of mechatronics, robotics, and automation engineering.

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 Polytechnic Institute and State University	PhD, Mechanical Engineering, CIP code: 14.1901	32
Virginia Polytechnic Institute and State University	PhD, Electrical Engineering, CIP code: 14.1001	39
University of Virginia	PhD, Mechanical and Aerospace Engineering, CIP code: 14.9999	10
University of Virginia	PhD, Electrical Engineering, CIP code: 14.1001	14
Old Dominion University	PhD, Engineering, CIP code: 14.0101	33
Virginia Commonwealth University	PhD, Mechanical and Nuclear Engineering, CIP code: 14.9999	8
Virginia Commonwealth University	PhD, Engineering, CIP code: 14.0101	13
George Mason University	PhD, Electrical and Computer Engineering, 14.1001	8

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Mechanical Engineers	299,200	320,100	7%, 20,900	Bachelor's degree
Electrical and Electronics Engineers	313,200	333,600	7%, 12,700	Bachelor's degree
Engineering teachers, postsecondary	46,300	52,100	13%, 5,800	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
Mechanical Engineers	7,873	8,273	5.1%, 400	40	Bachelor's degree
Electrical Engineers	7,116	7,786	9.4%, 670	67	Bachelor's degree
Engineering teachers, postsecondary	828	916	10.6%, 88	9	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2026 - 2027**
1 Projected Enrollment (Headcount)	7	23
2 Projected Enrollment (FTE)	3	10
3 Estimated Tuition and E&G Fees	In state: $15,500 Out of state: $30,200	In state: $16,990 Out of state: $33,000
4 Projected Revenue from Tuition and E&G Fees	$67,250	$242,700
5 Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$500,000	$2,500,000

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

State Needs. Mason's Northern Virginia location provides the unique opportunity to serve the state's workforce needs for advanced degrees in mechatronics, robotics, and automation

engineering, which opens the door to a broad range of career fields from defense to supply chain to health services. Addition of this PhD degree will capitalize upon existing infrastructure to meet a state need in the technical corridor of the Northern Virginia region, with minimal new expenditure.

Employer Needs. The World Economic Forum's "The Future of Jobs Report 2020" provides a comprehensive study into current and projected workforce needs, with robotics engineers as one of the leading growing demand roles. Numerous articles and reports document the increasing demand for a technically trained workforce in robotics and automation to meet industry need.

Student Needs. At present, there is no degree offering in Virginia at any level associated with the Mechatronics, Robotics, and Automation Engineering CIP code 14.4201. This program is designed to serve both full-time and part-time learners in Northern Virginia for whom this is a pathway to opportunities in academia, industry and government, with an advanced degree that develops the technical expertise needed to lead cross-disciplinary teams for this high-demand field.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Master
Degree Program Name	Master of Public Health
CIP code	51.2201
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	May 2022

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

Core Coursework (22 credits)
MPHN 600 Introduction to Public Health Practice (1)*
MPHN 605 Introduction to Biostatistics for Public Health (3)*
MPHN 608 Environment and Public Health (3)*
MPHN 611 Social and Behavioral Sciences for Public Health (3)*
MPHN 614 Principles of Epidemiology (3)*
MPHN 616 Research Methods in Public Health (3)*
MPHN 620 Health Managements and Systems Thinking (3)*
MPHN 669 Public Health Practicum (3)*

Health Equity Concentration (12 credits)
The health equity framework and approaches provided by the four (4) required courses of the Concentration in Health Equity will empower students to aid communities by becoming experts in assessing social determinants of health and structural inequities and devising and implementing community-engaged solutions to address them.

MPHN 650 Foundations of Health Equity (3)*
MPHN 651 Community Health Assessment (3)*
MPHN 652 Public Health Informatics (3)*
MPHN 653 Public Health Leadership (3)*

Electives (9 credits)
MCM 620 Media Theory (3)
MCM 652 Public Relations (3)
MPHN 680 Community-Based Participatory Research (3)*
SWK 651 Social Welfare Policies and Services (3)
SWK 639 Diversity, Inclusion and Oppression (3)
UAF 580 Urban Health and Disparities (3)*
UAF 611 Urban Problems in Contemporary America (3)
UAF 620 Housing and Redevelopment Policy in Urban Change (3)

Total MPH Credit Hours: 43

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

Students will be able to:

- Explain public health history, philosophy and values.
- Describe the uniqueness of the US health care delivery system and its impact on the organization and function of the system.
- Formulate and apply epidemiologic methodology to address a specific public health problem, develop a hypothesis and design a study to investigate the problem.
- Select appropriate methods to evaluate public health programs/interventions and evaluate them using these methods.
- Use statistical software to analyze data.
- Discuss how the social ecological model can be used to frame the challenges to achieving health equity and to explain what can be done within the organizational, community and societal levels to reduce/eliminate inequities in health within the population.
- Identify cultural values and practices in a community that could have relevance to the design or implementation of an environmental public health program.
- Assess the needs, assets and capacities of a local community to explain how a recommended intervention could successfully be implemented within a local community.

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

Graduates will be able to:

- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
- Interpret results of data analysis for public health research, policy, or practice.
- Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
- Assess population needs, assets, and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
- Design a population-based policy, program, project, or intervention.
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Master of Public Health (MPH), CIP code 51.2201	47
Old Dominion University	Master of Public Health (MPH), CIP code 51.2201	16

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	Master of Public Health (MPH), CIP code 51.2201	44
Virginia Commonwealth University	Master of Public Health (MPH), CIP code 51.2201	13
Virginia Tech	Master of Public Health (MPH), CIP code 51.2201	34

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 (2020 and 2030) to reflect <u>the most recent 10-year projections</u>. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Epidemiologist	7,800	10,200	30% / 2,300	Master's degree
Biostatisticians	42,000	56,900	35% / 14,900	Master'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
Operations Specialties Managers	49,772	52,340	12% / 5,568	557	Not Applicable
Social Scientists and Related Workers	13,498	14,979	11% / 1,481	148	Not Applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2025 - 2026**
1 Projected Enrollment (Headcount)	20	35
2 Projected Enrollment (FTE)	15	30
3 Estimated Tuition and E&G Fees	$12,690 in-state	$12,690 in-state

Cost and Funding Sources to Initiate and Operate the Program			
		$25,502 out-of-state	$25,502 out-of-state
4	Projected Revenue from Tuition and E&G Fees	$190,960	$534,688
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$2,500,000	$2,500,000

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

Across Virginia, communities struggle with substance abuse, mental health issues, obesity and other health challenges that must be addressed through programs not just based in medical or health care. The COVID-19 pandemic both exacerbated these issues and drained public health resources dedicated to addressing them. The pandemic also highlighted health disparities and the importance of having a public health workforce that is inclusive and diverse. In sum, Virginia has a growing need for diverse and skilled public health professionals.

The proposed program will be the first Master of Public Health (MPH) program offered by a Historically Black College or University (HBCU) in the Commonwealth of Virginia. The purpose of the proposed MPH is to train diverse cohorts of students to protect and improve the health of populations. The program will prepare students to become public health professionals capable of addressing health challenges with multidisciplinary, evidence-based and culturally appropriate and equity-based approaches. Through training in quantitative, qualitative and community-engaged approaches provided by this MPH program, students will be prepared for positions in public and private sectors.

The Commonwealth of Virginia has committed to providing $2.5 million each year to NSU to develop and operate a school of public health (with ODU). As a start, this MPH program allows NSU to contribute a foundational degree program to this partnership. With these and other new funds, this MPH will be the first step towards NSU establishing its role as a community-inspired academic and economic engine in public health spaces.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Biology
CIP code	26.0101
Anticipated Initiation Date	Spring 2023
Governing Board Approval Date (actual or anticipated)	April 21, 2022

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

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

Core Coursework and total credit hours: 17-18
Biology Core:
One of the following fundamentals cores:
BIOL859 Foundations and Principles in Ecology (3 credits)
BIOL804 Animal Ecophysiology (3 credits)
BIOL810 Advanced Cellular Biology (3 credits)
BIOL849 Biogeography (3 credits)

One of the following quantitative cores:
BIOL801 Practical Computing for Biologists (3 credits)
BIOL803 Advanced Genomics Data Analysis (3 credits)
BIOL832 GIS in Life Sciences (4 credits)
BIOL872 Modeling and Simulation in Life Sciences (4 credits)

Plus:
BIOL857 Biometry (4 credits)
BIOL847 Responsible Conduct of Research (3 credits)
BIOL802/808 Biological/Ecological Sciences Seminar (one credit per year on average, at least 4 credits)

Sub Areas: No sub-areas/tracks are proposed.

Additional requirements:
Dissertation Research:
BIOL898 Research (18+ credits; 12 credits for Master's degree holding students)
BIOL899 Dissertation (3+ credits)

Written and Oral Examinations:

The candidacy examinations (written and oral) must be completed by the end of the third year in the program. The examinations qualifying a student for candidacy for the degree of Doctor of Philosophy are comprehensive in nature and consist of both oral and written components.

Dissertation Defense:
Upon completion of the dissertation, the student's dissertation committee will conduct a public examination and defense of the dissertation.

Total credit hours for the curriculum/degree program:
A minimum of 48 semester credit hours of post-master's coursework is required or, in the absence of a master's degree, a minimum of 78 semester credit hours beyond the bachelor's degree is required.

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

- Broad training in the conceptualization, coordination, and supervision of interdisciplinary studies of biological phenomena and direction of biological research in industries, governmental agencies, or academic institutions.
- Graduates will be knowledgeable in the general theoretical principles of biology and in the application of these principles to a variety of terrestrial, aquatic, and marine ecosystems.
- Graduates will develop hands-on research and quantitative analytical skills and competencies across a variety of biological disciplines.
- The program will prepare graduates to work within academic, federal government (e.g., the National Oceanic Atmospheric Administration, Department of Defense, Fish and Wildlife Service, Army Corps of Engineers), state government (e.g., Department of Health, state Marine and Wildlife agencies), non-profit (e.g., the Nature Conservancy, World Wildlife Fund, Conservation International), and private sector (e.g., Biotech laboratories, Advanced Agricultural Operations) environments.
- Students will learn to/be trained to:
  - independently create a scientific hypothesis and research questions that lead to original research.
  - demonstrate adherence to principles of responsible conduct of research.
  - collect, analyze, present, and defend original research data.
  - synthesize information and write effectively at the levels found in relevant peer reviewed journals, conference proceedings, posters and other written formats.
  - present their research as primary author at national/international conferences.

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

- Serving as faculty members, graduates will be able to:
  - Develop and deliver effective instruction in an undergraduate or graduate college or university program. Such instruction would include topics in biology, evolution, ecology, physiology, and research methods in biology;
  - Collaborate with colleagues in different but related fields for education, research and publications;
  - Advise and mentor undergraduate and graduate students in their courses of study;
  - Participate in professional service activities locally, state-wide, nationally and internationally; and
  - Expand the body of knowledge in biology through research and dissemination of original scholarly work.
- Working as a researcher in a non-academic institution, graduates will be able to:
  - Develop original research related to biology;
  - Publish findings related to research efforts;
  - Apply knowledge and understanding of biology in research and development of laboratory diagnostics, assessment and evaluation of resource management/conservation policies and strategies, and for best-practice guidance in applications that bridge scientific knowledge with applied actions;
  - Effectively communicate with other professionals, policy makers and the general public about topics in the biology.

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)
The University of Virginia (UVA)	Ph.D. program in Biology, 26.0101	6.4
Virginia Polytechnic Institute and State University	Ph.D. program in Biological Sciences, 26.0101	9.8
George Mason University	Ph.D. program in Biosciences, 30.0101	7

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Life Scientist	94,000	106,900	13%	Doctoral or professional degree
Medical Scientist	133,900	156,600	17%	Doctoral of professional degree
Conservation Scientist/Forester	39,000	41,900	7%	Bachelors
Postsecondary Teachers, Biological Sciences	60,500	68,200	13%	Doctoral or professional degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Microbiologist	389	407	4%	2	Bachelor's degree
Wildlife Biologist	271	281	4%	1	Bachelor's degree
Postsecondary Teachers, Biological Sciences	1,814	2,007	11%	19	Doctoral or professional degree
Biochemist and Biophysicists	451	484	7%	3	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year[1] 2027 - 2028**
1 Projected Enrollment (Headcount)	6	23
2 Projected Enrollment (FTE)	4.2	16

[1] For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

Cost and Funding Sources to Initiate and Operate the Program			
3	Estimated Tuition and E&G Fees	$13,584 In-State $33,648 Out-of-State	$13,584 In-State $33,648 Out-of-State
4	Projected Revenue from Tuition and E&G Fees	$91,764	$265,752
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)

Biological problems are becoming increasingly complex (e.g., anthropogenic impacts, disease outbreaks, climate change) and demand a highly trained workforce capable of interdisciplinary research and analyses. This program directly responds to this need and will provide advanced training in molecular, cellular, ecological, evolutionary, organismal, and integrative biology. The program has notable strengths in a broad range of biological subdisciplines, including biomechanics, botany, conservation biology, comparative and functional morphology, comparative physiology, ecosystem studies, experimental ecology, evolutionary biology, genomics, infectious disease biology, population biology, and systematics. Additionally, technological innovations in molecular biology, small-scale electronics, and data analytics are enabling biological research that was simply not possible before. This program leverages these cutting-edge technologies to provide training to students at the leading-edge of the field, ensuring that graduates will be highly competitive in the workforce.

Biology was traditionally a field-based discipline, requiring long-hours outdoors performing detailed observations and experiments. While this is still true for some disciplines, research has increasingly demanded these field-based studies be combined with technical expertise in laboratory and computational analyses. Students in the proposed program will have access to a variety of excellent on-campus resources that include a high-performance computing facility, scanning electron microscopy lab, genetic sequencing lab, herbarium, aquatics laboratory, water tunnel facility, GIS facilities, greenhouse, and digital imaging facilities.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Occupational Therapy
Degree Program Name	Doctor of Occupational Therapy (OTD)
CIP code	51.2306
Anticipated Initiation Date	Spring 2023
Governing Board Approval Date (actual or anticipated)	Old Dominion University • Board of Visitor Approval December 10, 2021 Accreditation Council for Occupational Therapy Education • Candidacy Application Due April 2022 • Candidacy Application Decision August 2022 • Self-Study and Initial Review Decision April 2025 • On-Site Evaluation Accreditation Decision August 2025

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

Core Courses (83 credits hours)
New courses are indicated with an asterisk (*).

OCCT 721 Foundations of Occupational Therapy Practice (2 credits)
OCCT 749 Occupations I (6 credits)
OCCT 750 Occupations II (4 credits)
OCCT 752 Occupation, Health and Wellness across the Life Span (3 credits)
OCCT 674 Professional Reasoning and the Occupational Therapy Process (3 credits)
OCCT 756 Professional Identity and Ethical Formation (3 credits)
OCCT 821 Elements of Research I: Theories of Inquiry and Scholarly Literature (3 credits)
OCCT 751 Occupations III (3 credits)
OCCT 753 Pediatric Habilitation and Rehabilitation: Theory and Practice (6 credits)
OCCT 755 Evaluation of Occupational Performance (3 credits)
OCCT 822 Elements of Research II: Using Evidence to Inform Practice (3 credits)
OCCT 841 Education and Learning in Healthcare and Academic Settings (2 credits)
OCCT 843 Leadership and Advocacy (2 credits)
OCCT 845 Health Care Policy and Program Management (2 credits)
OCCT 847 Therapeutic Relationships and Client Communication (2 credits)
OCCT 850 Adult Rehabilitation: Theory and Practice (6 credits)
OCCT 852 Evaluation and Intervention of the Upper Extremity (3 credits)
OCCT 856 Interprofessional Telehealth Care (1 credit)
OCCT 854 Technology and Environmental Adaptation (2 credits)
OCCT 858 Critical Analysis of Occupational Therapy Practice (3 credits)
OCCT 851 Productive Aging and Rehabilitation: Theory and Practice (3 credits)
OCCT 853 Mental Health Promotion and Recovery: Theory and Practice (6 credits)
OCCT 855 Occupation and Activity Analysis (2 credits)
OCCT 859 Elements of Research III: Scholarship of Practice Approaches and Design (3 credits)

OCCT 890 Practice-Scholar Seminar I (1 credit)
OCCT 870 Community and Population Health (1 credit)
OCCT 891 Practice-Scholar Seminar II (1 credit)
OCCT 871 Professional Development Planning (1 credit)
OCCT 891 Practice-Scholar Seminar III (1 credit)
OCCT 894 Practice Scholar Symposium (2 credits)

Sub Areas
The Doctor of Occupational Therapy is a degree program leading to an entry level professional degree, certification and licensure in occupational therapy. There are no subareas or concentrations offered in this program.

Practicum Requirement: 15 credit hours

OCCT 768 Fieldwork I a – Pediatrics (1 credit)
OCCT 848 Fieldwork I b - Adults (1 credit)
OCCT 857 Fieldwork I c – Psychosocial (1 credit)
OCCT 868 Fieldwork II A (6 credits)
OCCT 870 Fieldwork II B (6 credits)

Capstone Requirement: 7 credit hours
OCCT 893 Doctoral Capstone (7 credits)

Total credit hours: 105

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

- Graduates will promote health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through holistic, client-centered, occupation-based, and evidence informed practice.
- Graduates will advance the practice of occupational therapy and improve client participation by applying comprehensive knowledge of the profession's theoretical and evidentiary base.
- Graduates will influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative, collaborative, and innovative problem solving.

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

- Demonstrate understanding of the determinants of health and the influence of occupation on the health of individuals, communities, and populations.
- Demonstrate awareness of the experiences of culturally diverse individuals, communities, and populations, and the competencies required to mitigate challenges in healthcare access and outcomes.
- Analyze and apply the theories that guide practice across the lifespan and distinguish occupation as its central outcome.
- Gather, analyze, and interpret relevant data to determine the relationship of occupations, client factors, performance skills, performance patterns, contexts and environments on health promotion and satisfying occupational performance and participation.
- Utilize culturally appropriate, client-centered, occupation-focused, and evidence-informed principles to design and implement intervention using remedial, adaptive, compensatory, consultative, and educational approaches in a variety of professional settings across the lifespan.
- Collaborate with interprofessional teams to support individuals, communities and populations access and optimally participate in meaningful occupations.
- Access, appraise and interpret research to guide decision making.
- Produce and disseminate guided, individualized, scholarly projects that advance practice and meet the needs of society.
- Identify, design, and engage in initiatives that meet society's occupational needs within existing organizations and through new, entrepreneurial services and programs to move the profession forward as an integral discipline in healthcare, human services, and education.
- Apply principles of leadership and advocacy to improve service access and delivery in complex systems and organizations, influence policy and regulation, and manage personnel and programs.
- Demonstrate responsibility for life-long learning and the development and translation of best available evidence for practice, policy, and research.

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 Commonwealth University	Occupational Therapy Doctor of Occupational Therapy (OTD) 51.2306	Transition from MS to OTD in summer 2016. Three cohorts have graduated (2019 – 41 students, 2020 – 42 students; 2021 - 45 students); Five-year average 42.6

VI. Labor Market Information.

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
Occupational Therapy	133,000	156,800	18% 23,000	MS and OTD

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Occupational Therapy	3,067	3,866	799 26.05%	80	MS and OTD

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 2023 - 2024**
1 Projected Enrollment (Headcount)	20	60
2 Projected Enrollment (FTE)	20	60
3 Estimated Tuition and E&G Fees	$13,584 In-State $33,648 Out-of-State	$13,584 In-State $33,648 Out-of-State
4 Projected Revenue from Tuition and E&G Fees	$311,808	$12,670,848
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)

Employment of occupational therapists is projected to increase over 26% across the Commonwealth between 2016 – 2026. The concentration of occupational therapists per capita is lower in the Tidewater region than the other highly populated regions in the state ensuring employment opportunities for Old Dominion University occupational therapy graduates.

A needs assessment conducted in January 2020 of the major healthcare providers in the Tidewater Region revealed a critical shortage of occupational therapists. Employers and providers throughout the region report a staggering 92.3% of clients served have unmet needs that fall within the scope of occupational therapy practice. Employers and providers site limited access to occupational therapy services, lengthy wait lists, need for flexible scheduling, staffing shortages, and unidentified and underdeveloped service opportunities as contributors. In addition, 77% and 85% of employers and providers, respectively, report current unfilled occupational therapy positions in their departments and lingering open positions. Several employers suggest that numerous unfilled positions have been eliminated

or usurped by other professionals over the last five years and almost all respondents indicate that caseloads and workloads are expanding beyond capacity. All respondents indicated that an entry level Doctor of Occupational Therapy program in the regions is critical to meeting the acute need for high-quality graduates to serve the growing region and its robust healthcare and educational infrastructure.

I. Basic Program Information

Institution (official name)	The University of Virginia's College at Wise
Degree Program Designation	Master of Education (MEd)
Degree Program Name	Education
CIP code	13.0101
Anticipated Initiation Date	August 2023
Governing Board Approval Date (actual or anticipated)	

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

Master of Education Core Course Requirements:

*EDU 5500	Fundamentals of Curriculum and Curriculum Design	3
*EDU 5510	Learning & Development	3
*EDU 5520	Assessments for Student and Teacher Growth	3
*EDU 5530	Diversity & Learning	3
*EDU 5540	Advanced Classroom Management and Behaviors	3
*Denotes new course		15

Concentration (Curriculum & Instruction)

*EDU 5600	Literacy for All Learners across the Curriculum	3
*EDU 5610	Instruction beyond the Standards	3
*EDU 5620	Differentiated Instruction	3
*EDU 5630	Instruction & Collaboration in Schools	3
*EDU 5640	Teaching in America: Past, Present, & Future	3
*Denotes new course		15

Additional Requirements

Course objectives require students to play an active role in examining current research, conducting their research in specific areas, and disseminating their findings. Professors will guide students and focus instruction/resources to ensure students are meeting each of the course objectives.

The curriculum for the proposed Master of Education in Education includes discipline-specific content knowledge augmented by up-to-date pedagogical and professional knowledge. The Master of Education curriculum includes a combination of discipline-specific courses: content knowledge, professional education, licensure requirements, and pedagogical themes. The curriculum for the degree has been designed to meet the standards of the Southern Association of Colleges and Schools Principles of Accreditation's Section 9: Educational Program Structure and Content. Standard 9.6 states, "graduate degree programs are progressively more advanced in academic content than undergraduate programs." (https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf) Students will take fifteen (15) credit hours of curriculum and curriculum design, student learning and development, assessments for student and teacher growth, diversity and learning, and

advanced classroom management. Students will take fifteen (15) core credit hours in literacy, instruction, differentiation, collaboration, and education of the 21st-century student. Upon completion of the program, students will be proficient in literacy, instruction, curriculum, and collaboration.

The proposed Master of Education in Education degree requires successful completion of 30 credit hours. The degree is a non-thesis 30 credit hour program. The curriculum will include one concentration of curriculum and instruction.

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

Upon completion of the degree students will be able to:

- Collect and analyze data using quantitative techniques [EDU 5510, EDU 5520]
- Collect and analyze data using qualitative techniques [EDU 5600, EDU 5540]
- Write rigorous purpose statements and research questions (with assistance from the primary advisor during the first semester)
- Prepare manuscripts for potential publication (e-portfolio)
- Use appropriate APA style (all courses)
- Create and design assessments that accurately measure student and teacher growth [EDU 5520]
- Review and evaluate curriculum resources for use in classrooms [EDU 5500, EDU 5600]
- Implement a classroom management plan that supports challenging and behaviorally challenged students [EDU 5540]
- Review curriculum programs and conduct needs assessments within P12 schools [EDU 5500, EDU 5610, EDU 5630]
- Provide training and expertise to P12 schools in the field of teaching and literacy [EDU 5600, EDU 5610]
- Write curriculum reviews for P12 schools [EDU 5500, EDU 5610]
- Participate in the development of P12 School Improvement Plans [EDU 5500, EDU 5510, EDU 5530]

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

Workplace Competencies/Skills for graduates of the proposed Master of Education in Education include:

- Working in a P12 school
- Developing appropriate learning curriculum and materials for students
- Providing educational programs that effectively teach students
- Planning appropriate activities to promote learning for all students
- Tracking and maintaining appropriate records of students' progress
- Adapting, modifying, individualizing instruction and assignments to meet the challenge level of all students
- Implementing advanced classroom management techniques
- Working collaboratively with other workplace professionals
- Communicating effectively with students, parents, administrators, and other appropriate entities as necessary for educators
- Exploring research topics, creating research agendas, actively conducting research, and completing research on selected topic(s).

Students seeking the teacher licensure option will be able to:
- Demonstrate the aforementioned competencies
- Administer standardized cognitive achievement tests and standardized tests according to local, state, and federal requirements
- Integrate appropriate use of technology into instruction
- Manage student behaviors using school guidelines on student behavior
- Create lessons, offer instruction, and assess students to assure all students are making academic progress.

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) 2016-17 -- 2021
James Madison University	MED/MAT, Education, CIP Code: 13.0101	281
Longwood University	MS, Education, CIP Code: 13.0101	64
Norfolk State University	Teacher Education CIP Code: 13.1299	38
Radford University	MS, Education, CIP Code: 13.0101	42
University of Mary Washington	MED, Education, CIP Code: 13.0101	83
University of Virginia	MT, Education, CIP Code: 13.0101	144

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average) 2016-17 -- 2021
Virginia Commonwealth University	MT, Teaching, CIP Code: 13.0101	113

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Education Kindergarten and Elementary Teachers[1]	1,492,400	1,603,900	7 % & 111,500	Minimum of BA
Education Secondary School Teachers[2]	998,800	1,077,000	8% & 78,200	Minimum of BA
Education Administrators, kindergarten through secondary	270,200	291,300	8% & 21,200	Master'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
Elementary Teachers[3]	35,455	36,444	2.8% & 989	99	Minimum of BA
Secondary Teachers[4]	26,099	26,883	3% & 784	78	Minimum of BA
Education Administrators, Elementary and Secondary School[5]	6,875	7,123	3.6% & 248	25	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2025 - 2026**
1	Projected Enrollment (Headcount)	30	36
2	Projected Enrollment (FTE)	26	28
3	Estimated Tuition and E&G Fees	$14,287	$15,159
4	Projected Revenue from Tuition and E&G Fees	$238,872	$467,020
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)

Lack of Equity in Education Opportunities
Inequity exists in public educational opportunities across Virginia based on location. Unfortunately, for residents in the western part of Virginia, only 3 institutions (Bluefield College, Emory & Henry College, and UVA Wise) exist west of Radford. Geographically, Radford is the closest public institution to offer a Master of Education degree at over 100 miles distance from most county residents in Virginia.

UVA WISE Commitment to the Region
According to results from a 2020 UVA Wise survey of teachers within 50-mile radius of campus, over 55 % of responders were interested in pursuing a Master's of Education at UVA Wise. The lack of a public graduate-level program indicates a failure to address the mission of the College and neglects the basic reason why the College was created.

Less than 40% of educators in SWVA hold a master's degree compared to 58% of teachers in the rest of the state. School districts in SWVA have the lowest percentage of master's qualified teachers of any of the eight Virginia Superintendents' Regions.

Teacher Shortages
One of the most critical educational issues plaguing the United States, the Commonwealth of Virginia, and school districts surrounding UVA Wise is the shortage of teachers and highly qualified educators.

Student Demand
In a survey conducted in October 2020 by the UVA Wise Education Department, over 75% of respondents indicated an extremely and very important need for UVA Wise to offer graduate-level programs in education.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.E. – Academic Affairs Committee – Action on Private Postsecondary Institution Provisional Certification

Date of Meeting: March 21, 2022

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
joedefilippo@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 present one postsecondary institution for provisional certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: This agenda item presents one application from a prospective institution 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 resolution below regarding **Trine University**. 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:

- Trine University application summary

Financial Impact: Trine University has submitted the required certification fee to operate as a postsecondary institution in Virginia.

Relationship to Goals of the Virginia plan for Higher Education: Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action: N/A

Resolution: See the attached Application Summary.

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Trine University
Application Summary

</div>

School Overview
Trine University is an out-of-state, non-profit institution of higher education seeking provisional certification to operate from Reston, Virginia. The school is owned and operated by Trine University, Inc., and is regionally accredited by the Higher Learning Commission. Trine University is incorporated and has legally operated in the state of Indiana since 1906. Trine University also operates out of Arizona and Michigan.

School Officer
President– Earl D. Brooks II, Ph.D.

School Mission Statement
Trine University's mission statement is as follows:
> *Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.*

Proposed Educational Programs and Credentials
Trine University will offer the following programs:
- Master of Business Administration
- Master of Science in Engineering Management
- Master of Science in Business Analytics
- Master of Science in Information Studies

Proposed Location
Trine University will operate from:
> 1881 Campus Commons Drive
> Reston, VA 20191

Financial Stability Indicator
SCHEV staff calculated Trine University financial composite score as 3.0 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument
Trine 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

Virginia Administrative Code Citation	Area of Compliance
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 provisional certification of Trine 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 Trine University to operate a non-profit 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, Trine 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, Trine University shall be allowed to recruit and hire faculty and staff;**

3. **That, during the period of provisional certification, Trine 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, 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;**

6. **That, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of Trine**

University's online platform and content as a condition to authorizing the school to offer distance education;

7. That, prior to the expiration of the period of provisional certification, Trine 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;

8. That, prior to the expiration of the period of provisional certification, Trine 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

9. That Trine University's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to March 22, 2023.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Trine University upon his determination, at a point in time prior to March 22, 2023, that Trine University 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: #I.F. – Academic Affairs Committee – Discussion of Private Postsecondary Education Operations and Activities

Date of Meeting: March 21, 2022

Presenter: Ms. Sandra Freeman
Director, Private Postsecondary Education
sandrafreeman@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 the Academic Affairs Committee with an overview of the operations and activities of the office of Private Postsecondary Education (PPE).

Background Information/Summary of Major Elements: According to Code of Virginia § 23.1-213, SCHEV has a a wide range of regulatory responsibilities related to the authorization of private and out of state postsecondary institutions in Virginia. These responsibilities include: certifying schools to operate in Virginia; auditing school compliance with regulations related to school quality and administrative capability; overseeing preservation of records in the event of a certified school's closure; investigating student complaints; and collecting fees with which to finance PPE's operations.

The staff presentation will review PPE's responsibilities and operations and seek committee members' feedback and advice.

Materials Provided:

- A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #I.G. – Academic Affairs Committee – Action on Private Postsecondary Fee Changes Regulation

Date of Meeting: March 21, 2022

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: May 12, 2009
Action: Council approved the current schedule of fees.

Purpose of Agenda Item: § 23.1-224 of the Code of Virginia grants Council the authority to establish nonrefundable fees for services and methods for collecting such fees. This agenda item seeks Council approval of proposed regulations regarding fee changes for postsecondary schools that are certified to operate by SCHEV. An increase in such fees is necessary in order for SCHEV to adequately fund the essential functions of the office of Private Postsecondary Education (PPE).

Background Information/Summary of Major Elements: PPE regulates degree-granting institutions and career-technical schools at more than 300 locations throughout Virginia. Staff responsibilities include approval of new postsecondary schools, program approvals, compliance audits, investigation of student complaints, supervision of school closures and annual recertification of postsecondary schools. The purpose of these duties is to provide student protections and ensure that institutions certified to operate in Virginia meet minimal standards of academic quality and administrative capability. SCHEV does not receive a general fund appropriation to perform these responsibilities. All staff compensation and operational expenditures, including significant overhead expenses charged by SCHEV, are paid entirely out of the fees collected from regulated institutions.

The current PPE fee structure has been in place since February 2014. Several factors have contributed to that fee structure no longer being adequate for the full performance of PPE's responsibilities. These include:
- Inflation: according to US government consumer price index calculations, the cumulative inflation from 2014 to 2022 is **20%**.
- Mandatory salary increases: since 2014, the General Assembly has approved salary increases for state employees that have accumulated to **28%** above the 2013-14 level. Whereas the General Assembly provides money to fund state government's general fund operations, non-general fund operations such as

PPE can do so only through revenues they generate. Salaries are approximately 90% of PPE expenditures in any given year.

- Technology: PPE updated its information system in 2019. While the new system has enabled efficiencies, it also entails ongoing costs of approximately $50,000 per year for service by the vendor and the Virginia Information Technology Agency (VITA).

As a result of the combination of the above factors, PPE has lost any "cushion" it had in 2014 for funding its own operations, and is currently holding three positions open (compliance investigator, certification coordinator, and assistant director) in order to avoid operating in the red. The fee increases proposed here would be used to fill these positions and stabilize the unit's budget for the next several years.

Strategies employed in developing the proposed fee changes

Currently, regulated postsecondary schools pay recertification fees each year on a sliding scale from $250 to $5,000 based on their tuition and fee collections. PPE also collects fees for a variety of other services it performs. In preparing the recommended fee increases, staff took into account the following considerations:

- The first goal in developing the proposed fee increases was to enable a revenue stream that supports PPE fulfilling its statutory responsibilities. To that end, the proposed fees are intended to generate an approximate 33-45% increase in annual revenues. It is anticipated that, once implemented, this fee structure would support PPE's operations for at least five years.
- Care was taken to minimize increases to the smaller schools. Thus, for instance, the smallest certified schools will see no increases in recertification fees, and the next largest schools will see an increase of $200/year. On the other hand, schools with the largest revenue streams ($5M and above), will see an increase of $5000 per year. See the table below for detail on the proposed recertification fee increases for each category.

Annual Revenue Range	Proposed Recertification Fee Increase
$50,000—$100,000	$1000 to $1200
$100,000—$500,00	$2500 to $3000
$500,000—$1M	$4000 to $6000
$1M—$5M	$5000 to $7500
$5M and above	$5000 to $10,000

- Staff also considered fee increases for performing duties that require the greatest investment of staff resources and for institutions that entail the greatest risk to student protections (e.g., unaccredited institutions).
- The proposed fee increases have been shared with regulated schools for comment and have occasioned zero objections or requests for modification.

Process and timeline of regulation adoption

The process of review and evaluation of new regulations in Virginia is extensive and consists of three main stages. The first two stages—"Notice of Intended Regulatory Action (NOIRA)," and "Proposed Regulation"—have been accomplished. Pending Council approval of the fee changes proposed here, staff will initiate the third and final

stage, "Final Regulation." The stages of regulatory review and agencies involved in those stages are as follows:

Stage 1: Notice of Intended Regulatory Action (NOIRA)

Steps Involved	Agencies Involved	Date Submitted	Date Approved
1. Submit NOIRA to Virginia Regulatory Townhall (rulemaking website)	SCHEV	09/26/2019	N/A
2. Executive Branch Review	Office of Attorney General (OAG); Department of Planning & Budget (DPB); Cabinet Secretary; and Governor.	09/30/2019	08/12/2020
3. NOIRA is published in the Register, 30-day comment period begins.	N/A	09/14/2020	10/14/2020
4. Draft regulation is submitted for review in the next stage (Proposed Regulation). This concludes the NOIRA.	N/A	05/07/2021	N/A

Stage 2: Proposed Regulation

Steps Involved	Agencies Involved	Date Submitted	Date Approved
1. Submit draft proposed regulation	SCHEV	05/7/2021	N/A
2. Executive Branch Review	Office of Attorney General (OAG); Department of Planning & Budget (DPB); Cabinet Secretary; and Governor.	05/24/2021	12/22/2021
3. Proposed regulation is submitted and published in the Register; 60-day comment period begins.	N/A	01/17/2022	Comment period ends on 03/18/2022.

Stage 3: Final Regulation

The Final Regulation stage mirrors the first two stages in terms of the reviewing agencies and order of review, with the exception that the regulation takes effect following Governor's approval.

Materials Provided:

- Proposed Fee Changes Regulation.

Financial Impact: The proposed fee structure was developed with the intention of generating an approximate 33-45% increase in revenue to the PPE unit. Staff anticipates that this increase will enable PPE to fill vacancies, support ongoing essential functions and meet its overhead charge responsibilities to SCHEV for several years following implementation.

Relationship to Goals of the Virginia plan for Higher Education: Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action: N/A

Resolution:

Staff presents the Proposed Fee Changes Regulation 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 approves the Proposed Fee Changes Regulation (8VAC40-31-260 Fees). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.

Proposed Fee Changes Regulation

Underline = added text
Strikethrough = deleted text

8VAC40-31-260 Fees

A. All fees collected by council staff will be deposited in the State Treasury.

B. All fees are nonrefundable with the exception of withdrawal of an application in which case all fees will be refunded minus a nonrefundable administrative fee noted in subsection D of this section.

C. Fees must be paid with a company check and made payable to the Treasurer of Virginia.

D. The annual fee is based on the annual gross tuition received by each administrative branch of institutions certified to operate in Virginia. For out-of-state institutions certified to operate in Virginia, annual gross tuition means income generated from students enrolled at Virginia locations. The flat fee schedule is as follows:

New school orientation session, per person	$150
Initial fee for all new institutions of higher education	~~$6,000~~ $10,000
Initial fee for all new ~~career-technical~~ non-degree postsecondary schools	$2,500
Annual fee for all unaccredited institutions of higher education	~~$6,000~~ $10,000
Initial fee for out-of-state online institutions of higher education and postsecondary schools that are not members of NC-SARA	$10,000
Renewal fee for out-of-state online institutions of higher education that are not members of NC-SARA	$10,000
Renewal fee for all postsecondary schools with an annual gross tuition collected less than $50,000, as recorded on most recent financial statement	$250
Renewal fee for all postsecondary schools with an annual gross tuition collected greater than or equal to $50,000 but less than $100,000, as recorded on most recent financial statement	~~$1,000~~ $1,200
Renewal fee for all postsecondary schools with an annual gross tuition collected greater than or equal to $100,000 but less than $500,000, as recorded on most recent financial statement	~~$2,500~~ $3,000
Renewal fee for all postsecondary schools with an annual gross tuition collected greater than or equal to $500,000 but less than $1,000,000, as recorded on most recent financial statement	~~$4,000~~ $6,000
Renewal fee for all postsecondary schools with an annual gross tuition collected greater than or equal to $1,000,000, but less than $5,000,000, as recorded on most recent financial statement	~~$5,000~~ $7,500
Renewal fee for all postsecondary schools with an annual gross tuition collected greater than or equal to $5,000,000,	$10,000

Returned check fee	$35
Initial or renewed exemption application/request for name acknowledgement/agent registration	~~$300~~ $350
Nonrefundable administrative fee (withdrawal of application)	$500 ~~career-technical~~ non-degree ~~$1,000~~ $2,000 institutions of higher education
Request for change in degree level authorization	$1,000
Request duplicate certificate to operate due to school name or address change	$100
Request duplicate agent permit, to replace lost/stolen/misplaced permit	$100
Application fee for each additional ~~site~~ instructional location	$100
Application fee for each additional program, ~~or~~ modification to an existing program, or program deletion.	$100

E. A school that submits a payment that is returned for any reason must resubmit the required payment, any applicable late fee, and the assessed returned check fee of $35 via a money order or certified bank check only.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.H. – Academic Affairs Committee – Report of the Staff Liaison

Date of Meeting: March 21, 2022

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

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
  Date:
  Action:

Purpose of Agenda Item:
Staff activities report.

Background Information/Summary of Major Elements:
N/A

Materials Provided:
"Report of the Staff Liaison to the Academic Affairs Committee," by Dr. Joseph G. DeFilippo.

Financial Impact:
N/A

Relationship to Goals of The Virginia Plan for Higher Education:
N/A

Timetable for Further Review/Action:
N/A

Resolution:
N/A

Report of the Staff Liaison to the Academic Affairs Committee, March 21, 2022

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

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PPE: Orientation Session for Schools Seeking Certification
- PPE staff virtually convened a group of prospective school owners on January 18, 2022. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were four participants from degree-granting and nine vocational school representatives in attendance.

State Committee on Transfer
- The first of five State Committee on Transfer (SCT) meetings for the year was held on February 10, 2022. The committee normally meets twice yearly, but due to challenges created by the pandemic, the SCT has opted to hold several smaller meetings throughout the year. The SCT is composed of representatives from all public two- and four-year institutions. February's meeting included presentations from **Wendy Kang**, **Thomas Allison**, and **Lee Andes** of SCHEV on state budget implications and the use of the Virginia Transfer Grant. **Dr. Paul Smith** sought feedback from the SCT on proposed edits to the *State Policy on College Transfer*. Additional topics included a sharing of best practices for engaging transfer students as well as a discussion on the peer review process for the development of transfer guides. The second SCT meeting was held on March 10, 2022, and will be summarized in the May liaison report.

Staff Activities and Recognition

Jodi Fisler
- Co-planned and participated in the third Global Virginia work session/summit, held virtually to finalize a strategic plan for improving the linguistic and intercultural competence of Virginia's students and workforce (January 27).
- Co-presented an educational session, "Cross-Institutional Interdisciplinary Initiative to Reduce Equity Gaps Through Transparent Design," as part of Virginia Tech's Conference on Higher Education Pedagogy (February 11).
- Planned and moderated the first session of the "Spotlight Series" (February 25). The series uses a combination of pre-recorded videos and live online discussion to help institutions learn about each other's approaches to teaching and assessing core competencies.
- Planning a state-wide convening on civic engagement, to be held at James Madison University (June 2).

Ashley Lockhart
- Attended the Virginia Higher Education Substance Use Advisory Committee (VHESUAC) Biannual Executive Council meeting (January 28). The Executive Council meets biannually and is the governing body responsible for providing input on Workgroup activities to help reduce substance use and abuse by students. Members are appointed by the Virginia ABC Board.
- Coordinating the creation of an Action Plan for students with disabilities in response to Governor Youngkin's Executive Order 10. Convened the Disabilities Access to Higher Education Committee (March 16) to discuss the plan, which will be finalized and sent to Council.

Beverly Rebar
- Coordinated the process of providing agency input on bills to the Governor and legislature, including tracking bills, attending House and Senate committee meetings, consulting with institutional liaisons, and preparing newsletter updates.
- Led the hiring panel for Academic Affairs administrative support position.
- With the Open Virginia Advisory Committee (OVAC), planned a virtual event for Open Education Week. The event provided four virtual tours of courses utilizing Open Education Resources (OER) and/or Open Pedagogy, demonstrating how OER are being implemented in actual courses in Virginia. The event also featured a summary of the Virginia Course Materials Survey and information on VIVA Open Grants available for OER.

Paul Smith
- Met with the Transfer Virginia institutional partners (January 24 and February 21). Meetings occur monthly and are jointly run by SCHEV and the VCCS. The purpose of these meetings is to maintain a continued dialogue with both public and private institutions participating in Transfer Virginia. Meeting sessions provide institutions with updates on the implementation of Transfer Virginia and end with an open forum for institutions to ask questions and seek guidance on Transfer Virginia related topics. The March partners meeting is occurring today (March 21).
- Attended the Southern Regional Education Board's Dual Enrollment and Open Education Resources conference in Atlanta (February 23-25). The conference was intended to build awareness and share policies and practices on how open educational resources and dual enrollment can support student success.

Academic Affairs Staff:

Public Sector Academic Affairs
    Ms. Karen Banks, Academic Affairs Support Specialist
    Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
    Ms. Darlene Derricott, Senior Coordinator, Academic Services
    Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis
    Ms. Emily Hils, Academic Programs and Services Specialist

Ms. Ashley Lockhart, Associate for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education
Mr. Richard Cole, Certification Specialist
Ms. Sandra Freeman, Director, Private Postsecondary Education
Ms. Kathleen Kincheloe, Compliance Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
OCTOBER 25, 2021
MINUTES

Ms. Harker called the meeting to order at 3:30 p.m. in the Massey Library Building, Room 138, J. Sargeant Reynolds Community College, Richmond, Virginia. Committee members present: Marge Connelly, Victoria Harker, Thaddeus Holloman and Katharine Webb.

The following Committee member join by phone: John Broderick

Staff members present: Lee Andes, Peter Blake, Grace Covello, Wendy Kang, Claire Mairead, Laura Osberger, Kristin Whelan and Yan Zheng.

Others present: Ramona Taylor from the Office of the Attorney General

APPROVAL OF MINUTES

On a motion by Mr. Holloman and seconded by Ms. Webb, the minutes from the September 13, 2021, meeting were approved unanimously.

GOVERNOR'S INTRODUCED BUDGET

The size of this budget is unprecedented and increases the operating budget by 33% and the financial aid by 74%. SCHEV was pleased with the budget alignments with SCHEV budget recommendations. Financial aid recommendations were all considered in the introduced budget. A program was introduced to make the Virginia Historically black colleges and universities (HBCUs) free for students who live within a 25 miles radius of the institution. It is to be determined how these funds will be allocated to the private HBCUs. SCHEV sends the funds to the institution which act as a pass through to the student. SCHEV determines compliance through an audit review process.

Initiatives at various institutions are supported in the budget. The G3 investments to increase funding programs that support the G3.

A significant, 5% salary increase for faculty was passed in July and recommended for an additional year. It is a fund split recommendation with the budget assuming that the institutions will cover half of the increase. This recommendation could impact tuition and fees.

SCHEV recommendations were also aligned from an equity perspective with the financial aid funding.

SCHEV received funding for 2 studies of student support services and 2 studies of the nursing shortage. There was no internship investment and no support for the mental health pilot program in the budget. The SREB doctoral fellows' program is also not supported.

Legislators are submitting amendments due Friday and the new Governor will submit amendments one week later. The House and Senate will produce their own budgets.

Two SCHEV budget items for 6 additional positions and an access request for FAFSA completion support funding request are in the budget.

Patrons in both house and senate to endorse the Virginia Plan.

DISCUSSION OF INTERIM REPORT ON THE COST AND FUNDING NEEDS STUDY

Ms. Kang updated the committee and discussed the preliminary report.

The preliminary report largely covers:

Deliverable #1, review of funding policies
Deliverable #2, efficiency and effectiveness review, and
Deliverable #3 trends in costs for higher education.

The interim report introduces principles of the design and implementation and anticipated parameters of Deliverable #4, recommendations for a new funding model. Deliverables 1, 2 and 3 are part of this report. Number 4 will be included in the final report.

The analysis of the funding relies on SCHEV data on enrollments and finances and identified a set of comparison institutions of the 14 public institutions.

The efficiency and effectiveness review was carried out through a 50 state survey. Survey of VA institutions is due back 2/1/22.

The fourth deliverable will include recommendations for the new model and a series of principles for design and implementation of the new model.

Staff meets regularly with finance heads, bi-weekly through March and with the OpSix workgroup bi-weekly. Staff is seeking consensus on the elements of the model. SCHEV will conduct fast polls with finance heads on small parts of the model to lock in consensus.

DISCUSSION OF THE VIRGINIA ALTERNATIVE STUDENT AID (VASA) APPLICATION

Ms. Kang introduced Lee Andes to discuss the launch of the VASA. Mr. Andes last spoke about the initiative in July of 2021.

The purpose of the VASA is to help more students apply for student aid, specifically providing a way undocumented students, pending asylum and unable to establish domicile to apply for aid. SCHEV built a FAFSA equivalent on the state level to help students determine their expected family contribution (EFC). SCHEV contracted with Regent Education, Inc. to assist in creating the application. VASA only gives access to state awards.

The plan for distribution includes prepping advocacy and access groups such as VCAN and the Latino Advisory Board and direct emails to financial aid and admissions staff. Mr. Andes will present at a school counselor's meeting next month. Staff continues to look at analytics of the landing page and the app to understand how the pages are used and how successful.

SCHEV owns the data from the VASA, but the information goes to the Regents database. SCHEV distributes the funds to institutions based on enrollment.

MOTION TO ADJOURN

The Chair adjourned the meeting at 12:00 p.m.

_____
Victoria Harker
Committee Chair

_____
Kristin Whelan
Interim Director, Executive & Board Affairs

State Council of Higher Education for Virginia
Agenda Item

Item: **#II.C.** – Resources and Planning Committee – Discussion of Higher Education
Funding from the 2022 General Assembly

Date of Meeting: March 21, 2022

Presenter: Wendy Kang
Director of Finance Policy & Innovation
WendyKang@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: January 11, 2022
   Action: The Council reviewed the Governor's introduced budget for higher
   education in the 2022-24 biennium.

Purpose of Agenda Item:
The purpose of this agenda item is to provide an overview of the 2022 General Assembly
funding for Virginia higher education, identify alignment to the SCHEV budget
recommendations and discuss next steps with Council members regarding primary areas
of focus for staff in the 2022-24 biennium.

Background:
On December 16, 2021, Governor Northam introduced his budget for the 2022-2024
biennium.

Overall, the introduced budget would add a total of $924 million, the highest amount the
state has invested in higher education in a biennium. (The total includes funding for
classified salary increases, which normally are considered outside of SCHEV's
recommendations.) The Governor's biennial additional funding would increase funding
for higher education and general (E&G) programs – the core activities of institutions – by
approximately 33% over FY 2022 levels, and would increase student financial program
funding by 74%.

On February 20, 2022, the House and Senate each released its proposed budget
amendments.

At the time that SCHEV staff were preparing these Agenda Book materials, the budget conference committee report was not available. According to the schedule adopted by the 2022 General Assembly, the budget conference was slated to report on March 11, and the legislature was to take action on the report and adjourn on March 12. The legislature adjourned without a budget. SCHEV staff will monitor when the General Assembly with reconvene.

The General Assembly is scheduled to reconvene on April 27 to consider any items vetoed or amended by the Governor. The final budget for 2020-22 will take effect upon signing by the Governor, which occurs within seven days following the reconvened session, and the 2022-24 budget takes effect on July 1.

Materials Provided:
N/A

Financial Impact: TBD

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia
Agenda Item

Item: #II.D. – Resources and Planning Committee – Discussion of 2021 Degrees and Certificates Awarded

Date of Meeting: March 21, 2022

Presenter: Tod Massa, Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: January 11, 2021
  Action: Council received a report on degree and certificate awards for 2020-21.

Purpose of the Agenda Item:
The purpose of the item is to provide an update on degree and certificate awards, including progress towards the Commonwealth's goals.

Background Information/Summary of Major Elements:
Virginia's public and private nonprofit colleges and universities awarded **58,587 bachelor's degrees** in 2020-21, once again the largest number ever.

Virginia public four-year universities conferred 40,339 bachelor's degrees, which was 549 more than the previous year. Private nonprofit institutions conferred 18,248 bachelor's degrees, 272 more than the previous year.

Virginia's community colleges and Richard Bland College conferred **18,731 associate degrees** in 2020-21, which compares to 17,667 in the previous year. Together, the two-year institutions also produced **13,378 sub-baccalaureate certificates**.

In total, Virginia's public and private nonprofit colleges and universities awarded **127,048 undergraduate and graduate degrees and certificates** in 2020-21, a significant increase from last year's record of 122,869 awards.

The top four bachelor's degree programs at public institutions are psychology, biology, liberal arts and sciences, and business administration.

Bachelor's degrees in nursing continued to grow and ranked fifth among degree programs at public institutions. Computer and information sciences, speech communication, and political science rounded out the top eight programs**.** All of these

degree programs had at least 1,000 graduates in 2020-21; together they made up about 32% of all bachelor's degrees at public institutions.

Degrees in STEM-H fields (science, technology, engineering, math and health professions) continued to grow. Public institutions awarded 27,996 STEM-H degrees, or 36.6% of all degrees – the highest number and percentage ever. Private nonprofit colleges and universities awarded 8,980 STEM-H degrees, or 24.5% of all degrees, this is also the highest number ever for the private colleges.

The Top Jobs Act (TJ21) calls for the awarding, by 2025, of an additional 100,000 degrees to in-state undergraduates at public institutions and a "comparable increase" in degree awards at private nonprofit institutions. These awards represent an important intermediate step of *The Virginia Plan for Higher Education*'s target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The Commonwealth does not appear to be on-track to meet TJ21's degree-award goals. Staff analysis indicates that, unless significant gains are made in degree completion over the remaining four years, Virginia will fall short by nearly 8,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of decreases in associate degrees. The inconsistent growth in bachelor's degrees has not been sufficient to overcome the significant losses in the associate degrees. The COVID-19 pandemic likely will exacerbate the situation. A rebound in associate degrees and growth among non-credit credentials are critical to meeting statewide goals.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year's degree report indicates that Virginia remains on pace to meet *The Virginia Plan* goal of having 70% of working-age Virginians holding a degree or workforce credential by 2030. To date, 628,338 undergraduate credentials have been awarded since 2014-15.

Materials Provided:
Enclosed is a briefing on 2020-21 degree awards, with a focus on completions by in-state undergraduates at public and private nonprofit institutions. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports).

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

Degree Completions and Other Awards in 2020-21

Overview

The information below details degree completions and other awards in 2020-21, with particular focus on in-state undergraduates at public and private nonprofit institutions. Presented are summaries of degree- and certificate-award totals in the public and private sectors, comparisons of 2020-21 in-state undergraduate degree awards to past years and to current estimates, and analyses of progress toward the degree goals of the Top Jobs Act (TJ21), which is a step toward becoming the best-educated state in the nation by 2030.

Data on individual institutions are shown in an appendix. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports).

In 2020-21, Virginia public and private nonprofit institutions awarded a total of 127,048 degrees and certificates, compared to 122,869 in the previous year, representing an increase of 4,179 awards.

Virginia's public and private nonprofit colleges and universities awarded 58,587 bachelor's degrees in 2020-21, an increase of 1,821 from the previous year (56,766).

TABLE 1: Degree Awards, 2020-21				
Degree	Public Two-years	Public Four-years	Private Four-years	Total
Certificates	13,378	188	519	14,085
Associate	18,731	79	1,178	19,988
Bachelor	0	40,339	18,248	58,587
First Professional	0	1,349	1,925	3,319
Master	0	11,472	12,666	24,138
Doctor	0	1,877	1,941	3,818
Post-grad Certificates	0	1,962	1,151	3,113
Total Degrees	18,731	55,161	35,958	109,850
Total Awards	32,109	57,311	37,628	127,048

Who Graduated?

In 2020-21, 55% of the total number of graduates were white, non-Hispanic, compared to 60% in 2011-12. Awards to Black, Non-Hispanic students have decreased from 14% of the total to 13%; to Asian students, the increase is from 6% to 7%; and for Hispanic/Latinx students the increase is from 4% to 8%.

Overall, women represent 59% of the degree and certificate awardees, compared to 41% for men. Women represent most credential recipients in all categories except Non-Resident Alien (International Students).

TABLE 2: Change in Total Awards by Race/Ethnicity				
	2011-12		**2020-21**	
American Indian or Alaska Native (Non-Hispanic)	402	0%	296	0%
Asian (Non-Hispanic)	6,429	6%	8,612	7%
Black or African American (Non-Hispanic)	15,339	14%	16,727	13%
Hispanic/Latinx	4,750	4%	10,272	8%
Multi-Race (Non-Hispanic)	998	1%	4,564	4%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	277	0%	201	0%
Non-Resident Alien	3,582	3%	4,968	4%
Unknown/Unreported (Non-Hispanic)	11,956	11%	12,144	10%
White (Non-Hispanic)	65,733	60%	69,264	55%
Overall	109,189		127,048	

TABLE 3: Distribution of Total Awards by Race/Ethnicity and Gender				
	Men		**Women**	
American Indian or Alaska Native (Non-Hispanic)	116	39%	180	61%
Asian (Non-Hispanic)	3,779	44%	4,831	56%
Black or African American (Non-Hispanic)	5,692	34%	11,029	66%
Hispanic/Latinx	4,027	39%	6,235	61%
Multi-Race (Non-Hispanic)	1,806	40%	2,755	60%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	91	45%	110	55%
Non-Resident Alien	2,605	52%	2,332	47%
Unknown/Unreported (Non-Hispanic)	4,937	41%	7,142	59%
White (Non-Hispanic)	28,892	42%	40,329	58%
Overall	51,829	41%	74,763	59%

All Degree Awards to In-State Undergraduates at Public Institutions

TJ21 set a goal for public institutions of awarding a cumulative additional 100,000 undergraduate degrees to in-state students between 2010-11 and 2024-25. Through the 2020-21 academic year, public two- and four-year institutions awarded a cumulative additional 58,255 qualifying associate and baccalaureate degrees. Awards last year were 8,426 above TJ21's baseline (42,825 in 2010-11).

In 2020-21, in-state students completed 51,251 undergraduate degrees (associate and bachelor) at public institutions. This total is 2,217 (4.5%) above the prior year's count. In the spring of 2019, public institutions had estimated a total 50,061 degree awards to in-state undergraduate students in 2020-21. The degree award total is above the estimate for the year by 1,201 (2.4%).

TABLE 4: Degree Completions by In-State Undergraduates at Public Institutions				
Academic Year	Associate	Bachelor	Total	*Projections*
2010-11	15,606	27,219	42,825	
2011-12	17,534	28,870	46,404	
2012-13	18,135	29,366	47,501	
2013-14	17,835	29,548	47,383	
2014-15[1]	17,918	30,077	47,995	*47,026*
2015-16[1]	18,585*	31,141	49,726*	*47,100*
2016-17[2]	18,063	31,128	49,191	*49,407*
2017-18[2]	17,829	31,026	48,855	*50,145*
2018-19[3]	17,633	31,503	49,136	*50,093*
2019-20[3]	17,401	31,633	49,034	*50,577*
2020-21[4]	18,353	32,898*	51,251	*50,061*

*Denotes an all-time high.
[1] Projections approved in October 2015; [2] Projections approved in October 2017; [3] Projections approved in January 2020; [4]Projections approved in October 2021.

Associate-Degree Completions by In-State Undergraduate Students at Public Institutions

In 2020-21, in-state students completed 18,353 associate degrees at public institutions – 18,277 at two-year institutions and 76 at four-year institutions. The total is 952 (5.5%) greater than the prior year's count.

While increases in associate degrees occurred at more than half of the community colleges between 2019-20 and 2020-21, the 980-award decrease in associate degrees from the prior year count at the public two-year colleges is primarily due to an 808 degree-award increase at Northern Virginia Community College and nine other colleges with at least a 5% increase over last year.

TABLE 5: Decrease in Degree Awards over Prior Year (Community Colleges)		
	Net Decrease	Percentage
Piedmont Virginia Community College	-90	-17%
Rappahannock Community College	-78	-23%
Thomas Nelson Community College	-62	-7%
Southside Virginia Community College	-31	-7%
Danville Community College	-23	-11%
Wytheville Community College	-21	-7%
Richard Bland College	-20	-10%
Eastern Shore Community College	-9	-20%
Paul D Camp Community College	-6	-5%

Bachelor-Degree Completions by In-State Undergraduate Students at Public Institutions

In 2020-21, in-state students completed 32,898 baccalaureate degrees at public institutions. This total is 1,263 (4%) higher than the 2019-20 count.

The 1,263-award increase in bachelor's degrees between 2019-20 and 2020-21 was attributable to many factors in completions at the 15 public four-year institutions, with the largest percentage-wise year-to-year increase at Virginia Commonwealth University, while Virginia Tech and University of Virginia had greater increases in the raw number of graduates.

TABLE 6: Degree Awards over Prior Year (Public Four-year Colleges)			
	2018-19	**2020-21**	**Difference**
Virginia Commonwealth University	4498	4932	**10%**
George Mason University	4993	5376	**8%**
Virginia Tech	5191	5428	**5%**
University of Virginia	2945	3161	**7%**
James Madison University	3582	3742	**4%**
Old Dominion University	3403	3470	**2%**
Norfolk State University	550	558	**1%**
Virginia Military Institute	236	242	**3%**
Virginia State University	457	460	**1%**
Christopher Newport University	1014	1011	**%**
University of Virginia's College at Wise	224	214	**-4%**
William & Mary	1068	1047	**-2%**
University of Mary Washington	974	932	**-4%**
Longwood University	768	716	**-7%**
Radford University	1759	1609	**-9%**

The largest decreases were from Radford University (-150; -9%) and Longwood University (-52; -7%), and University of Mary Washington (-42,-4%).

(See Appendix C for data on in-state undergraduate completions and degree estimates for all bachelor-awarding public institutions.)

Toward 100,000 Additional In-State Undergraduate-Degree Awards by 2025

The 51,251 degree completions by in-state undergraduate awards at public institutions in 2020-21 are 8,426 more than in 2010-11, the baseline year for the Top Jobs Act goal of 100,000 cumulative additional in-state undergraduate awards by 2025. In the eight academic years since TJ21 was enacted, public institutions have awarded a total of 58,254 additional in-state undergraduate degrees toward the goal. These awards are important components of *The Virginia Plan for Higher Education*'s target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The 8,426 increase in awards since 2010-11 represents an overall increase of 15%, which averages to 1.8% per year, ranging from -1% to 8% in annual changes. At this point, given the trend in the last four years, Virginia appears likely to fall short of 100,000

cumulative additional degrees. If awards remain flat, then staff now estimates (with four years of degree awards remaining) that 92,123 cumulative additional undergraduate degrees will be awarded to in-state students. Given where numbers are currently (i.e., slowly returning to an environment closer to that of pre-pandemic)), and the fact that the current enrollment projections and degree estimates were developed in the midst of the pandemic, these figures may not provide sufficient insight.

When this goal was established, calculations indicated that public institutions would need to achieve an average increase of 953 in-state associate and bachelor's degree awards per year. Today, in order to achieve the original goal in the time remaining, the annual increase in awards would need to be at least an average of 1,165 awards in each of the next four years, concluding with 55,912 in-state undergraduate degrees awarded. Although such growth is possible, given that the average change has been a 1.8% increase over the last 10 years, such growth is not probable, given that those 10 years were very uneven. Compounding the issue is the fact that the community college system has not seen an enrollment surge in the current economic downturn, contrary to all previous patterns.

<u>Undergraduate-Degree Completions by In-State Undergraduate Students at Private Nonprofit Institutions</u>

In 2020-21, in-state students completed 7,199 undergraduate degrees (205 associates and 6,994 bachelors) at private nonprofit institutions. This total represents an increase in undergraduate-degree awards of six more than the prior year's count.

TABLE 7: Degree Completions by In-State Undergraduates at Private Nonprofit Institutions				
Academic Year	Associate	Bachelor	Total	*Projections*
2010-11	172	5,858	6,030	
2011-12	228	6,368	6,596	
2012-13	232	6,583	6,815	
2013-14	222	6,683	6,905	
2014-15[1]	314*	6,659	6,973	*6,953*
2015-16[1]	304	6,875	7,179	*7,088*
2016-17[2]	294	6,799	7,093	*7,212*
2017-18[2]	268	6,950	7,218	*7,475*
2018-19[3]	253	7,076*	7,329*	*6,772*
2019-20[3]	211	6,982	7,193	*6,757*
2020-21[4]	205	6,994	7,199	*7,049*

*Denotes an all-time high.
[1] *Projections approved in October 2015;* [2] *Projections approved in October 2017;* [3] *Projections approved in January 2020;* [4] *Projections approved in October 2021.*

Just about half of the private nonprofit colleges increased in degree awards over the prior year. The largest year-to-year decreases are shown on the following table:

TABLE 8: Decrease in Degree Awards over Prior Year (Private Four-year Colleges)		
	Net Decrease	Percentage
Regent University	-63	-19%
Averett University Non-Traditional	-42	-48%
Bridgewater College	-38	-14%
Hampton University	-34	-16%
Eastern Mennonite University	-28	-16%
University of Richmond	-23	-11%
Emory & Henry College	-19	-13%
Sweet Briar College	-19	-29%
Hollins University	-16	-18%
Ferrum College	-16	-11%
Washington and Lee University	-10	-13%

The largest increases were at Liberty University (92; 4%), Shenandoah University (65; 23%), Virginia Wesleyan University (51; 31%), Bluefield University (40; 33%), and Christendom College (17, 49%).

<u>Toward a "Comparable Increase" in In-State Undergraduate Degree Awards by Private Nonprofit Institutions</u>

The 7,199 degree completions by in-state undergraduates at private nonprofit institutions in 2020-21 are 1,103 more than in 2010-11, the baseline year for TJ21's goal for these institutions to produce an increase in awards by 2025 that is "comparable" to the TJ21's target for public institutions. This increase occurred despite the closure of two institutions – Saint Paul's and Virginia Intermont – during the period.

SCHEV staff has estimated that a comparable increase in private nonprofits' undergraduate awards to in-state students would be at least an additional 15,000 awards by 2025. In the years since TJ21 was enacted, private nonprofit institutions have awarded 13,213 additional undergraduate degrees. Such a growth rate is more than adequate to achieve TJ21's "comparable increase" of 15,000 awards. Indeed, if no growth in degree awards occurs after this year, and if no decrease occurs in the total, then the total cumulative increase by 2024-25 will be 17,889.

TABLE 9: Degree Awards to In-State Undergraduates by Private Nonprofit Institutions			
Year	Degrees	% Change	Annual Degree Growth
2000-01	4,305		
2001-02	3,899	-9.4%	-406
2002-03	3,505	-10.1%	-394
2003-04	3,869	10.4%	364
2004-05	4,934	28.4%	1,100
2005-06	5,167	4.7%	233
2006-07	5,579	8.0%	412
2007-08	5,654	1.3%	75
2008-09	5,622	-0.6%	-32

2009-10	5,587	-1.0%	-55
2010-11	6,030	7.9%	443
2011-12	6,596	9.4%	566
2012-13	6,815	3.3%	219
2013-14	6,905	1.3%	90
2014-15	6,973	1.0%	68
2015-16	7,179	3.2%	213
2016-17	**7,093**	**-1.2%**	**-86**
2017-18	**7,218**	**1.8%**	**125**
2018-19	**7,329**	**1.5%**	**111**
2019-20	**7,193**	**_-1.8%**	**-136**
2020-21	**7,199**	**0%**	**6**

Becoming the Best State for Education in the Nation by 2030

To achieve the Commonwealth's goal of becoming the best state for education in the nation by 2030, SCHEV has estimated that Virginia colleges and universities need to award 1.5 million undergraduate degrees, certificates and workforce credentials between 2014-15 and 2029-30. Staff estimates that this will place Virginia above other states in terms of the percentage of working-age adults with a degree or workforce credential. At this point, 628,645 undergraduate degrees and certificates have been awarded to all students, by all institutions, public and nonprofit private. Estimates based on zero growth or loss between now and 2030 will result in 1,462,585 awards. We know that this number likely will not be adequate to achieve the goal, as other states are making the same attempt to increase educational attainment. Further, any number of factors, such as net in-state migration and a slowing in the growth in the number of high-school graduates until 2027 followed by a decline, will create challenges to meeting this goal.

Although *The Virginia Plan* does not include degrees from for-profit institutions in the 1.5 million target, Virginia residents with degrees from this sector do contribute to the overall level of educational attainment in the state. Based on federal data, these institutions awarded approximately 11,211 certificates or degrees in 2018-19, with 6,953 of these awards being associates or bachelor's degrees. Since 2013-14, the total awards in this sector are approximately 112,000 when adding an estimate of 11,000 for the 2020-21 academic year. We would expect this total to almost double by 2030; thus, staff assume that 200,000 credentials can be added to the projected totals from public and nonprofit institutions, creating a total 1,662,585 undergraduate credentials.

Finally, students earn other valuable credentials not included in this report through the New Economy Workforce Credential program and the registered apprenticeship program, both of which contribute to the prosperity of the Commonwealth. In FY 2021, the New Economy Workforce Credential Grant program awarded 6,151 credentials in high-demand workforce programs. Since its implementation in fiscal year 2017, the program has tallied a total of 35,746 students enrolled, 33,560 program completions and 24,677 credentials earned. If we assume no annual growth here, which seems unlikely, staff estimates another 50,000 workforce credentials, for roughly 75,000 by 2030, resulting in a grand total of 1,737,585 undergraduate and workforce credentials by 2030.

APPENDIX A:
Institutions' Average Time-to-Degree, Average Attempted Credits, and Top Majors in 2020-21

Typically, institutional efficiency and effectiveness are discussed in terms of graduation rates, which are based on the number and percentage of an entering cohort of students finishing in a specified number of years. Measuring "Average Time-to-Degree," specified in elapsed years, provides insight to how long students take to complete a degree. The companion metric, "Average Credits-to-Degree," provides insight into the effort students make to complete on time. It also could be an indication of student preparation and as well the impact of federal policy on student behavior. In all cases, we see that new first-time in college (FTIC) students who enroll as full-time in their first semester attempt more credits than required for the degree, while part-time students tend to be closer to "just enough."

TABLE A.1: Public two-year colleges		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	3.65	77
FTIC, Part-Time at Entry	6.03	81
Top Five Most Popular Majors	**Number Grads**	**Percentage of Total**
Liberal Arts and Sciences/Liberal Studies (24.0101)	3,744	20%
General Studies (24.0102)	2,567	14%
Business Administration and Management, General (52.0201)	1,735	9%
Social Sciences, General (45.0101)	1,484	8%
Registered Nursing/Registered Nurse (51.3801)	1,381	7%

TABLE A.2: Public four-year colleges, Bachelor's Degrees		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.46	126
FTIC, Part-Time at Entry	5.98	118
New Transfer, Full-Time at Entry	3.45	83
New Transfer, Part-Time at Entry	4.24	70
Top Five Most Popular Majors	**Number Grads**	**Percentage of Total**
Psychology, General (42.0101)	2,895	7%
Biology/Biological Sciences, General (26.0101)	2,449	6%
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,900	4%
Business Administration and Management, General (52.0201)	1,538	4%
Registered Nursing/Registered Nurse (51.3801)	1,375	3%

TABLE A.3: Private four-year nonprofit colleges, Bachelor's Degrees

	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.41	124
FTIC, Part-Time at Entry	5.40	110
New Transfer, Full-Time at Entry	3.45	76
New Transfer, Part-Time at Entry	4.55	69
Top Five Most Popular Majors	**Number Grads**	**Percentage of Total**
Business Administration and Management, General (52.0201)	2,473	13%
Psychology, General (42.0101)	1,868	10%
Multi-/Interdisciplinary Studies, Other (30.9999)	1,608	8%
Registered Nursing/Registered Nurse (51.3801)	993	5%
Religion/Religious Studies (38.0201)	742	4%

APPENDIX B: Public Institutions' Associate-Degree Awards to In-State Students, 2020-21

Institution	Awards in 2020-21			Estimates for 2020-21 (Approved Oct. 2021)		
	N	Change from 2019-20		N	Difference between Awards and Estimates*	
		N	%		N	%
Total Public Four-Year Institutions	76	-8	-10%	111	-35	-32%
Norfolk State University	1	0	%	1	0	%
Radford University	47	16	52%	45	2	4%
Virginia Tech	28	-24	-46%	65	-37	-57%
Total Public Two-Year Institutions	18,277	960	6%	17463	814	5%
Richard Bland College	172	-20	-10%	165	7	4%
Virginia Community College System	18,105	980	6%	17298	807	5%
Blue Ridge CC	472	42	10%			
Central Virginia CC	431	24	6%			
Dabney S. Lancaster CC	116	12	12%			
Danville CC	193	-23	-11%			
Eastern Shore CC	35	-9	-20%			
Germanna CC	987	89	10%			
J Sargeant Reynolds CC	1,104	52	5%			
John Tyler CC	977	1	%			
Lord Fairfax CC	868	16	2%			
Mountain Empire CC	292	41	16%			
New River CC	500	26	5%			
Northern Virginia CC	5865	808	16%			
Patrick & Henry CC	359	15	4%			
Paul D Camp CC	109	-6	-5%			
Piedmont Virginia CC	448	-90	-17%			
Rappahannock CC	265	-78	-23%			
Southside Virginia CC	433	-31	-7%			
Southwest Virginia CC	319	88	38%			
Thomas Nelson CC	778	-62	-7%			
Tidewater CC	2,322	22	1%			
Virginia Highlands CC	287	64	29%			
Virginia Western CC	657	0	%			
Wytheville CC	288	-21	-7%			
Total Public Institutions	18,353	952	5%	17,574	779	4%

*Enrollment Projections and Degree Estimates are not provided for individual community colleges.

APPENDIX C: Public Institutions' Bachelor-Degree Awards to In-State Students, 2020-21

Institution	Awards in 2020-21			Estimates for 2020-21 (Approved Oct. 2021)		
	Total	Change from 2019-20		N	Difference between Awards and Estimates	
		N	%		N	%
Total Public Four-Year Institutions	32,898	1236	4%	32,487	411	1%
Christopher Newport University	1,011	-3	%	1,020	-9	-1%
George Mason University	5,376	383	8%	5,324	52	1%
James Madison University	3,742	160	4%	3,545	197	6%
Longwood University	716	-52	-7%	715	1	%
Norfolk State University	558	8	1%	564	-6	-1%
Old Dominion University	3,470	67	2%	3,308	162	5%
Radford University	1,609	-150	-9%	1,650	-41	-2%
University of Mary Washington	932	-42	-4%	966	-34	-4%
University of Virginia	3,161	216	7%	2,976	185	6%
University of Virginia's College at Wise	214	-10	-4%	216	-2	-1%
Virginia Commonwealth University	4,932	434	10%	5,002	-70	-1%
Virginia Military Institute	242	6	3%	232	10	4%
Virginia State University	460	3	1%	499	-39	-8%
Virginia Tech	5,428	237	5%	5,361	67	1%
William & Mary	1,047	-21	-2%	1,109	-62	-6%

APPENDIX D: Private Nonprofit Institutions' Bachelor-Degree Awards to In-State Students, 2020-21

Institution	Awards in 2020-21			Estimates for 2020-21 (Approved Oct. 2021)		
	N	Change from 2019-20		N	Difference between Awards and Estimates	
		N	%		N	%
Total Private, Nonprofit, Four-Year Institutions	6,994	12	%	6821	173	3%
Averett University	107	12	13%	95	12	13%
Averett University Non-Traditional	46	-42	-48%	88	-42	-48%
Bluefield University	163	40	33%	132	31	23%
Bridgewater College	242	-38	-14%	249	-7	-3%
Christendom College	52	17	49%	50	2	4%
Eastern Mennonite University	144	-28	-16%	175	-31	-18%
Emory & Henry College	126	-19	-13%	145	-19	-13%
Ferrum College	126	-16	-11%	152	-26	-17%
George Washington University	222	1	%	215	7	3%
Hampden-Sydney College	146	0	%	172	-26	-15%
Hampton University	173	-34	-16%	53	120	226%
Hollins University	71	-16	-18%	69	2	3%
Liberty University	2,696	92	4%	2,724	-28	-1%
Mary Baldwin University	172	-7	-4%	173	-1	-1%
Marymount University	320	11	4%	330	-10	-3%
Randolph College	89	2	2%	116	-27	-23%
Randolph-Macon College	266	9	4%	264	2	1%
Regent University	277	-63	-19%	339	-62	-18%
Roanoke College	241	13	6%	241	0	%
Shenandoah University	345	65	23%	280	65	23%
Southern Virginia University	37	-1	-3%	31	6	19%
Sweet Briar College	47	-19	-29%	40	7	18%
University of Lynchburg	300	5	2%	148	152	103%
University of Richmond	181	-23	-11%	186	-5	-3%
Virginia Union University	121	10	9%	108	13	12%
Virginia Wesleyan University	216	51	31%	190	26	14%
Washington and Lee University	68	-10	-13%	56	12	21%
Total Private, Nonprofit, Four-Year Institutions	6,994	12	%	6,821	173	3%

State Council of Higher Education for Virginia
Agenda Item

Item: #II.E. – Resources and Planning Committee – Discussion of the New Economy Workforce Credential Grant Annual Report

Date of Meeting: March 21, 2022

Presenters: Tom Allison
Senior Associate for Finance and Innovation
tomallison@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 provide an update on the New Economy Workforce Credential Grant program. This program is administered by SCHEV, and an annual report of the program as outlined in the Code of Virginia. This report is for activities related to fiscal year 2021.

Background Information/Summary of Major Elements:
The General Assembly and Governor established the "New Economy Workforce Grant" (WCG) program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program. The pay-for-performance model grant is offered by community colleges and the Southern Virginia Higher Education Center to students to fund noncredit workforce training that leads to an industry-based credential in a high-demand field.

The grant includes requirements for students to complete training in order to avoid paying additional costs. If students complete the training and earn a credential, they will pay only one-third (1/3) of the cost of the program. In addition, institutions also receive an incentive for students to receive their credential.

A summary of findings is included below. The full report with disaggregated enrollment, completion, certification and cost data is available on the SCHEV report website.

- Institutions offered training in nine high-demand occupational fields.

- Collectively, these institutions reported 8,904 enrollments, a 19% increase from FY 2020 and the most since the inception of the program. This increase is notable as for-credit enrollment at the community colleges declined 5%.

- Of the 8,904 enrollments included in this report, 8,591 (96%) completed training. Among program completers, 6,151 (72%) went on to earn the credential.

- The program with the highest enrollments was Commercial Driver's License (class A) with over 18% of enrollments. Highway Construction Programs had the second highest enrollments accounting for 13% of all enrollments in FY 2021.

- While gaps in program completion by race/ethnicity appeared to have closed, gaps in credential completion remain: Black or African American students were nine points less likely to earn their program's credential compared to white students. Hispanic students were four points less likely.

- The average student cost of the program was $766, an $89 increase from FY 2020.

- The average state cost per credential attained was $1,848, a $221 increase from FY 2020.

Credential earners' annual wages increased a median of $7,000 or 31%. Students in the bottom quartile (with wages less than $8,200 before completing their credential) saw the highest median wage increase.

Materials Provided:
A summary of findings is included above. The full FY 2021 annual report is available on SCHEV's reports website: https://schev.edu/docs/default-source/reports-and-studies/2022/wcg-report-2021.pdf

Financial Impact: None.

Relationship to Goals of _The Virginia Plan for Higher Education_:
The Virginia Plan sets a goal of 70% of working age Virginians having earned a postsecondary degree or credential. The New Economy Workforce Credential Grant Program is the primary way the state supports the credential portion of that goal.

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia
Agenda Item

Item: #II.F. – Resources and Planning Committee – Discussion of Cost and Funding Need Study: Principles and Design Concept

Date of Meeting: March 21, 2022

Presenters: Tom Allison
Senior Associate for Finance Policy and Innovation
tomallison@schev.edu

Wendy Kang
Director of Finance Policy and Innovation
Wendykang@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
    Date: January 2021
    Action: The committee reviewed and discussed the interim report submitted in December 2021.

Purpose of the Agenda Item:
The purpose of this agenda item is to provide an update on a legislative-directed higher education cost and funding study. At its January meeting, the committee received the interim report and directed staff to prepare a follow-up discussion of project principles for the next meeting. In addition, this item allows staff to provide an update on activities since the last meeting as well as next steps.

Background Information/Summary of Major Elements:
The 2021 General Assembly Session directed SCHEV to conduct a study on higher education costs and funding needs. As required by budget language, SCHEV transmitted the preliminary report to the chairs of the money committees and to Governor Northam on December 1. SCHEV created a web page that includes a background on the study, the four deliverables planned for the project, a copy of the workplan completed in August and a copy of the preliminary report; see www.schev.edu/coststudy.

The four project deliverables are:

- Deliverable #1: Review of funding policies
- Deliverable #2: Efficiency and effectiveness review

- Deliverable #3: Trends in costs for higher education
- Deliverable #4: Recommendations for a new funding model

SCHEV is working with the National Center on Higher Education Management Systems (NCHEMS), a national non-profit based in Boulder, Colorado, with expertise and experience in helping states design and implement higher education funding models.

Project Principles

In January, the committee requested additional information regarding the project principles. A description of the design and implementation principles included in the interim report are provided below.

<u>Design Principles</u>

1. **Students first.** Virginia's funding policy should put the highest priority on the needs of students and the Commonwealth.

2. **Pathways to Opportunity: Equitable, Affordable, Transformative.** The model should reinforce the goals articulated in the statewide strategic plan, *Pathways to Opportunity: the Virginia Plan for Higher Education:*
   a. Equitable. Closing gaps in both access and success.
   b. Affordable. Affordable to students while maintaining effectiveness of institutions.
   c. Transformative. Increase the social, cultural and economic well-being of individuals and communities of the Commonwealth and its regions.

3. **Capitalize on institutional diversity and particular strengths.** The model should recognize different institutional missions (and the costs associated with those missions) as reflected in:
   a. Levels and disciplines of program offerings.
   b. Characteristics of students served, particularly those students who must be served if equity gaps are to be closed.
   c. Special features of the institution, e.g., land-grant status, military programs, health science programs, research missions and expectations, and HBCU status.
   d. Appropriate expectations and incentives, e.g., for VCCS and RBC, the model should recognize and reward successful transfer to a four-year institution in addition to completion of a program of study.

   Since the mission components of program offerings and characteristics of students served are common to all institutions, these factors should be incorporated as inherent features of the model. Special features of institutions need not be incorporated—they may be handled through separate appropriation processes.

4. **Foster alignment among critical state finance policies.** The model must recognize the important relationships between the state's appropriations to

institutions, tuition policies and the revenue consequences of those policies, and student financial aid policies and practices.

5. **Consider all facets of the state's funding responsibility.** The state must allocate its resources in ways that assure funding to each institution at a level adequate for preserving its value as a state asset and sufficient for its capacity to fulfill its mission and continuously seek improvements in operating efficiency and quality, while maintaining "affordability" to students. This may lead to a single model with multiple components to determine allocation of appropriations to institutions, or multiple, linked models that address base adequacy requirements and also incentivize the achievement of desired state objectives.

6. **Strategic investments in institutional improvements.** In addition to the funding formula(s), a provision for state investments in institutional changes and improvements should be included. This feature is necessary to create capacity that allows individual institutions to better serve their missions and enhance their abilities to serve the needs of the Commonwealth and its citizens. These state investments should not be considered as part of any institution's "base" funding in subsequent years.

7. **Clear and purposeful incentives and expectations.** The model should provide incentives for institutions to contribute to both the economic development and the workforce development needs of the Commonwealth, while advancing the goals of *The Virginia Plan*. These incentives should reinforce institutional efforts to address the educational needs of traditionally-underserved student populations and to commercialize research.

8. **Foster institutional flexibility and innovation.** The model should not be constructed in a way that it constrains the institutions' abilities to decide HOW allocated funds are to be utilized (i.e., not dictate assignments of funding to specific internal budgetary categories).

9. **Institutional contexts.** The model should yield "equitable" funding levels in relation to institutions' respective needs, which vary based on mission, student characteristics and other unique features.

10. **Community colleges.** The funding model will recognize the authority of the Virginia Community College System to allocate funding to its constituent campuses in whatever manner the System elects to use. Therefore, the model will use these same principles in allocating funding to the VCCS as a single entity.

11. **The model should:**
    a. Be transparent – the incorporated calculations are clear and yield predictable results. The model is not a "black box."
    b. Be explainable to policymakers, institutions and others. Taxpayers should be able to discern clear linkages between state priorities and how funds are allocated to institutions.

    c. Incorporate both General Fund and Non-General Fund revenues in a manner that acknowledges institutional capacities to raise revenue from diverse sources, as well as the shared commitment between the Commonwealth, its institutions and students (and their families) in paying for the costs of education.

    d. Be actionable. It should provide guidance to the legislature to commit funding in specific directions, both when additional resources are available and when economic conditions and state budget challenges may require that strategic cuts be made to institutional funding. Identify both ideal and realistic targets applicable to all for the model to allow for full funding in the short term of at least realistic targets thereby enhancing model credibility and importance.

    e. Minimize administrative burden by relying on readily accessible metrics that are used for other purposes (where possible).

    f. Enable reasonably-accurate forecasts of anticipated state funding based on known metric changes.

Implementation Principles

1. Any new funding model should be phased in over a period of 3-5 years so that no institution is subjected to a significant decrease in state funding nor benefits from a larger increase in state funding than it can effectively manage. In short, there should be both stop-loss and stop-gain features to the implementation.

2. A robust, deliberate and well-document process for gathering, reviewing and inputting data into the model(s) should exist. The data collection and review process should be completed sufficiently that the model results are contemporaneous with institutional policies, practices and planning activities.

3. The new model should be utilized in both good times and bad – it should be utilized both when distributing new funds and when allocating budget cuts.

4. Implementation of the model should not abrogate the authorities and responsibilities of institutions and their Boards of Visitors regarding their role in establishing tuition and fee schedules. This does not mean, however, that the model should not take cognizance of the revenues raised from these sources in determining allocations of state funds to institutions. Nor does it mean that institutions should not be held accountable for their shared roles (along with state and federal governments and students themselves) in assuring affordability for students.

5. Any model(s) should be reviewed/evaluated on a regular basis, and any changes that result from those evaluations should be phased-in according to a similar manner as the initial implementation, so that institutions have a reasonable opportunity to adjust to new or revised incentives. SCHEV and the legislature should resist the urge to make significant changes to the model(s) in the interim between the reviews.

Other project activities and next steps
Since the Council meeting in January, staff met bi-weekly with a select group of fiscal officers from the institutions, held an update meeting with all fiscal officers and met with staff of the money committees and the Department of Planning and Budget.

Staff are planning to review the project with new members of the Governor's administration after the General Assembly completes its regular session.

In addition, NCHEMS will travel to Virginia in April to meet with various stakeholders and discuss the preliminary elements of the funding model.

Materials Provided:
See Project Principles above, as well as www.schev.edu/coststudy.

Relationship to Goals of _The Virginia Plan for Higher Education_:
The cost study is focused on the goals of making Virginia higher education more equitable and more affordable. The purpose is to look at whether current funding to institutions is equitable and fair based on estimated costs, alignment to state goals and other needs and how funds can support affordability for students and families.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
OCTOBER 26, 2021
<u>**DRAFT MINUTES**</u>

Ms. Connelly called the meeting to order at 12:38 p.m. in the Workforce Development Conference Center Gallery, J. Sargeant Reynolds Community College, Richmond, Virginia. Council members present: Ken Ampy, Alex Arriaga, Marge Connelly, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Jennie O'Holleran, Alvin J. Schexnider, Jeff Smith and Katharine Webb.

Council member absent: Mirza Baig and John Broderick.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Joe DeFilippo, Alan Edwards Jodi Fisler, Wendy Kang, Tod Massa, Beverly Rebar, Emily Salmon, Paul Smith and Kristin Whelan.

REMARKS OF SECRETARY OF EDUCATION DESIGNEE, AIMEE ROGSTAD GUIDERA

Chair Connelly introduced Secretary Guidera and shared some of her background.

Secretary Guidera discussed the new administration's goals for education in the Commonwealth to invest in our people and teach them how to be active members of our communities and our democracy.

She shared that this is an opportunity to align education with our customers – families and employers. It's an opportunity for greater access, transparency and trust. The work in higher education must be collaborative, no one can do this work on their own.

Mr. Blake shared some of the history of SCHEV and introduced the Pathways to Opportunity and the SCHEV's goals for an equitable, affordable and transformative education.

Ms. Connelly shared our goal of being the best educated state in the country by 2030. She also spoke about some of the challenges we face in terms of attainment and she stresses how important data is to our work.

APPROVAL OF MINUTES

On a motion by Mr. Light and seconded by Ms. Webb the minutes from the October 26, 2021, meeting were approved unanimously.

REMARKS FROM HEATHER MCKAY, EXECUTIVE DIRECTOR, VIRGINIA OFFICE OF EDUCATION ECONOMICS

Chair Connelly introduced the Executive Director of the new Virginia Office of Education Economics (VOEE), Heather McKay. Ms. McKay shared the origins of the VOEE and she how her background has prepared her for this position. She also introduced the Council to the new VOEE Research Director, Todd Oldham.

Ms. McKay described the VOEE work over the next several months. They will operationalize the VOEE by developing an operational structure, identifying data needs and connecting partners and stakeholders. They will also begin research and helping with grant proposals.

VOEE will provide data for institutional change to promote workforce alignment. These include data to measure the following:
- Dislocated workers, the unemployed and underemployed.
- Military exits.
- Apprentices.
- K-12 pipeline.
- Incumbent workers.
- College graduates.

Ms. McKay described how the VOEE research will inform functional career pathways to equity.

DISCUSSION OF ACCESS INITIATIVE AND GEAR UP PROGRAM

SCHEV's Associate Director of College Access & PK-12 Outreach, Erin McGrath, joined the meeting to discuss the SCHEV and GEAR UP access initiatives.

The goal of SCHEV being the best educated state by 2030 could be challenged due to Virginia's current enrollment trends, inequities among disadvantaged groups, and low FAFSA completion rates are an obstacle to becoming the best state for education.

Current access initiatives that to address some of these challenges:
- The 1, 2, 3 Go! Virginia.
- Super FAFSA Project.
- Association of Student Financial Aid Officers professional development.
- VirginiaCAN direct student support.

Additional access projects that are new or in development:

- Increased SCHEV's partnership with VDOE (through GPS/state funding).
- Awarded a $24.7 million GEAR UP Virginia grant with new statewide focus (2021–2028).
- Establish(ed) a new partnership with VA529.
- Develop and implement an Access Strategy Plan.

Council member Dr. Jeff Smith spoke from his perspective as superintendent of Hampton City schools. He stressed the importance of marketing the new initiatives and working with the superintendent study groups.

RECEIPT OF REPORT FROM THE AGENCY DIRECTOR

Mr. Blake highlighted the following items from the report.

2022 General Assembly session: The 2022 General Assembly session begins on January 12. Money committees will report out their budget amendments on February 20. The session is scheduled to end March 12. At the Council meeting, we will give an overview of the Governor's proposed budget, relevant legislation and related topics. In the lead-up to the session, we have been meeting with legislators, Governor's office staff and members of the Governor-elect's transition team. Delegate Glen Davis, new chair of the Education Committee spoke to GPAC.

Stranded credits: In October, we received a request from a Congressional oversight committee to provide information on institutional policies on withholding academic transcripts until students pay outstanding institutional debts. This is a common practice across higher education and is part of Virginia's debt collection efforts. Since then, the issue has gained national attention and is attracting legislative interest at the federal and state levels. In Virginia, we anticipate legislation that would place limits on the practice. Senate Bill 159 from Senator Hashmi has been introduced to address this.

Virginia Department of Education (VDOE) partnership: Earlier this year, SCHEV and VDOE signed an agreement for the employment of a shared position. The purpose of the position is to improve transitions from secondary to postsecondary education. We recently completed the recruitment of the inaugural postsecondary access and success specialist, Brittany Everett. Ms. Everett previously served as the director of the Future Center, a college and career planning initiative of Richmond Public Schools. She holds undergraduate degrees in English and Sociology from the University of Virginia.

Annual Report for The Pathways to Opportunity Plan: In December, Council members received an electronic copy of the [first annual report](#) for The Pathways to Opportunity Plan. The report provides a baseline assessment of Virginia's standing relative to The Plan's three goals and five measures. The baseline assessment identifies gaps based on data disaggregation by race/ethnicity, region, income and gender. The annual report also highlights activities SCHEV engaged in over the past 12 months that directly support The Plan's three goals and 10 strategies. In December, we submitted the plan to the Governor and the General Assembly.

Other recent reports: In addition to the report on The Pathways to Opportunity Plan, we released reports related to the [cost and funding need study](#), [financial aid](#), [graduate outcomes](#) and an asset map to identify occupational shortages.

Fund for Excellence and Innovation (FFEI) grants: In December, staff issued a call for proposals to public institutions for a grant competition that seeks teams of institutions to investigate barriers to completion for students from populations targeted by the Pathways to Opportunity Plan, and then to design, implement and assess a pilot project to address a barrier. The effort is similar to one conducted nationally by the University Innovation Alliance. Staff will conduct an informational webinar for institutions later this month. Proposals are due March 21; awards of up to $75,000 for a two-year grant period are available.

General Professional Advisory Committee (GPAC) meeting: At the November meeting with public college and university presidents, we heard a presentation from Heather McKay, the new executive director of the Virginia Office of Education Economics; and from Virginia Tech President Tim Sands on the expansion of

employment-based opportunities for students. Presidents also received a preview of the [Virginia Transfer portal](), a new tool to help students manage their college transfer pathway. The next meeting will be a joint meeting with the Council of Presidents on January 10.

Virginia Military Institute: On December 14, Council Chair Marge Connelly, SCHEV's associate director for equity and engagement, Paula Robinson, and I met with VMI Superintendent Major General Cedric Wins and his senior staff. The visit included an update on VMI's "One Corps, One VMI" plan, which addresses many of the findings of last year's equity audit and investigation. We also toured the post and met with students, faculty and staff.

Virginia Mental Health Access Program (VMAP) collaboration*:* In fall 2021, SCHEV and VMAP issued a joint survey to assess student access to mental health services on campus. Over the last several years, institutions and students have indicated a growing need to better support mental health needs. The pandemic further exacerbated this need. Among the highest priority of survey respondents included: 24/7 coverage for "urgent" needs--acute distress/suicidal thoughts that do not meet criteria for emergency mental health services or hospitalization; increased number of providers/offices and proper staffing levels; and access to additional community counseling, local support partnerships and psychiatrists for more serious mental health issues and medication management. In a November 30 meeting, on-campus health care and mental health professionals expressed interest in addressing immediate needs for additional training on the following topics: prescribing antipsychotic medications, and managing and prescribing multiple mental health medications for patients. SCHEV and VMAP are working to address this training need.

New full-time staff: In addition to Brittany Everett (noted above), we also have hired Anthony Allen as a data analyst, Abbie Handford as an associate for financial aid and Rebeccah Lystash as GEAR UP Virginia project director. Mr. Allen previously served as a business intelligence specialist at DSD Partners. He holds an associate degree from Southside Virginia Community College and a bachelor's in mathematical sciences and statistics from Virginia Commonwealth University. Ms. Handford previously worked part-time in SCHEV's financial aid office and in the financial aid offices at Virginia Commonwealth University and the University of Richmond. She received a bachelor's degree and master's degree in public administration from VCU. Ms. Lystash most recently worked as the TRIO Upward Bound director at Central Carolina Community College. She is a graduate of the University of Virginia and holds a master's degree in public administration from Syracuse University.

Staff meeting: We held our annual holiday luncheon and staff meeting on January 9. Special thanks to Council members Katie Webb and Dr. Alvin Schexider for joining us and commending the staff on good work during a difficult year. We also recognized several staff members who had reached five-year milestones in state employment. The Virginia Community College System offered us space to hold the luncheon. VCCS Chancellor Glenn DuBois joined us briefly and brought greetings to the staff.

Commonwealth of Virginia Campaign: We recently completed the annual Commonwealth of Virginia Campaign, which is an annual program for state employees to raise funds for non-profit organizations. Under the leadership of staff member Tod

Massa, SCHEV staff contributed over $9,000, the largest figure in recent history, with over half of the agency staff participating.

Out and about: Over the last two months, I attended the Governor's announcement of funding for private colleges at Virginia Union University; participated in higher education meetings of the Southern Regional Education Board and the State Higher Education Executive Officers; addressed the board of the Virginia Foundation for Community College Education; attended a legislative reception hosted by the Virginia Business Council; and met with the newest Council member, Jason El Koubi, the interim president of the Virginia Economic Development Partnership. I also met with Council member Mirza Baig. JLARC met yesterday and ask their staff to conduct a study of financial aid, specifically award policies.

DISCUSSION OF DUAL ENROLLMENT PROGRAMS

SCHEV's Director of Academic Affairs, Joe DeFilippo, introduced Sharon Morrissey from the Virginia Community College System. Dr. DeFilippo reminded the Council members of SCHEV's policy responsibilities regarding dual enrollment programs. The community college are the default resource of dual enrollment classes for Virginia high schools.

Dr. Morrissey described the current state of dual enrollment programs in Virginia. A qualified high school student takes a college course and earns college and high school credit. The student earns a college grade and a transcript. The number of students taking dual enrollment classes is growing. These students are more likely to graduate high school, go to college and finish a degree. They typically have higher earnings after five years. Dual enrollment also saves students time and money.

Dr. Morrissey shared an overview of the dual enrollment legislation. The legislation directed the state board of the community colleges to adopt policies to ensure quality and rigor. Classes are required to be taught by qualified high school teachers who have the same qualifications as the instructors at the college level.

The participation rates in dual enrollment is very uneven. This wide variation has equity implications. Black and Hispanic students are underrepresented, while white and Asian students are overrepresented.

The state board allows the colleges to discount the tuition rate if the class tis taught by a qualified teacher at a high school (not using the college campus facilities). In some cases, the school division passes the cost along to the parents and sometimes they cover it. VCCS continues to work to create a uniform tuition rate.

Dr. Morrissey concluded with the following recommendations:
- Colleges should target market the high school graduates who did not enroll in a Virginia college or university.
- Colleges and school divisions should set equity goals for dual enrollment and form agreements that communicate an explicit commitment to increasing equity in access to and success in dual enrollment.

- Colleges and school divisions should partner to increase dual enrollment participation rates.
- State policy leaders should consider providing resources to school divisions to support credential attainment to qualify more high school teachers to teach college courses.
- VCCS and VDOE should negotiate a Uniform Tuition Rate that acknowledges costs to both the community college and the high school.

Council members thanked Dr. Morrissey for her presentation. Members discussed ways in which Council could address the issues she raised. They said many of the issues cannot be resolved without further study and attention and that Council should look further into some of them, notably funding and tuition.

Council member Thaddeus Holloman asked if Council could explore options to increase consistency, address financial impediments and assist with teacher credentialing. Chair Connelly and other members concurred and asked staff to develop options to improve and expand dual enrollment.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Light summarized the following items addressed by the Committee:

Programs public institutions.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Arts (B.S.) degree program in Computer Science (CIP code: 11.0701), effective spring 2022.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants provisional approval to James Madison University (JMU) to initiate a Bachelor of Science (B.S.) degree program in Information Technology (CIP code: 11.0103), effective fall 2022.
AND, BE IT FURTHER RESOLVED that JMU shall report to SCHEV on the outcome of the funding request for this program from the 2022 General Assembly, including how the program will be funded if the request is not appropriated in whole or in part. The Director of SCHEV shall confer final approval upon his determination that the program is sufficiently funded.

The committee's recommendation was approved unanimously (11-0) on motion from Ms. Harker and seconded by Mr. Ampy.

The new University of Virginia's proposed new Bachelor of Science degree in behavioral neuroscience requires more specific information on employment demand. The committee recommended revisiting the program at the March meeting.

Action on Revocation of Certificate to Operate – Medical Learning Center.

After working through the steps to investigate the Medical Learning Center. SCHEV has determined that the certification for Medical Learning Center should be revoked. They are no longer regulated by SCHEV and will not be able to continue to operate their practical nursing program.

THEREFORE, BE IT RESOLVED, in accordance with § 23.1-221 of the Code of Virginia, and with the regulations set forth in Part VII of 8VAC40-31 of the Virginia Administrative Code,

(i) that the State Council of Higher Education for Virginia (SCHEV) hereby revokes Medical Learning Center's (MLC) Certificate to Operate in the Commonwealth of Virginia, effective immediately; and

(ii) that the proprietors of MLC shall take appropriate steps to ensure an orderly transition including, but not limited to, teaching out currently enrolled students; and

(iii) that the proprietors of MLC shall make arrangements for the transfer of student records to SCHEV or another institution of postsecondary education approved by SCHEV within thirty days of the date of revocation, in accordance with subsection D of 8VAC40-31-280.

After providing a brief overview, the Committee's recommendation was seconded by Dr. Schexnider and approved unanimously (11-0).

OFA discussion
Mr. Light provided a brief overview of the Outstanding Faculty Awards program. He shared that over the program's history, the amount awarded has increased to $7500. This past year, there were about 75 applications from well qualified applicants.

Report from Resources and Planning Committee

Ms. Harker summarized the following items addressed by the Committee:

Discussion of Governor's Introduced Budget and the General Assembly Session There was a historic high investment in higher education in the biennium budget. The budget provides full support for SCHEV's budget recommendation for financial aid. One area of concern is the split in funding for faculty salary increases which could impact tuition. Two studies were funded in support of the nursing shortage and student support services. The internship cost study and mental health pilot program were not supported in the budget.

Discussion of Interim Report on the Cost and Funding Needs Study
The committee discussed the first three deliverables. The fourth, the funding model, will be in progress in March. The full study is due in July.

Discussion of the Virginia Alternative Student Aid (VASA) Application
The committee heard a presentation about the VASA Application for Virginia, the financial aid application for students who are unable to use FAFSA because of their immigration status.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake informed members that the items Council delegated to staff were included in the agenda book. As required, a copy of these items is attached to the minutes.

ACTION ON RESOLUTION FOR A DEPARTING COUNCIL MEMBER

Chair Connelly read a resolution recognizing the service of Ex Officio Council member Stephen Moret.

OLD BUSINESS

NEW BUSINESS

Chair Connelly distributed the certificates recognizing the appointments of new Council members from the Secretary of the Commonwealth.

MOTION TO ADJOURN

The meeting adjourned at 3:40 p.m.

_____
Katharine Webb
Council Secretary

_____
Kristin Whelan
Interim Director, Executive and Board Affairs

Items Delegated to Director/Staff

Pursuant to the <u>Code of Virginia</u>, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	**Program Name Change Not Approved:** Change the name of the Bachelor of Arts degree program in Spanish (16.0905) to Hispanic Studies (16.0905)	October 14, 2021
College of William and Mary in Virginia	**Program Name Change Approved:** Change the name of the Bachelor of Arts degree program in Theatre and Speech (50.0501) to Theatre (50.0501)	Spring 2022
James Madison University	**Program Name Change Approved:** Change the name of the Bachelor of Arts and Bachelor of Science degree programs in Communications (09.0101) to Communication Studies (09.0101)	Spring 2022
James Madison University	**Program Name Change Not Approved:** Change the name of the Bachelor of Arts and Bachelor of Science in Geography (45.0701) to Geographic Science (45.0701)	October 12, 2021
James Madison University	**Program Name Change Not Approved:** Change the name of the Bachelor of Science degree program in Public Administration (44.0401) to Public Policy and Administration (44.0401)	October 14, 2021
James Madison University	**Program Name Change Approved:** Change the name of the Master of Science in Speech Pathology (51.0203) to Speech Language Pathology (51.0203)	Spring 2022
Old Dominion University	**Certificate Program Approved:** Graduate Certificate in Music Performance (50.9999)	Spring 2022
Radford University	**Certificate Program Approved:** Post-Professional Certificate in Special Education, General Curriculum (13.1099)	Spring 2022
Southwest Virginia Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Culinary Arts (12.0500)	Fall 2022
University of Virginia	**Certificate Programs Approved:** • Undergraduate Certificate in Cloud Computing (11.0902) • Graduate Certificate in Premodern Cultures and Communities (30.1301)	Spring 2022

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	**Program Merger Approved:** Merge the Bachelor of Science degree program in Crop and Soil Environmental Sciences (01.1102) and the Bachelor of Science degree program in Horticulture (01.1103) to create the new **Bachelor of Science degree program in Plant Science (01.1101)**	Spring 2022
Virginia Western Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Occupational Therapy Assistant (51.0803)	Fall 2025

Pursuant to the Code of Virginia, § 23.1-203 and Council's "Policies and Procedures for Program Approval and Changes," the following items reported:

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	**Program Discontinuance:** Discontinue the Graduate Certificate in College Teaching (13.1299)	Spring 2022
Virginia Polytechnic Institute and State University	**Program Discontinuances:** Discontinue the following degree programs: • Bachelor of Science in Crop and Soil Environmental Sciences (01.1102)[Council Approval Date: BCHE] • Bachelor of Science in Horticulture (01.1103) [Council Approval Date: BCHE]	Spring 2022

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 approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
College of William and Mary in Virginia	Establish and officially-recognize the **William & Mary Washington Center** at 901 4th Street, NW, Suite 700, Washington, D.C. 20001.	February 1, 2022

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 action was taken as delegated to staff:

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

Institution	Action	Effective Date
Hampton University	Renewal Not Approved	November 4, 2021

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items approved as delegated to staff:

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia

Institution	Location	Effective Date
Aveda Arts & Sciences Institute, Arlington Name	Arlington City, VA	12/13/21
Inova Phlebotomy School	Fairfax, VA	12/09/21
Learning Tree USA	Herndon, VA	11/17/21
T & D Phlebotomy	Norfolk, VA	12/13/21
Vital Phlebotomy, LLC	Fredericksburg ,VA	12/09/21

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following item approved as delegated to staff:

Postsecondary Schools with Change from In-State to Out-of-State Designation

Institution	Location	Effective Date
Saint Michael College of Allied Health	Washington, DC	11/9/2021

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL EDUCATIONAL SESSION
JANUARY 11, 2022
<u>**DRAFT MINUTES**</u>

Ms. Connelly called the meeting to order at 9:45 a.m. in room 138 of the Massey Library Technology Center, J. Sargeant Reynolds Community College, Richmond, Virginia. Council members present: Ken Ampy, Alex Arriaga, Mirza Baig, Marge Connelly, Henry Light, Jennie O'Holleran, Alvin J. Schexnider, Jeff Smith and Katharine Webb.

Council members absent: John Broderick, Jason El Koubi, Victoria Harker.

Staff members present: Tom Allison, Peter Blake, Alan Edwards, Sandra Freeman, Ashley Lockhart, Laura Osberger, Beverly Rebar, Emily Salmon, Paul Smith and Kristin Whelan.

Others present: Ramona Taylor from the Office of the Attorney General

<u>**DEI: OVERVIEW OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATION**</u>

Chair Connelly welcomed the Council members to the Diversity, Equity and Inclusion presentation on students with disabilities in Virginia higher education.

Ashley Lockhart introduced the presentation as one that will frame the challenges of students with disabilities as an equity issue.

The Virginia Plan goals address this with the goal to make higher education more equitable.

Ms. Lockhart discussed the k-12 to higher education pipeline and the number of students who move on to higher education. In k-12 education, the burden for proof of disability is on the school, but in higher education, the burden is on the student to provide documentation and request accommodations.

The barriers to access include admissions barriers, accommodations that are not appropriate and financial barriers to gaining documentation.

The barriers to success persist throughout their college career. Students must request their accommodations from each instructor each semester. Research shows that there is a stigma to being required to share their disability. COVID provides additional challenges for students with disabilities.

Virginia began to study this in 2016 and presented to results to an advisory committee. The Disabilities Access to Higher Education Committee formed in 2017. The committee recommended better data collection and enhanced resources targeted to students with disabilities. Virginia is the first in the nation collecting this data. The data will allow SCHEV to determine the allocation of funds and look at college preparation for k-12 education students.

MOTION TO ADJOURN

The Chair adjourned the meeting at 10:30 a.m.

_____
Katharine Webb
Council Secretary

_____
Kristin Whelan
Interim Director, Executive & Board Affairs

TAYLOR REVELEY IV
PRESIDENT, LONGWOOD UNIVERSITY

W. Taylor Reveley IV has served since 2013 as the 26th president of Longwood University, where he has deep family ties. During his time as president, he has emerged as a leading national voice championing the value of the college experience and the liberal arts in particular in preparing graduates for democratic citizenship. Longwood was chosen by the Commission on Presidential Debates to host the lone vice presidential debate of the 2016 general election cycle.

A graduate of Princeton University, where he played football, President Reveley also received a master's degree from Union Presbyterian Seminar and a J.D. from the University of Virginia.

Prior to Longwood, he served as managing director of UVA's Miller Center, a nonpartisan institution focused on the U.S. presidency, policy and political history. He also previously served as coordinating attorney for the Center's National War Powers Commission, co-chaired by former U.S. Secretaries of State Warren Christopher and James Baker, and as an attorney with the law firm Hunton & Williams.

President Reveley is a third-generation college president. His grandfather, W. Taylor Reveley II, was president of Hampden-Sydney College from 1963-1977. His father, W. Taylor Reveley III, recently retired as president of The College of William & Mary.

State Council of Higher Education for Virginia
Agenda Item

Item: #V.D. – Conversation with Students: Critical Issues Impacting Student Well-being, Persistence and Completion

Date of Meeting: March 22, 2022

Presenters: Tom Allison
Senior Associate for Finance and Innovation

Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
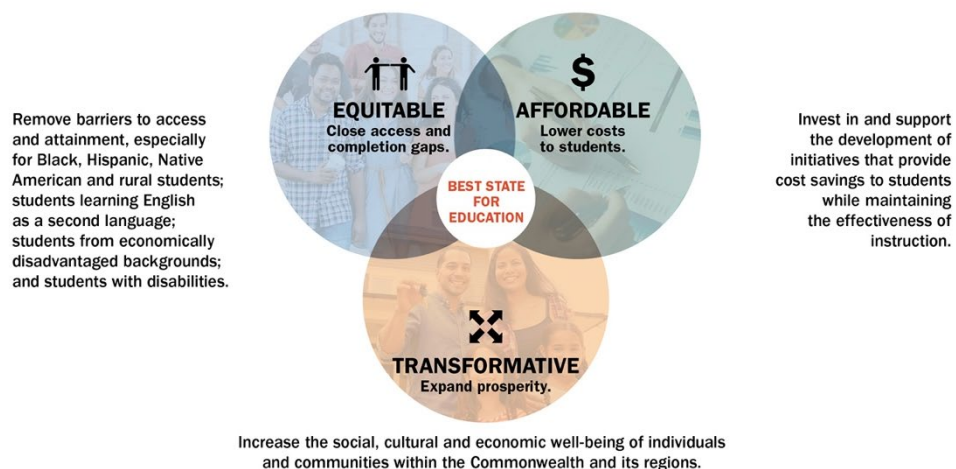
Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action

Purpose of Agenda Item:
This item affords Council an opportunity to hear directly from members of its Student Advisory Committee (SAC). Attendees will discuss critical issues impacting student well-being, persistence and completion. The information herein serves as context and background for the meeting's facilitated discussion of these and other issues generally and in relation to the statewide strategic plan.

Background Information/Summary of Major Elements:
Pathways to Opportunity: The Virginia Plan for Higher Education creates the framework for statewide action over the next six years. The plan defines the vision, overarching target, goals (three) and strategies (ten) that are guiding the Commonwealth's efforts. Because the strategies encompass broad methods to achieve the goals, they are not actionable in-and-of themselves.

Remove barriers to access and attainment, especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.

EQUITABLE
Close access and completion gaps.

AFFORDABLE
Lower costs to students.

BEST STATE FOR EDUCATION

Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

TRANSFORMATIVE
Expand prosperity.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

In September 2021, Council approved nine priority initiatives (short-term actions within SCHEV's purview) to initiate implementation of the plan's strategies. One initiative supports the plan's Equitable goal and the corresponding strategy of "strengthening student support services" in a comprehensive sense. That initiative charges staff to "Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion."

During the 2022 legislative session (the outcomes of which were pending when this item was prepared), the following language amendment was proposed in the budget bill to formalize the initiative: "The State Council of Higher Education for Virginia shall conduct a review of the critical issues in student-support services facing higher education in the Commonwealth and shall report its findings and recommendations for positively affecting the impacts of support services on student well-being, persistence and completion to the Governor and the General Assembly by November 1, 2022."

Staff's workplan begins with engaging diverse stakeholders and obtaining input from Council and various SCHEV advisory groups, such as SAC. Collected input will inform the scope of the review, environmental scan and formulation of recommendations (see Timetable section below). Thus, this facilitated "critical issues" conversation between Council and SAC members is an early step in the review/study. The conversation dually supports Council's interest in hearing from the SAC on various topics from time to time.

Materials Provided:
Staff offers the following questions to inform and facilitate the conversation between Council and SAC representatives:
1. What are the most critical issues facing **students** that impact their well-being, persistence and completion;
2. What are the most critical issues facing Virginia's higher education **student-support services** that impact student well-being, persistence and completion; and
3. What should be the scope of the student-support services review?

Financial Impact:
No estimated impact at this time.

Relationship to Goals of *The Virginia Plan for Higher Education*:
This priority initiative reflects broad themes from the strategic-planning process and includes specific, short-term actions to implement *The Plan*'s strategy pertaining to "strengthening student support services" and to achieve its goal of equitable higher education (close access and completion gaps).

Timetable for Further Review/Action:
- Today: Obtain initial input via a roundtable discussion between Council and SAC members.
- March-August: Move forward with an iterative process, reporting to Council and other stakeholders on emergent themes and working toward the development of

recommendations to include in a final report, along with key findings from an environmental scan.

- September – October: Draft the report to inform any necessary 2023 priority initiatives as well as any resultant budget and/or policy recommendations.
- November: Submit the final report to Council, the Governor and General Assembly.

Resolution:
N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #III.E. - Council – Report of the Agency Director

Date of Meeting: March 22, 2022

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
  Date:
  Action:

Purpose of Agenda Item:
The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Resolution: N/A

State Council of Higher Education
Director's report
March 22, 2022

2022 General Assembly session: The 2022 General Assembly session began January 12 with a scheduled end date of March 12. Staff will have additional information on the session at the meeting, including disposition of legislation, the approved budget and new responsibilities for SCHEV. The House and the Senate approved identical resolutions endorsing *Pathways to Opportunity: The Virginia Plan for Higher Education.*

General Professional Advisory Committee (GPAC) meeting: At the February meeting with public college and university presidents, we reviewed the money committee amendments from the House and the Senate. We also received an update from SCHEV staff member Emily Salmon on a Council initiative to assess opportunities to improve student support services and Jodi Fisler on a June 2 convening on civic engagement. At the March meeting, Secretary of Education Aimee Guidera and Interim President of the Virginia Economic Development Partnership Jason El Koubi spoke with the presidents.

Outstanding Faculty Awards: The annual event took place March 1 at Lewis Ginter Botanical Gardens in Richmond. Chair Marge Connelly brought greetings from the Council. Council members Thaddeus Holloman and Katharine Webb read the names of the 12 recipients. Member Alvin Schexnider also attended. SCHEV also recognized 2021 recipients, who were unable to have an in-person ceremony last year because of COVID restrictions. Secretary of Education Aimee Guidera brought greetings from the Governor.

FAFSA Pop Up: On February 19, SCHEV helped organize and participated in a FAFSA Opportunities Fair. The event brought together 300 people to learn more about higher education opportunities and to get help with completing the Free Application for Student Aid and the new Virginia Alternative Student Aid application. Thirty organizations participated in the Opportunities Fair, including colleges and universities, state agencies and community based organizations. News coverage of the event can be found here.

Access and outreach to pre-K-12 and institutions: SCHEV staff members Melissa Benavidez and Erin McGrath provided a presentation to college administrators on how to serve college students experiencing homelessness at the Project Hope Virginia Conference. SCHEV has supported a pilot program to create a single point of contact at institutions for students. In addition, staff also presented on the new Virginia Alternate State Aid (VASA) application, SCHEV's 1-2-3 Go! activities and the new statewide college access campaign school counselors across Virginia at their annual Virginia School Counselor Association State Conference.

JLARC: The Joint Legislative Audit and Review Commission adopted a [resolution](#) to study financial aid practices at Virginia's public college and universities. The resolution also asks JLARC to study dual enrollment programs and how students attending Historically Black Colleges and Universities are affected by rising costs and higher debt. SCHEV staff has met twice with JLARC staff. We will continue to meet with JLARC staff over the next several months. To ensure complementarity with the dual enrollment part of the JLARC study, we will await the completion of the JLARC work plan later this spring, and then develop a detailed plan to address barriers to dual enrollment opportunity in Virginia.

Virginia Military Institute: In December, the VMI board of visitors approved a [quarterly report](#) on the Commonwealth's equity audit. The report details actions taken by the VMI during the period of July 1 to December 15, 2021, in response to the final report of the state-contracted equity audit and investigation issued on June 1.

Out and about: Most of the month has been consumed by the General Assembly. Still, through the use of technology and easing of COVID restrictions, I was able to speak to students in graduate programs at Virginia Tech (with staff member Wendy Kang) and at Old Dominion University (thanks to Council member John Broderick). I also met the incoming president of Radford University, Dr. Bert Danilowicz. Dr. Danilowicz currently is provost and vice president of academic affairs at Florida Atlantic University.

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.H - Council – Receipt of Items Delegated to Staff

Date of Meeting: March 22, 2022

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
     Date: March 20, 2002, July, 2002, September 2006
     Action: The Council approved delegation of certain items to staff

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:

Materials include listings related to the following items:
- Academic Program Actions
- Internal and Off-Campus Organizational Changes:
- National Council for State Authorization Agreements (NC-SARA) Renewal and
- Postsecondary, Non Degree Institutions Certified to Operate in the Commonwealth of Virginia

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:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Graduate Certificate Programs Approved:** • Computing Foundations (11.0299) • Global Economic Policy and Technology (45.0605) • Information Security Management (52.1206) • Science Policy (44.0599)	Fall 2022
George Mason University	**Program Name Change Approved:** Change the name of the Master of Arts degree program from International Commerce and Policy (45.0901) to Global Commerce and Policy (45.0901)	Fall 2022
George Mason University	**Program Discontinuances Approved:** • Bachelor of Science in Education in Health Education (13.1307) [Council Approval Date: August 1972] • Master of Science in Physical Education (13.1314) [Council Approval Date: August 1982]	Spring 2022
John Tyler Community College	**CIP Code Change Approved:** Change the CIP code of the Associate of Applied Science degree program in Architecture Engineering Technology from (04.0901) to (15.0101)	Spring 2022
Virginia Commonwealth University	**Baccalaureate Certificate Program Not Approved:** • Public Health Laboratory Sciences (51.1005)	February 16, 2022
Virginia Commonwealth University	**Graduate Certificate Program Approved:** Health Equity (51.2299)	Fall 2022
All Community Colleges	**Certificate Program Name Change Approved:** Change the name from the Certificate of General Education (24.0199) to Uniform Certificate of General Studies (24.0199)	Fall 2022

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	**Graduate Certificate Program Approved:** Disaster Resilience (43.0399)	Summer 2022

Pursuant to the <u>Code of Virginia</u>, § 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:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Radford University	Reorganize the School of Dance and Theatre to establish two departments: the **Department of Dance**, and the **Department of Theatre and Cinema**. The Departments will reside in the College of Visual and Performing Arts. The reorganization will allow the University to "accurately reflect the organizational structure and operation of the school as two separate departments." The establishment of separate departments will also enable the University to address governance recommendations of the National Association of Schools of Dance (NASD).	July 1, 2022
Virginia Polytechnic Institute and State University	Establish the **School of Animal Sciences** from the reorganization of the Department of Animal and Poultry Sciences and the Department of Dairy Science. The departments will be closed. The School will reside in the College of Agriculture and Life Sciences. The reorganization will provide an overarching, common structure needed to support "cohesive" academic programming, efficient use of resources including personnel, and "strategic decision-making" for the animal science disciplines. The establishment of the proposed school will "ensure that one academic unit is responsible for leading and supporting all of the institution's endeavors and initiatives for the discipline of animal sciences."	July 1, 2022

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

Institution	Effective Date
Eastern Shore Community College	February 25, 2022
Riverside College of Health Careers	February 18, 2022

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia

Institution	Location	Effective Date
Accelerated Dental Assisting Academy – Centreville	Centreville, VA	February 22, 2022
Accelerated Dental Assisting Academy – Stafford	Stafford, VA	February 22, 2022
Carter Machinery Academy for Construction Related Trades	Mechanicsville, VA Sterling, VA Salem, VA	January 22, 2022
The Chrysm Institute of Esthetics	Hampton, VA	January 18, 2022