

AGENDA BOOK

March 10-11, 2008

Location:

Longwood University
Farmville, VA



State Council of
Higher Education for Virginia

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Discussion and Meeting Agendas

Hampton Inn
Meeting Room – First Floor
Farmville, Virginia

Monday, March 10, 2008, 3:00 p.m.

Discussion Agenda

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| 1. Call to Order and Announcements | 3:00 p.m. |
| 2. Discussion Items: | 3:05 p.m. |
| • Overview of January 7, 2008 Panel Presentation
on College Costs and Affordability | |
| • Next Steps on Affordability | |
| 3. Adjournment | 4:30 p.m. |

Meeting Agenda

Some items may be addressed upon adjournment of the March 10, 2008, meeting

Longwood University
Lancaster Hall – Room 102, Stallard Board Room
Farmville, Virginia

Tuesday, March 11, 2008, 8:30 a.m.

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| Call to Order and Announcements | 8:30 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes (January 7, 2008)
(January 8, 2008) | | Page 1
Page 5 |
| 3. Remarks by President Cormier | 8:35 a.m. | |
| 4. Executive Director's Report | 8:50 a.m. | |
| 5. Briefings and Discussion: | 9:00 a.m. | |
| • Update on General Assembly Budget Actions | | Page 23 |
| • Update on 2008 Legislation | | |
| • Update on Restructuring | | |
| • Report on Outstanding Faculty Awards | | Page 25 |
| • Academic Affairs Update | | |
| 6. Action Items: | 10:30 a.m. | |
| a. Programs at Public Institutions | | Page 27 |
| b. Doctoral Degree Request | | Page 31 |
| 7. CONSENT AGENDA: | 11:45 a.m. | |
| a. Action on Programs at Public Institutions | | Page 37 |
| b. Action on Private and Out-of-state Postsecondary
Education Institutions | | Page 43 |
| 8. Items Delegated to Staff | 12:00 p.m. | Page 51 |
| 9. New Business | 12:15 p.m. | |
| 10. Adjournment | 12:30 p.m. | |

NOTE: All meeting times are approximate and may vary slightly.

NOTE:

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at www.schev.edu or contact Lee Ann Rung at LeeAnnRung@schev.edu

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
JANUARY 7, 2008
MINUTES NO. 517**

Mr. Clement called the meeting of the Executive Committee to order at 2:10 p.m. in Conference Room B, James Monroe Building, Richmond, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Jim Dyke (arrived at 5:00), Mimi Elrod, Eva Hardy, Margaret Lewis (arrived at 2:50), Susan Magill, and Alan Wurtzel. Staff members present: Jim Alessio, Ellie Boyd, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung.

DISCUSSION OF PROPOSED REVISIONS TO COUNCIL BYLAWS

Mr. Clement re-opened the discussion from the October meeting of the proposed amendments to the Council bylaws. He reminded the Committee that, between meetings, he had been in contact with Council members regarding additional amendments. The draft distributed with the agenda books reflected all member-proposed amendments, with one exception. Section 5 should indicate that, in appointing a secretary to the Council, the director shall do so with the consent of the Council (rather than of the Council's chair).

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

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV), pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the September 10, 2007 Council meeting, and following a three-quarters vote of the total Council membership at the January 8, 2008 SCHEV Council meeting, adopt the amended version of the SCHEV Bylaws dated January 8, 2008.

UPDATE ON AGENCY BUDGET

Ms. Boyd distributed information on the July-November 2007 agency budget and answered questions from members. Ms. Hardy asked whether staff could provide information on the number of SREB-State Doctoral Scholars Program students that had applied for and received financial aid. Staff responded that the requested information would be shared with Council members prior to the next meeting.

Ms. Boyd also provided an update on the ARMICS initiative and informed the Council that staff's work with the consultant had entered phase II of the project.

The Committee requested that staff provide summary tables indicating how the executive budget as introduced related to the Council's capital outlay recommendations. Mr. Daley agreed to provide the information to the Council at its January 8 meeting.

EXECUTIVE SESSION

In accordance with Section 2.2-3711(A)(1) of the *Code of Virginia*, the Executive Committee convened in executive session at 2:50 p.m. to discuss the performance and personnel matters related to the Executive Director.

The Council reconvened from the executive session at 3:15 p.m. A roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The motion was carried by a vote of 9-0 and is attached to these minutes.

DISCUSSION AGENDA

Dr. LaVista provided background information and introduced the three panelists who opened a discussion of college affordability and total cost.

Mr. L'Orange, vice president for research and information resources for the State Higher Education Officers (SHEEO), opened the discussion by providing background on cost, price, and affordability. He noted the large number and great variety of drivers of college cost, and he highlighted efforts made by selected states, organizations, and the federal government to address costs. His remarks concluded with a set of questions for the Council to consider as it addresses issues of college costs.

Dr. Cheryl Blanco, executive director of the Pathways to College Network for The Education Resources Institute (TERI), focused on affordability as both a subjective and an objective concept. She discussed different perceptions of the term, as well as various potential and in-practice means of defining and measuring affordability. She also offered insights into the connections between affordability and access and into strategies employed in other states to address these two issues. Her remarks closed with some "nagging questions" for the Council's consideration.

Dr. Barry Simmons, director of university scholarships and financial aid at Virginia Tech, addressed the roles that students, families, institutions, the Commonwealth, and the federal government play in determining total cost and the roles that each can play in working toward maintaining, if not improving, affordability. He presented institutional examples from Virginia and elsewhere, finishing with a list of policy questions and potential implications for access, cost, and affordability in Virginia.

Council members asked questions of the panelists. Panelists were thanked and applauded for their presentations. Staff was asked by Council to utilize the presented information, as well as information from other sources and its own expertise, to prepare a summary of potential models and strategies that the Council could consider in its development of both an action plan for itself and a set of recommendations for students, families, institutions, the Governor, and the General Assembly.

The meeting was adjourned at 5:15 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

RESOLUTION NO. 47
MEETING DATE: January 7, 2008

CERTIFICATION OF EXECUTIVE MEETING

WHEREAS, the Executive Committee of the State Council of Higher Education for Virginia has convened an executive meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 (D) of the *Code of Virginia* requires a certification by the State Council of Higher Education for Virginia that such executive meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the State Council of Higher Education for Virginia hereby certifies that, to the best of each members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the State Council of Higher Education for Virginia.

VOTE

YES: 9 (Ashby, Bland, Clement, Dragas, Elrod, Hardy, Lewis, Magill, Wurtzel)

NAYS: 0

Whittington Clement
Chairman
State Council of Higher Education for Virginia

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 8, 2008
MINUTES NO. 518**

Mr. Clement called the Council meeting to order at 8:40 a.m. in the SHCEV offices, Richmond, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Jim Dyke, Mimi Elrod, Eva Hardy, Margaret Lewis, Susan Magill, and Alan Wurtzel. Staff members present: Jim Alessio, Lee Andes, Ellie Boyd, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Linda Woodley.

PUBLIC COMMENT PERIOD

Mr. Clement indicated that one request for public comment had been received, and he introduced Dr. Barry Simmons as President of the Virginia College Access Network (VCAN). Dr. Simmons introduced Mr. Thomas Morehouse, who provided information about VCAN.

APPROVAL OF MINUTES

The minutes from the October 15 and October 16, 2007 meetings were unanimously approved as submitted.

REMARKS BY PRESIDENT MOORE

Mr. Eddie Moore, president of Virginia State University (VSU) thanked the Council for its invitation to speak and for its support. He indicated that, like Virginia Tech, Virginia State has a 100% land grant mission. Mr. Moore provided background information on the university's growth over its 125-year history and during his 15-year presidency. Mr. Moore recognized Mr. Dyke for his efforts on behalf of Virginia State University during his tenure as Secretary of Education. Over the decades, VSU has seen several name changes as well as mission changes. It began as Virginia State College for Negroes. Key to its development was the Office of Civil Rights (OCR) Accord that was negotiated and signed under the Gilmore administration. The Accord required certain state funding as well as updating and adding undergraduate programs. Mr. Moore provided information about VSU's rankings in *U.S. News and World Report*, saying that VSU ranked 15th among all historically black colleges and universities (HBCUs), and 5th among public HBCUs. It was ranked #1 among master's granting public institutions. The *U.S. News* rankings also credited the VSU administration's leadership of the university, while indicating that VSU's student services exceed norms as well.

Mr. Moore informed the Council that VSU is a leader in diversity, and he provided information about several of its top programs. He updated the Council on current and upcoming projects, including an additional 500-bed dormitory and a recent renovation to the library. He also discussed VSU's financial aid programs and answered questions from Council members. Mr. Dyke and Ms. Hardy commended Mr. Moore for his leadership of the university and indicated that he has done a fine job of moving the institution forward. Ms. Hardy and Mr. Dyke indicated that the Commonwealth owes Mr. Moore a debt of gratitude.

Mr. Moore also introduced VSU's provost, W. R. "Eric" Thomas.

EXECUTIVE DIRECTOR'S REPORT

Dr. LaVista shared information about the New College Institute (NCI), the Institute for Advanced Learning and Research (IALR) and the Southern Virginia Higher Education Center (SVHEC) via a multi-media presentation. His remarks highlighted the numerous and varied activities undertaken individually and collaboratively by these three Southside institutions.

The NCI in Martinsville was created in 2006 as a specialized institution offering baccalaureate courses toward degree completion and full, on-site graduate (master's) programs. He reviewed the highlights of NCI in its multiple roles. Dr. LaVista indicated that NCI executive director Barry Dorsey had done an excellent job of demonstrating that college is within reach of the residents of Martinsville.

The IALR in Danville was created in 2002 as a multi-purpose institute consisting of instructional, research/lab, and conference space. Former executive director Tim Franklin was noted as having been instrumental in building the programs. IALR highlights were reviewed, and research expenditures were detailed.

The SVHEC in South Boston was created in 2005 to provide degree and continuing education opportunities as well as to serve as an educational resource and referral center. The fast-growing enrollment numbers for 2006-08 were highlighted. Director Ted Bennett was commended for his leadership.

Dr. LaVista discussed the largely non-competitive relationships and collaborative efforts between the three Southside institutions and reviewed some of the new outreach programs that the NCI, IALR, and SVHEC have developed recently.

BRIEFINGS AND DISCUSSION

Update on the Governor's Introduced Budget

Mr. Hix distributed an updated summary of the higher education items included in the Governor's introduced budget and projected items and issues forthcoming in the 2008 General Assembly session. He mentioned that the Finance Advisory Committee (FAC) had recently expressed a concern about the lack of any increase to faculty salaries in the Governor's budget for FY2009, and the negative impact it would have on the Commonwealth's long-standing goal of reaching the 60th percentile of national peer salaries. The fact that the budget cuts taken by institutions were not represented in the Governor's figures was also a concern that the FAC wished to be pointed out.

A discussion arose among Council members regarding several of the SCHEV initiatives that had not been included in the Governor's budget. Members expressed a desire to continue to emphasize to members of the legislature the importance of these SCHEV priority initiatives, particularly value-added assessment, nursing education, graduate financial aid, and course redesign. After further deliberations, the Council requested that staff prepare budget amendment bill requests for assessment, the three nursing programs, and course redesign. Staff agreed to prepare these amendment requests and to work with legislative staff and relevant appropriate subcommittee chairs to bring the amendments to their attention.

Regarding capital outlay – Mr. Daley (who had been asked at the January 7 meeting to prepare summary tables indicating how the executive budget as introduced related to the Council's capital outlay recommendations) provided the requested information to members and the items were briefly discussed.

Update on Pre-filed Legislation

Ms. Nelson distributed the latest list of relevant pre-filed legislation and indicated that additional bills were being filed daily.

She speculated that immigration would be an important issue in the legislative session, and Mr. Andes answered questions about his informal poll of public institutions regarding their admission and enrollment policies for undocumented applicants/students. Discussion of this issue occurred among the Council members. Also, SCHEV staff was directed to conduct a financial feasibility study on HB165 (automatic admission for high-school top 10%).

The Chairman called for a recess from 10:45-10:55 a.m.

Academic Affairs Update

Dr. DeFilippo provided brief updates and/or overviews of various Academic Affairs items and distributed handouts of the items discussed.

Annual Report on Private and Out-of-state Post-secondary Education (POPE) Institutions

Dr. DeFilippo presented a report on past-year POPE-unit activities. He explained that this first of what would become annual POPE reports had been developed in response to a 2006 Council request. Ms. Hardy requested additional information on the number of POPE institutions that have earned and/or been granted exemption from SCHEV certification and asked that the names of these institutions be provided to Council members.

Federal Challenge Grants

Mr. Andes provided information about an interesting opportunity for SCHEV to apply for funds from the U.S. Department of Education's College Access Challenge Grant (CACG) program and indicated that SCHEV had submitted a letter expressing interest in administering such a grant for Virginia. The CACG is a federal matching program for access-related activities. He advised that information on the grant would be forthcoming from Washington and that the Council would be kept informed.

Domicile Guidelines

Mr. Andes distributed information on the findings of the Domicile Guideline Review Committee and answered questions from members.

ACTION ITEMS

Action on Proposed Revisions to Council Bylaws

Mr. Clement informed the Council that the proposed revisions to the bylaws had been approved by the Executive Committee with one exception. Section 5 should indicate that the executive director, with the consent of the Council (rather than of the Council's chair) shall appoint a secretary. On motion by Ms. Hardy and seconded by Ms. Dragas, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV), pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the September 10, 2007 Council meeting, and following a three-quarters vote of the total Council membership at the January 8, 2008 SCHEV Council meeting, adopt the amended version of the SCHEV Bylaws dated January 8, 2008.

Action on Virginia Commonwealth University's Request for Construction of New Medical School Building

Mr. Daley provided details about the request and answered questions from members. Members requested information from staff regarding the approval process and regarding the fit of new medical schools into the context of the

statewide system. Dr. Trani provided information on VCU's request and introduced Dr. Jerome Strauss and Mr. Don Gehring to provide additional information. After further discussion, on motion by Ms. Hardy and seconded by Dr. Ashby, the following resolution was approved (9-1). Mr. Clement abstained:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends the authorization of \$70,000,000 from the general fund and \$88,615,000 from nongeneral funds to support the construction of a new School of Medicine Building at VCU.

Action on Programs at Public Institutions

Doctoral Program Approvals

Dr. DeFilippo provided information on the three degree-program proposals. After some discussion, on motion by Dr. Ashby and seconded by Ms. Magill, the following resolutions were unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Social, Political, Ethical, and Cultural Thought (CIP: 45.9999), effective spring 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Clinical and Translational Sciences (CIP: 26.0102), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Sociology (CIP: 45.1101), effective fall 2008.

Degree-escalation Requests

Virginia State University Degree Escalation

After some discussion, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia authorizes staff to work with Virginia State University to identify an external review team and objectives for the external review of the proposed Doctor of Philosophy (Ph.D.) degree program in Health Psychology.

Radford University Doctor of Physical Therapy and Master of Occupational Therapy programs

Dr. DeFilippo reported on an external review by staff and others, and he indicated that, following two site reviews, staff was recommending approval. On motion by Ms. Hardy and seconded by Dr. Ashby, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Doctor of Physical Therapy (DPT) degree program (CIP: 51.2308), effective summer 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Occupational Therapy (MOT) degree program (CIP: 51.2306), effective summer 2009.

Action on Private and Out-of-State Postsecondary Education Institution

Revocation of Bernelli University

Dr. DeFilippo indicated that the school had requested an informal, fact-finding conference; therefore, this item was necessarily removed from the agenda.

CONSENT AGENDA

Mr. Clement queried whether any items required discussion or removal from the consent agenda. No requests were made and on motion by Ms. Hardy and seconded by Ms. Lewis, the following items were moved for approval by consent:

Action on Programs at Public Institutions Below Doctoral Level

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Science (M.S.) degree program in Biomedical Technology Development and Management (CIP: 51.2006), effective summer 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science (M.S.) degree program in Clinical and Translational Sciences (CIP: 26.0102), effective fall 2008.

Assessment Implementation Plan

BE IT RESOLVED that the State Council of Higher Education for Virginia accept and endorse the attached plan for implementing the recommendations of the Report of the 2007 Assessment Task Force.

SCHEV Review of Career and Technical Academy Proposals

BE IT RESOLVED that the State Council of Higher Education for Virginia authorizes staff to participate in the review of proposals for new Career and Technical Academies. The SCHEV review and approval will focus on postsecondary and business/industry elements of the proposed academies. SCHEV approval will be conveyed to the Department of Education for final review.

Request for Extension of George Mason University's Loudoun Site

BE IT RESOLVED that the State Council of Higher Education for Virginia grants to George Mason University (GMU) an extension of the Council's 2007 preliminary-approval extension for GMU to continue its plans for a campus in Loudoun County. This second extension is granted for a period of up to one year, no later than January 31, 2009.

ITEMS DELEGATED TO STAFF

Dr. LaVista reported on the following items that had been reviewed and approved by staff, as delegated by the Council. As required, this information is included as part of these minutes:

- Progress Report of the Virginia Generalist Initiative Program
- Program Title and Degree Changes
- Organizational Changes/Off-campus Instructional Sites (October-December 2007)
- Financial Feasibility Study

NEW BUSINESS

Council of Independent Colleges in Virginia (CICV) Study Request

Dr. LaVista discussed the letter that SCHEV staff received from CICV president Robert Lambeth seeking SCHEV's endorsement of a legislative study. On motion by Ms. Hardy and seconded by Mr. Dyke, the Council approved the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia endorses a study proposed by the CICV to examine new ways in which Virginia's private, nonprofit colleges could partner with the Commonwealth to serve its citizens and meet its higher education goals.

EXECUTIVE SESSION

Mr. Clement announced that the Council convened in executive session on January 7, 2008 to discuss the performance and personnel matters related to the Executive Director. On motion by Mr. Wurtzel and seconded by Ms. Magill, the following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia, pursuant to the 2007 Virginia Acts of Assembly, Chapter 847, Section 4-6.01, and after consideration of additional income from outside sources, including, but not limited to, service on boards of directors or such other services, and in further consideration that the last bonus for the Executive Director was awarded on September 12, 2006, hereby approves a ten percent (10%) bonus to its Executive Director, Daniel J. LaVista, for the time period from July 1, 2007 through June 30, 2008.

The meeting was adjourned at 12:00 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

ITEMS DELEGATED TO STAFF

2007 Progress Report of the Virginia Generalist Initiative Program

In recognition of a downward trend nationwide in the production of generalist physicians, the General Assembly, in collaboration with the Robert Wood Johnson Foundation, began funding the Virginia Generalist Initiative program (VGI) in 1994. The purpose of the program is to enhance generalist physician education in the Commonwealth and to increase the number of medical school graduates entering generalist medical fields at the Eastern Virginia Medical School (EVMS), the University of Virginia (UVA), and the Virginia Commonwealth University (VCU). Since the program's inception in 1994, the General Assembly has provided over \$33.3 million from the general fund for the VGI program, or approximately \$2.4 million per year on average.

When the program was established, the Commonwealth set two specific goals for VGI and funding was contingent upon school performance.

- a. At least 50 percent of Virginia medical school graduates shall enter generalist residency programs; and
- b. At least 50 percent of Virginia generalist residency graduates shall enter generalist practice upon completion of residency training and at least 50 percent of those graduates shall practice in Virginia.

Since 1996, the program has produced about 1,600 generalist physicians and over 900 of them practice generalist medicine in Virginia upon graduation. The VGI program has thus been successful, particularly in retention of graduates practicing generalist medicine in Virginia. Besides meeting the statistical goals set forth by the General Assembly, the VGI program has fundamentally changed the pedagogy of medical education at the three medical schools. The curricula constructed under the VGI program has become part of the core learning objectives for all medical students regardless of the careers they eventually choose. In addition, all students are provided with clinical experience throughout the entire training period.

Between 1995 and 2003, the three medical schools provided annual reports to the General Assembly to demonstrate their achievements in meeting the state goals. In 2003, the General Assembly changed the measure of success from using the reporting year data to three-year averages so as to smooth the fluctuation in the annual production, and changed the progress reporting from annual to biennial.

Student choices are largely influenced by national trends and the supply and demand in the health care market. Fluctuations in marketplace changes make it difficult to predict student demands. At the request of the three medical schools, the General Assembly changed the requirements of the VGI program in the 2006 Appropriation Act. There are no longer specific state goals to meet and VGI

program funding is folded into the institutions' operating appropriations. Instead, the three medical schools are required to educate and train sufficient generalist physicians to meet the needs of the Commonwealth, and to support medical education for all undergraduate medical students, regardless of their chosen specialty or field of study.

In addition, the General Assembly directs the State Council of Higher Education for Virginia (SCHEV) to “monitor the results of the Generalist Initiative, especially the decisions of the graduates from the undergraduate medical programs to enter generalist residencies, and the composition of the residencies in the two associated academic health centers” (Item 145.F, Chapter 847). It further directs SCHEV to work with institutions to set reporting requirements that allow for flexibility and the recognition of the national trends as part of the program review, and make a biennial progress report to the General Assembly by November 1, which shall include policy and funding recommendations, as appropriate, to address the need for medical education and training in the Commonwealth.

Based on the revised requirements to the VGI program, SCHEV decided to continue the program report format for the 2007 biennial report. The rationale is the current report format demonstrates the level of achievement that the VGI program attains and provides benchmarks for policy decisions. EVMS, UVA and VCU submitted their program reports to SCHEV in October. The following is the VGI program progress report.

Table 1 shows the 3-year average of undergraduate medical school students entering generalist residencies between 2005 and 2007. The statewide average percent of total graduates entering generalist residencies has increased over the 2003-2005 performance level (45% versus 43%).

Table 1
3-Year (2005-2007) Average of
Medical School Graduates Entering Generalist Medicine Residencies

Medical School	Number of Graduates	Number of Graduates Entering Generalist Residencies	Percent of Graduates Entering Generalist Residencies
EVMS	100	48	48%
UVA	131	60	46%
VCU	171	75	44%
Total	402	182	45%

Medical students' career choices are influenced by a variety of factors including the health care market supply and demand, managed care requirements and cost concerns. Fluctuations in marketplace changes make it difficult to predict student demands. It is more constructive to compare Virginia's performance with national trends and factors related to the supply and demand of the health care market. Table 2 shows that the student choice for the generalist program at Virginia

medical schools has mirrored the national trends. But Virginia medical schools have outperformed the national average on this issue over the years.

Table 2
Student Residency Choice for the Generalist Program

Year of Graduation	Percent of graduates entering generalist residency program at Virginia medical schools	Percent of graduates entering generalist residency program nationwide
1995	49%	47%
1996	51%	51%
1997	59%	52%
1998	55%	52%
1999	56%	50%
2000	51%	48%
2001	50%	46%
2002	48%	42%
2003	43%	40%
2004	43%	41%
2005	44%	41%
2006	48%	40%
2007	41%	40%
2005-07 Average	44%	40%

Table 3 shows the percent of residency graduates practicing generalist medicine and Table 4 shows the percent of residency graduates practicing generalist medicine in Virginia.

Table 3
3-Year (2005-2007) Average of
Generalist Residency Graduates Entering Generalist Practice

Medical School	Total Residency Graduates	Number of Residency Graduates Choosing Generalist Practice	Percent of Residency Graduates Entering Generalist Practice
EVMS	40	22	55%
UVA	73	37	50%
VCU	73	40	55%
Total	186	99	53%

Table 4
3-Year (2005-2007) Average of
Generalist Residency Graduates Entering Generalist Practice in Virginia

Medical School	Number of Residency Graduates Choosing Generalist Practice	Number of Residency Graduates Entering Generalist Practice In Virginia	Percent of Residency Graduates Entering Generalist Practice In Virginia
EVMS	22	12	55%
UVA	37	22	60%
VCU	40	28	70%
Total	99	62	63%

Table 3 shows that more than half of the residency graduates from the three medical schools are practicing generalist medicine. Table 4 reveals that of those residency graduates practicing generalist medicine, nearly two-thirds practice in Virginia. The outcome in Table 4 indicates the success of the VGI program and demonstrates the importance of the establishment of the VGI program.

In addition to the statistical achievements, the three institutions provided qualitative program evaluation in the areas of their graduates' responses to the annual Graduation Questionnaire administered by the Association of American Medical Colleges (AAMC), student evaluation of their programs, and faculty and community preceptors' evaluation of student learning and skills. All three medical schools reported that their graduates gave positive evaluations of the VGI program in the annual survey. Virginia students' ratings were higher than the national average to questions regarding how well the program provides the introductory courses, sufficient clinical skill preparation, and adequate coverage of subjects such as community health, geriatrics, health care systems, and professionalism. Students also gave high remarks for their community-based educational experiences for enhanced clinical skills. In addition, all three schools actively and regularly seek community preceptors' feedback regarding the student's medical knowledge, clinical skills and professional attitudes and behaviors. Overall, faculty and community preceptors have given good evaluations of the students' quality. The community-based experiences help students in their decision to serve medically underserved areas -- a major concern and goal of the Commonwealth. In sum, the VGI program has enhanced the quality of the medical education by producing competent and caring physicians.

All three medical schools reported that recruitment focus had been placed on identifying and tracking applicants who have potential to become generalist physicians, especially from rural or medically underserved areas of Virginia. Research was also conducted to identify and recruit students who would choose generalist careers upon graduation, particularly those interested in serving rural and medically underserved communities. However, institutions reported that despite efforts to recruit students from rural Virginia areas, small applicant pools from rural areas persist.

Overall, in the past two years, the VGI program has continued to be successful in recruiting and training students for generalist medicine, and producing graduates who practice generalist medicine in Virginia. In addition, the program has provided support to medical education and training in the principles of generalist medicine for all undergraduate medical students regardless of their chosen specialty or field of study.

Program Title and Degree Changes

Institution	Action	Effective Date
George Mason University	Change the program title from the Master of Science degree program in Bioinformatics (CIP: 26.1101) to the Master of Science degree program in Bioinformatics and Computational Biology (CIP: 26.1101).	Fall 2007
George Mason University	Change the program title from the Doctor of Philosophy degree program in Bioinformatics (CIP: 26.1101) to the Doctor of Philosophy degree program in Bioinformatics and Computational Biology (CIP: 26.1101).	Fall 2007
Virginia Commonwealth University	Change the CIP code for the Doctor of Philosophy degree program in Business (CIP: 52.0201) to a Doctor of Philosophy degree program in Business (CIP: 52.0101)	Fall 2007
Virginia Commonwealth University	Change the CIP code for the Bachelor of Science degree program in Business (CIP: 52.0201) to the Bachelor of Science degree program in Business (CIP: 52.0101)	Fall 2007

Organizational Changes / Off-campus Instructional Sites October – December 2007

Institution	Change / Site	Effective Date
Virginia State University	Establishing an off-campus instructional site at the Misr University of Science and Technology (Al-Motamayez District P.O. Box: 77 6th of October City, Egypt)	January 1, 2008
Virginia Commonwealth University	Reorganizing the School of Nursing from three to two departments and renaming the remaining departments by merging the Department of Integrative Systems, the Department of Adult Health, and the Department of Maternal Child Health to create the Department of Adult Health and Nursing Systems and the Department of Family and Community Health Nursing	November 9, 2007

State Council of Higher Education for Virginia

Assessment Implementation Plan

December 14, 2007

At its October 16th 2007 meeting Council resolved to accept the Report of the 2007 Assessment Task Force—including its proposed *Guidelines for the Assessment of Student Learning* (the *Guidelines*)—and directed staff to propose an implementation plan for consideration at its January 8, 2008 meeting. This document has been developed in response to Council's charge and to provide guidance for administrators at Commonwealth institutions responsible for implementing the new assessment program. Each section below addresses specific recommendations of the Task Force Report as they relate to implementing value-added assessment in fall 2008 and beyond.

- A. Reiteration of six core areas
- B. Operating conception of value added assessment
- C. Timetables for conducting and reporting on assessment of student learning
- D. Assessment Plan Reporting Template (APRT)
- E. Cost modeling
- F. Communication audit

A. Reiteration of the six core areas

Virginia's public colleges and universities will continue to use the six core subject areas established as competencies by the 1999 *Governor's Blue Ribbon Commission on the Future of Higher Education* for conducting value-added assessment. These core areas are as follows:

- Written Communication
- Quantitative Reasoning
- Scientific Reasoning
- Critical Thinking
- Oral Communication
- Information Technology Literacy (Information Technology Literacy may be substituted for by an emerging area of interest specific to the institution.)

While the new assessment program is focused on value-added, institutions are encouraged to incorporate competency assessment into their plans. Thus competency assessment is referenced in the *Guidelines* and in the reporting template below in section D.

B. Operating conception of value added assessment

The Guidelines document proffers the following operating conception of value-added

Value-added assessment measures indicate progress, or lack thereof, as a consequence of the student's institutional experience.

Consistent with the principle of diversity, and as recommended in the *Guidelines*, each institution must define the methodologies it proposes to employ, while providing substantive explanation and justification. It must also identify any specific challenges inherent in the proposed method(s) and address the mechanisms for overcoming them so as to ensure the most rigorous results possible. Section C. below sets forth timetables to be followed during the first cycle of value-added assessment. Section D. contains a reporting template that will be used by SCHEV to solicit institutions' proposals for their annual assessment plans, including justification of methodologies to be employed.

C. Timetables for conducting and reporting on assessment of student learning

The Academic Year timetables below indicate the pre- and post-assessment of the six core areas through the first cycle of value-added assessment. These timetables were developed to place institutions on a common schedule beginning in AY 2009-2010. Institutions should pay specific attention to both the analytical approach and data collection methods of value added assessment, for those decisions will greatly influence the date of post assessment and reporting to SCHEV. The Virginia Community College System (VCCS) timetable is moved forward by one year due to their current assessment process.

Timetable for four-year institutions and Richard Bland College

PRE-ASSESSMENT	CORE AREAS	POST-ASSESSMENT (no later than)
AY 2007-08	Written Communication or Quantitative Reasoning	AY 2010-11
AY 2008-09	Written Communication or Quantitative Reasoning AND Scientific Reasoning	AY 2011-12
AY 2009-10	Critical Thinking AND Oral Communication	AY 2012-13
AY 2010-11	Information Technology Literacy or Institution-Specific Emerging Issue	AY 2013-14

Timetable for the Virginia Community College System

PRE-ASSESSMENT	CORE AREAS	POST-ASSESSMENT (no later than)
AY 2008-09	Written Communication or Quantitative Reasoning	AY 2011-12
AY 2009-10	Written Communication or Quantitative Reasoning AND Scientific Reasoning	AY 2012-13
AY 2010-11	Critical Thinking AND Oral Communication	AY 2013-14
AY 2011-12	Information Technology Literacy or Institution-Specific Emerging Issue	AY 2014-15

Intra-Year Timetable (Dates are approximate)

DATE	ACTIVITY and/or REPORTING
February 1 st	Assessment Plan Reporting Template (APRT) PART B Due <ul style="list-style-type: none"> This document refers to the value added data
March 1 st	Assessment Plan Reporting Template (APRT) PART A Due <ul style="list-style-type: none"> This document refers to the assessment plan for the next academic year.
March 1 st - March 31 st	SCHEV Internal Review and Virginia Institutional Peer Review
April 1 st	SCHEV returns feedback to institutions
April 1 st -April 30 th	Institutions incorporate feedback into APRT PART A in preparation for External Review
May 1 st	Institutions submit revised APRT PART A for External Review
May 1 st - May 15 th	External Review Period
May 15 th	SCHEV Returns feedback from External Review to institutions
June 1 st	Institutions submit final version of the APRT PART A to SCHEV

D. Assessment Plan Reporting Template (APRT)

Assessment Plan Reporting Template (APRT)
[Institution]
[Senior Officer responsible for this report]
[Core Area addressed in this report (Academic Year)]

PART A

1.0 Definition of Terms

- 1.1: Identify the core area to be assessed. How is it defined? How does it relate to the institution's mission and goals?
- 1.2: Identify the criterion or criteria that indicate competency in the core area. This could be a cutoff score, performance benchmark, or rubric that will be used to mark a competent student performance.
- 1.3: Describe the learning objectives for the defined core area.

2.0 Methodology

- 2.1 Describe the value added analytic approach being used, with reference to the *Guidelines* (p. 8, ff.)
- 2.2 Explain how educational experiences at the institution produce student learning and reasons for choosing the analytical approach in 2.1.
- 2.3 Elaborate upon the expected reliability and validity of the analytical approach mentioned in 2.1.
- 2.4 Explain generally the student population from which samples, cohorts, or groups will be drawn. This section should include specific mention of factors relevant to assessment, such as student population size, completion rates, number of transfers that are relevant to assessment.
- 2.6 Explain the technique used for data collection with reference to the *Guidelines* (p. 11, ff.), including such factors as whether the data will be collected in the classroom (course embedded) or outside the classroom (single setting).
- 2.7 Describe and explain measurement strategies to be applied during the pre assessment with reference to the *Guidelines* (p. 13, ff.).
- 2.8 Describe and explain measurement strategies to be applied during the post assessment with reference to the *Guidelines* (p. 13, ff.).
- 2.9 Explain the nature of value added given 2.7 and 2.8.

3.0 Process evaluation

- 3.1 Describe and explain how the results will be reported to institutional units, students, and external constituents.
- 3.2 Describe how the results have been and will be used to improve educational experiences and advance the mission of the college or university.
- 3.3 Estimate the costs of the proposed assessment. Provide a narrative of the calculation as well as pertinent statistics.

PART B

4.0 Data Presentation (leave blank until data is due)

- 4.1 Explain any challenges to data collection, and how they were addressed..
- 4.2 Describe the value-added (or competency) information/data that was collected. This information should include, but is not limited to, quantitative or qualitative summaries of the differences between pre and post assessments or any performance data
- 4.3 Describe any additional evidence of value added (or competency); this might include faculty testimony, student retention, or post graduation evidence.

E. Cost Estimation

Pursuant to the Council's October 16th resolution, SCHEV has submitted a request for \$2.975M in each year of the 2008-10 biennium to support estimated incremental costs associated with implementation of value-added assessment. As institutions proceed with value-added in fall 2007 and beyond, SCHEV will survey actual costs incurred in the interest of developing an accurate model of systemwide costs and promoting cost-saving efforts.

F. Communication Audit

SCHEV is currently reviewing institutional reporting requirements within the context of national reporting movements such as the Voluntary System of Accountability (VSA) and The College Portrait Project. Simultaneously, SCHEV is cooperating with the Council of Presidents in reviewing the totality of reporting requirements to which institutions are subject within the Commonwealth. Once these reviews are complete, SCHEV will convene a group to address the issue of efficacious reporting of assessment data to Commonwealth higher education stakeholders.

State Council of Higher Education for Virginia Agenda Item

Item: Item #5 – Update on General Assembly Budget Actions

Date of Meeting: March 11, 2008

Liaison: Dan Hix
Danhix@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

- On December 17, 2007, Governor Kaine introduced his proposed budget for the 2008-10 biennium. In total, the Governor proposed an increase of \$178.0 million in general fund for higher education operating budgets and a total of \$155.5 million in general fund and \$1.5 billion in general obligation bond for capital outlay projects. The Governor's proposed budget would increase the current general fund support for higher education operating by 5.0 percent from FY08 to FY10.
- On February 18, 2008, the House and Senate released their proposed budget plans.
- At the time agenda book materials were prepared, the budget conference committee had not begun deliberations. According to the schedule approved by the General Assembly on January 9, 2008, the budget bill conference report is to be available by noon on March 6, 2008. The General Assembly is expected to take action on the report on March 7 and adjourn on Saturday, March 8, 2008.
- Once the General Assembly has taken final action, the Governor will have 30 days to review the bills. The General Assembly will then reconvene on April 16, 2008 to consider any items vetoed or amended by the Governor. The final amendments to the 2008-10 budget will take effect upon signing by the Governor, which occurs within seven days following the reconvened session, and the 2008-10 budget takes effect on July 1, 2008.

Materials Provided:

- Tables summarizing the budget conference report and comparisons with SCHEV budget recommendations for the 2008-10 biennium will be provided at the March Council meeting—assuming that the conference report is available as scheduled.

Financial Impact: To be determined.

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: Item # 5 - Report on 2008 Outstanding Faculty Awards Program

Date of Meeting: March 11, 2008

Presenter: Mimi Elrod, Chair of the OFA Final Selection Committee

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Materials Provided:

- Council Update on 2008 Outstanding Faculty Awards Program

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Council Update on 2008 Outstanding Faculty Awards Program

- The Outstanding Faculty Awards ceremony and luncheon were held on February 20 at the Jefferson Hotel. Nearly 125 guests, attended including the Governor (who was our keynote speaker), the Secretary of Education, several deputy secretaries, and many college presidents and provosts. Based on feedback from the recipients and their guests, the event was quite a success.
- This year, SCHEV staff began the process with several goals in mind.
- First, SCHEV communications staff wanted to increase media coverage of the event. To that end, staff members collaborated with Dominion to announce the names of the 12 recipients about a month prior to the actual awards ceremony. (In recent years, the names and bios of the recipients were embargoed until the day of the event.) This timing worked wonderfully, increasing the recipient institution's ability to generate their own news releases and giving newspapers the option to cover the OFAs twice, once when SCHEV made the initial announcement and again on the day of the event when the Governor sent out his own press release. The result was increased news coverage from media outlets across the state.
- Additionally, Dominion ran congratulatory ads featuring photos of the 12 recipients in several papers throughout Virginia, including the *RTD*, the *Virginian-Pilot*, and the *Washington Post Virginia Extra*. The recipients were very pleased about this additional exposure, as well.
- Secondly, communications staff wanted to highlight the event to legislators. This year SCHEV had the great privilege of having Delegate Tata introduce the honorees on the floor of the Virginia House of Delegates. It was quite an honor, and SCHEV, Dominion, and the OFA recipients were able to interact with many elected officials who were not able to attend the awards ceremony.
- SCHEV staff would like to thank Gil Bland, Mimi Elrod, and Christine Milliken, Council members who were involved in the Final Selection Process. In addition, staff would also like to thank those Council members who attended and participated in the event, including Bob Ashby, Gil Bland, Whittington Clement, Mimi Elrod, Eva Hardy, and Christine Milliken.
- SCHEV staff also want to encourage all Council members to consider serving on the Final Selection Committee next year. It is quite an inspiring and eye-opening opportunity to read about all of the exciting teaching, research, and public service endeavors conducted by faculty at Virginia's public and private colleges and universities.

State Council of Higher Education for Virginia Agenda Item

Item: Item # 6.a. – Action on Programs at Public Institutions

Date of Meeting: March 11, 2008

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

One public four-year institution (Old Dominion University) is requesting Council action on a new degree program. The program would be implemented on the following schedule: the Doctor of Engineering (D.Eng.), fall 2008. The proposed program would not require new state resources. Staff's review of the proposal finds that it meets the criteria established by Council for program approval.

Materials Provided:

Public Four-year Institution

- Old Dominion University
 - Doctor of Engineering

Financial Impact: The proposed program would not require new state resources; it would be funded by existing and/or reallocated resources.

Timetable for Further Review/Action: None

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Doctor of Engineering (D. Eng.) degree program (CIP: 14.0101), effective fall 2008.

Old Dominion University
Doctor of Engineering (CIP: 14.0101)

Program Description

Old Dominion University (ODU) is proposing the creation of a Doctor of Engineering (DEng) degree program to be initiated fall 2008. Designed as a practice-oriented terminal degree, the proposed program is intended to prepare engineering practitioners for leadership and advanced level engineering. The program's curriculum would expose students to content-specific coursework and classroom theory in project management, leadership, ethics, and finance as well as ensure that students possess skills and knowledge needed to apply advanced technical knowledge to identify, formulate, and solve novel and complex engineering problems. Graduates would possess knowledge and skills to provide leadership in industrial and governmental institutions in specialized engineering endeavors. ODU anticipates that the program would target potential students who possess several years of successful experience in the engineering profession and would provide students with opportunity to pursue education in four specialized areas: 1) Aerospace Engineering, 2) Civil and Environmental Engineering, 3) Engineering Management and Systems Engineering, or 4) Mechanical Engineering.

ODU's proposed doctoral program in Engineering would require a minimum of 48 credit hours beyond the Master's degree: 18 credit hours of coursework in a core curriculum; a minimum of 18 credit hours in a concentration area; and a minimum of 12 credit hours devoted to an applied doctoral project.

Justification for the Proposed Program

In 2003, the National Science Board recommended that broader doctoral level programs in Engineering were needed to address the expanding needs of the engineering and science workforce. Educational and training options that include interdisciplinary emphasis, teamwork, business management skills, and information technologies were noted as options that would address the needs of industry. In 2007, in the National Academy of Sciences report "Rising Above the Gathering Storm," it was stated that America's leadership in science and technology is being challenged. Global competition for science and engineering talent is intensifying such that the United States may not be able to rely on the international science and engineering labor market to fill unmet skill needs (National Science Board, 2003). As societal and global changes redefine the boundaries of engineering, practicing engineers and future practitioners will be required to consider environmental protection and sustainability, rapidly changing technologies, risk management, project management and leadership, and the increasing importance of information technology, communications science, and biological materials and processes. ODU and the External Reviewers contend that the proposed program would address Virginia's and America's need for highly trained engineer practitioners. The proposed program would be a viable alternative to a traditional PhD program and by its design would be most suitable for professional personnel and students pursuing career opportunities in engineering that are outside of academia. The External Reviewers noted that the program is cutting edge as a result of ODU's solid partnerships with

government and commercial organizations. Such interactions have led to the development of a more broadly-based understanding of industry needs.

ODU possesses the infrastructure to support the proposed program. The engineering faculty has active research programs and is well respected in their fields. The NASA Langley Research Center, The System of Systems Center, the Naval Facilities Engineering Command, and U.S. Army Corps of Engineers are likely resources for partnerships and such partnerships would increase the volume of industry-sponsored research. Moreover, creative research and problem-solving by faculty and students can be transferred to practice and be disseminated locally, nationally, and globally.

Student Demand

Email inquiries about the proposed program indicate student demand exists. One student noted the program “is a perfect blend for the private practitioner.” Another student stated “it is great to see a doctoral program with a strong technical focus delivered in a practical manner and built around part time students. The student noted he was “very interested.”

In December 2007, ODU conducted an online survey of people employed regionally in the military and private and public engineering industry. Of the 97 respondents, 50 (approximately 52%) indicated that they were very interested and 27 (approximately 28%) were interested in the program. Respondents noted “program design for part time students,” “development of leadership skills,” “new skills useful in engineering practice,” and “career advancement” as reasons for considering the program.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 10 in the program’s first year, rising to a HDCT of 46 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 4.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 7.0; 2010-11, 11.0; and 2011-12, 14.0. ODU anticipates nine graduates per year beginning in 2012-13. 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

Letters of support from military agencies, private industry, and public agencies note that a need exists for academically trained personnel who possess professional leadership skills and knowledge of solving increasingly complex problems in the engineering business. In an increasingly competitive business, the industry is seeking ways to provide clients with the best trained and educated engineers. ODU noted that position advertisements for graduates of programs such as the proposed practitioner’s doctorate in Engineering are not common since such programs are relatively new and only a few programs exist in the United States. However, the number of doctorate holders in Virginia in the science and engineering workforce has increased and most of the increase should be attributed to the hiring practices of private, military, and government industry. The National Science Foundation (2006) reported that nationally, in 2002 Virginia had the highest percentage of high-

technology employment (11.73%) as a share of total employment. Data indicate that the percentage of employment opportunities in specialized engineering fields will be higher for Virginia than for the country. Data from the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) projected between 2006 and 2016 and 2004 and 2014, respectively, the number of job openings will increase: 7 to 13% nationally and 24.1% in Virginia in aerospace engineering; 14 to 20% nationally and 23.9% in Virginia in civil engineering; 21% or more nationally and 37.4% in Virginia in environmental engineering; and, 3 to 6% nationally and 17.6% in Virginia in mechanical engineering (Available at: www.bls.gov/oco/ocos527htm and www.vawc.virginia.gov/analyzer).

Issues of Duplication

ODU would be the first institution in the Commonwealth to offer a Doctor of Engineering degree program. Similar programs exist nationally and internationally. Although all of the programs intend to prepare students for advanced level engineering practice, the degree requirements vary significantly.

Resource Needs

No additional state resources would be required. ODU will fund the proposed program primarily through institutional and departmental reallocations, with additional resources from the College Ledger 3 funds supplementing these reallocations.

Board Approval

The ODU Board of Visitors approved the proposed program on December 07, 2007.

Staff Recommendation

Based on a thorough review of the proposal, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Doctor of Engineering (D. Eng.) degree program (CIP: 14.0101), effective fall 2008.

State Council of Higher Education for Virginia Agenda Item

Item: Item #6.b – Action on Doctoral Degree Request (Virginia State University – Doctor of Philosophy in Health Psychology)

Date of Meeting: March 11, 2008

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 8, 2008

Action: Approval to authorize staff to work with Virginia State University to identify an external review team and objectives for the external review of the proposed Doctor of Philosophy (PhD) degree program in Health Psychology.

Background Information/Summary of Major Elements:

- The Council is responsible for studying any proposed change in degree-level authority of Virginia's public institutions of higher education and recommending approval or denial to the Governor and the General Assembly. In conjunction with its request to offer doctoral degrees, an institution seeking a change in degree-level authority is required to submit an appropriate degree program at the new degree level.
- In fall 1999, the Commonwealth of Virginia and the U.S. Department of Education, Office for Civil Rights (OCR) began a dialogue and collaborative process to review the educational opportunities afforded the citizens of Virginia by public institutions of higher education. In order to determine whether there were any vestiges of past *de jure* discrimination in Virginia's institutions, institutional policies, practices, and conditions were reviewed. One result of the review was to enhance the academic offerings at Virginia State University (VSU) such that a full range of high quality and high demand academic programs would be available to all students desiring a well-rounded education. According to the OCR Accord, one doctoral-level program in Educational Administration would be initiated at VSU.

- In keeping with the OCR Accord, SCHEV approved VSU's Ed.D. in Educational Administration in 2002. That approval constituted a *de facto* escalation of VSU's degree-granting authority. SCHEV, however, did not address degree escalation as such at that time, nor did it articulate the mission-related scope of VSU's authority to offer doctoral degrees. VSU is now requesting approval to initiate a Doctor of Philosophy degree program in Health Psychology, and authorization to confer a limited number of doctoral degrees within its mission and demonstrated institutional strengths.
- Council guidelines require any institution seeking to change its degree level authority to undergo an external review of the proposal for degree escalation in conjunction with the degree program proposed for the new level. SCHEV staff have used the external review process to examine VSU's general capacity to offer doctoral degrees and determine the recommended scope of the institution's doctoral degree-granting authority, with particular reference to the proposed Ph.D. in Health Psychology.
- The proposed program has been thoroughly reviewed by a team of expert reviewers and VSU has satisfactorily addressed the External Review Committee's concerns and recommendations.

Materials Provided:

- Virginia State University
 - Doctor of Philosophy in Health Psychology Page

Financial Impact: The proposed program would not require new state resources; it would be funded by existing and/or reallocated resources.

Timetable for Further Review/Action: N/A.

Resolution: The staff concurs with the recommendations of the External Reviewers' Report and recommends that: 1) Council grant Virginia State University limited authority to confer doctoral degrees in areas within its mission and demonstrated institutional strengths; and 2) Council approve Virginia State University to initiate the Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301) in fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301), effective fall 2008.

Virginia State University
Doctor of Philosophy (Ph.D.) in Health Psychology (CIP: 42.2301)

Virginia State University submitted the proposed program as a part of its request to be granted limited authority to confer doctoral degrees in areas within its mission and demonstrated institutional strengths. The initiation of the proposed doctorate program will not result in the closure of any existing degree programs. Virginia State does not intend to collaborate with another institution of higher education or with business and industry.

Program Description

Virginia State University (VSU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Health Psychology to begin in fall 2008. Designed to focus on both community participatory research and clinical health practice, the proposed program would examine behavioral risk factors that impact health, disparities of health service provision in minority communities, and effective health promotion education and planning.

The proposed program has been designed to prepare graduates for varied positions in health psychology. The program would offer two areas of specialization: 1. Clinical Health; and 2. Behavioral and Community Health Sciences. The coursework required for degree attainment would build on VSU's Master's degree program in Psychology and include advanced study of psychotherapy interventions, social and cultural aspects of health and illness, and health services administration. Graduates would be prepared to conduct research and to develop and implement interventions, to teach in higher education, or to work as practitioners in health care settings such as outpatient clinics, hospitals, and physical rehabilitation settings.

The proposed curriculum is designed for post-baccalaureate students. Students in the Clinical Health concentration would be required to complete 96 credit hours: 27 credit hours of core coursework; six credit hours of research and thesis; 33 credit hours of coursework in clinical psychology; 12 credit hours of clinical practicum; six credit hours of electives; and 12 credit hours of doctoral dissertation. Students in the Behavioral and Community Health Sciences concentration would be required to complete 79 credit hours: 27 credit hours of core coursework; six credit hours of research and thesis; 30 credit hours of coursework in community health science; two credit hours of practicum; two credit hours of internship; and 12 credit hours of dissertation. Students entering the program with a master's degree would be required to complete a minimum of 48 credit hours in the Clinical Health specialization and a minimum of 45 credit hours in the Behavioral and Community Health Sciences specialization.

Justification for the Proposed Program

The American Psychological Association (APA) issued a statement noting that as awareness of the need for both mental and behavioral health services to treat mental disorders and behavioral problems increases, health service psychologists will increasingly be needed. Reports by the Office of the Surgeon General indicate

that leading causes of mortality in the U.S. have substantial behavioral components and the main focus of efforts in the area of health promotion and disease prevention should address behavioral risk factors such as drug and alcohol use, high risk sexual behavior, smoking, diet, sedentary lifestyle, and stress. Further, in 2006, the Surgeon General listed five public health priorities: disease prevention, eliminating health disparities, public health preparedness, improving health literacy, and organ donation. The field of health psychology is intended to play an integral role in addressing the priorities, particularly the first two. (Available at: www.surgeongeneral.gov/publichealthpriorities.html#disease)

The Virginia Department of Health lists the prevention of chronic disease as a top priority. Efforts are underway to prevent and/or reduce the impact of chronic diseases on citizens of the Commonwealth and to reduce health disparities among different populations in the state. The Department has stated that many chronic diseases are preventable and at the very least, their negative effects can be reduced through changes in behavior and lifestyle (Available at: <http://www.vahealth.org/cdpc/documents/>). In 2004, the Institute of Medicine (IOM) stated that racial and ethnic minority health care providers are more likely to serve minority and medically underserved communities which subsequently increases access to healthcare. However, minority healthcare providers are often underrepresented in underserved communities. VSU contends that as Historically Black University (HBU), it possesses the mission and resources to address the need for graduates from underrepresented groups and the proposed program is timely and critical to meet the growing need for credentialed and professional health psychologists (researchers, practitioners, and faculty) in the Commonwealth and nationally.

Student Demand

In August 2007, VSU surveyed 231 students (205 undergraduates and 26 graduates). Of the respondents, 113 students (approximately 49%) indicated that they would be 'very likely' or 'somewhat likely' to apply to the proposed program. Letters from potential students indicate that the proposed program "would provide opportunities, particularly for minorities and students who work in the region" to benefit from an advanced degree program."

Nationally, average annual applications for four existing APA accredited programs similar to the proposed program ranged from 221 to 361 applications. The number of newly enrolled students ranged from eight to 17. VSU contends that the difference in the number of students who apply to and are accepted in these programs indicates student demand for PhD degree programs in Health Psychology.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 8 in the program's first year, rising to a HDCT of 24 by the target year (with 67% of students enrolled part-time). Enrollment projections show a full-time equated student enrollment (FTES) of 8.0 in the program's first year (2008-9). The projections continue as follows: FTES 2009-10, 12.0; 2010-11, 16.0; and

2011-12, 18.0. VSU anticipates four graduates per year beginning in 2012-13. 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

From a variety of sources, VSU's proposal documents a strong and growing market demand for health service psychologists. Letters of support from government and private industry indicate the need for academically trained professionals to work with and in the community to address behavior risk factors and health disparities within communities. One letter noted specifically the need for health service psychologists trained in evidence-based research to focus on the "disparities within minority communities." Employment advertisements show demand for health-related psychologists in Virginia and nationally. The U.S. Bureau of Labor Statistics projected that between 2006 and 2016, employment of psychologists is expected to grow "faster than average (an increase of 14 to 20 percent) for all occupations and job prospects should be best for the people who have a doctoral degree in an applied specialty, such as counseling or health" (Available at: www.bls.gov/oco/ocos056.htm). In the Commonwealth, the Virginia Employment Commission's *Industry and Occupational Employment Projections: 2004-2014* forecasts: 26.6% increase for Clinical, Counseling and School Psychologists; 34.3% increase for Psychologists working in the area of substance abuse; and 12.7% increase for Psychologists in all other areas (Available at: <http://www.vawc.virginia.gov/>).

Issues of Duplication

No institution in the Commonwealth offers a Doctor of Philosophy (PhD) degree program in Health Psychology. Although no identical program exists in Virginia, four institutions (GMU, UVA, VCU, and VA Tech) offer Clinical Psychology programs. The programs at GMU, UVA, VCU do not include coursework in health psychology. VA Tech offers a Clinical Health Psychology concentration. VSU's program would require students to complete more than nine credit hours and will target underrepresented students. Further, VSU will be the only institution to offer a concentration in Behavioral and Community Health Sciences.

Resource Needs

No additional state resources would be required to initiate and operate the program. VSU will fund the proposed program primarily through institutional reallocations.

VSU's library has an extensive collection of resources in both psychology and health, and VSU is a member of the Virtual Library of Virginia (VIVA). Classroom space is available and adequate as well as other support resources.

Board Approval

The VSU Board of Visitors approved the proposed program on April 13, 2007.

Staff Recommendation

Staff concurs with the recommendations of the External Reviewers' Report and recommends that: 1) Council grant Virginia State University limited authority to confer doctoral degrees in areas within its mission and demonstrated institutional strengths; and 2) Council approve Virginia State University to initiate the Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301) in fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301), effective fall 2008.

State Council of Higher Education for Virginia Agenda Item

Item: #7.a. – Action on Programs at Public Institutions (Consent Agenda)

Date of Meeting: March 11, 2008

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

One public four-year institution (University of Virginia) and one public two-year institution (Danville Community College) are requesting Council action on new degree programs. Both programs would be implemented in fall 2008. Neither program would require new state resources. Staff's review of the proposals finds that they meet the criteria established by Council for program approval.

Materials Provided:

Public Four-year Institution

- University of Virginia
 - Master of Science in Commerce Page 39

- Danville Community College
 - Associate of Science in Engineering Page 41

Financial Impact: The proposed programs do not require new state resources; they would be funded by existing and/or reallocated resources.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Science (M.S.) degree program in Commerce (CIP: 52.0101), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Danville Community College to initiate an Associate of Science (A.S.) degree program in Engineering (CIP 14.0101), effective fall 2008.

University of Virginia
Master of Science (M.S.) in Commerce (CIP 52.0101)

Program Description

The University of Virginia (UVA) is proposing the creation of a Master of Science in Commerce degree program to begin in the fall of 2008. The proposed program follows international trends in graduate business education by making advanced business training available to exceptional students from non-business degrees and programs. Separate from the Darden School of Business, the Commerce School at UVA is known for taking talented students with a strong background in humanities, science, or engineering and providing them with a well-integrated business education. Specifically, the proposed M.S. in Commerce is a three-term program that would achieve three specific outcomes. First, the program would expose students to the basic business disciplines through required prerequisite coursework and an integrated core experience that emphasizes the globalization of business. Second, students will have the opportunity to specialize in one of two tracks focused on Financial Services or Marketing and Management. Third, all students would be required to participate in a significant international capstone experience. Graduates of the program would possess the skills and knowledge to pursue positions across the international landscape of commerce and trade.

Justification of the Program

The targeted market for the program will be outstanding humanities, science, and engineering graduates who need to enhance their knowledge of business in preparation for a business-based career. The potential market is considerable. University of Virginia College of Arts and Sciences graduates consistently rank business careers, especially banking/financial services (27%) and advertising/marketing (20%), among their top four or five career choices. These graduates also identify public service (28%) and nonprofit management (20%) as desired career options – options that would benefit greatly from an M.S. in Commerce degree.

Student Demand

In the spring of 2007, the McIntire School of Commerce conducted a survey of 471 undergraduate students participating in COMM 180 and COMM 201, two of the proposed prerequisites for the M.S. in Commerce program. After reading the program's description, 94% of the students believed that the proposed degree would offer a valuable educational experience, 89% believed that UVA should offer the M.S. in Commerce degree, and 81% believed that an M.S. in Commerce degree would help them find a job.

Market/Employer Demand

Employers are increasingly expecting that students be able to navigate a global economy. In a survey conducted for the Association of American Colleges and Universities, more than 60 percent of employers polled said that recent graduates lacked the skills to succeed in a global economy. Last year the Committee for Economic Development, a nonprofit group of business and academic leaders, noted that demand for graduates with strong international skills was outstripping supply.

Issues of Duplication

The Program would neither compete with nor duplicate the current Master's in Business Administration ("MBA") programs in the Commonwealth – including UVA's own MBA degree from the Darden School of Business. The proposed M.S. in Commerce has an entirely different focus. Most of the MBA programs in the Commonwealth are two-year programs, and, with one exception, all of them have work experience requirements for admission. The proposed M.S. in Commerce is a one-year, "fifth-year" program that requires no work experience. Moreover, although a small number of the top national MBA Programs (e.g., Stanford) will admit students who have no work experience, it is not a common practice and these students usually hold advanced degrees in other disciplines, or are pursuing joint programs such as MBA/M.D. or MBA/J.D

Resources Needs

The University of Virginia would not require additional state resources to initiate and operate this PhD program. The program would be supported by student tuition. Assuming that a target section size of 25 students (70% in-state students; 30% out-of-state students), a tuition of \$24,500 (in-state students), and \$29,500 (out-of-state) students, revenues will be approximately \$737,500, including fees. In addition, for the most part, programs, departments, and schools at the University of Virginia are expected to raise private funds to supplement tuition support of programs. Program fixed costs are approximately \$722,000, and student fees are intended to cover variable costs. For the program to break even, approximately 25 full-time students are required.

Board Approval

The UVA Board of Visitors approved the proposed program on February 9, 2007.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to The University of Virginia to initiate a Master of Science degree program in Commerce (CIP 52.0101).

**Virginia Community College System
Danville Community College
Associate of Science (A.S.) in Engineering (CIP: 14.0101)**

Program Description

Danville Community College proposes a new Associate of Science (A.S.) degree program in Engineering to be initiated in Fall 2008. The proposed Associate of Science in Engineering is designed to fulfill requirements for the first two years of a baccalaureate degree in engineering science at the University of Virginia. The degree program requires a total of 71 credit hours. The curriculum includes 16 hours of engineering and 55 hours of preparatory and general education coursework. Graduates of the program will demonstrate both general education and program specific learning outcomes.

Justification for the Proposed Program

The proposed degree program is the result of a collaborative effort between Danville Community College and the School of Engineering and Applied Science at the University of Virginia. A similar program was recently approved and developed between Central Virginia Community College and the University of Virginia. Significant discussions are on-going between the Virginia Community College System and the University of Virginia regarding a guaranteed admissions agreement for engineering. The Danville Community College program also satisfies the requirements of the articulation agreement between the Virginia Community College System and Virginia Tech.

Engineering is a high-need content area as designated by the State Council of Higher Education for Virginia. Danville Community College has documented local need, as well as student demand for the A.S. in Engineering degree. Local companies have expressed interest in attracting more engineers who would reside in the Southside area. Currently, there are no two- or four-year colleges close to the Danville Community College service area that offer engineering degrees at the associate or bachelor level. The proposed degree would provide an incentive for high school students to study locally, enhancing the chance of them remaining in the area after graduation. The program may also feed into the research areas led by the Institute for Advanced Learning and Research.

Student Demand

Student demand for the degree program has been documented through survey research conducted with local high school students enrolled in dual-credit math and science courses at Danville Community College. Additional survey research documented a strong demand for the degree among Danville Community College students currently enrolled in physics and mechanical engineering courses. Letters of support from local businesses and other appropriate stakeholders have been submitted.

Issues of Duplication

The proposed program would not unnecessarily duplicate the similar programs offered by Central Virginia Community College because each program serves a separate and unique geographic area/region of Virginia.

Resource Needs

The Division of Arts and Sciences will reallocate funds to initiate and operate the program. There will not be a significant impact on the budget with the reallocation of funds. The projected increased enrollment will provide a source of funding.

Board Approval

The State Board for Community Colleges approved the program on January 24, 2008

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Danville Community College to initiate an Associate of Science in Engineering degree (CIP:14.0101) effective Fall, 2008.

State Council of Higher Education for Virginia Agenda Item

Item: #7.b – Action on Private and Out-of-State Postsecondary Institutions Seeking Certification to Operate in Virginia (Consent Agenda)

Date of Meeting: March 11, 2008

Presenter:

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

Ms. Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education
lindawoodley@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Three private, for-profit, vocational schools, Alternative Therapy School of Massage, Le Arai Beauty Academy and Metropolitan Institute of Health and Technology are seeking certification to operate postsecondary institutions in Virginia.

Materials Provided:

- Alternative Therapy School of Massage application summary
- Le Arai Beauty Academy application summary
- Metropolitan Institute of Health and Technology application summary

Financial Impact:

Each institution has submitted the required \$2,500 certification fee to the Private and Out-of-State Postsecondary Education unit of SCHEV.

Timetable for Further Review/Action: n/a

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Alternative Therapy School of Massage to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Le Arai Beauty Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Metropolitan Institute of Health and Technology to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

Alternative Therapy School of Massage **Application Summary**

School Overview

Alternative Therapy School of Massage is a newly-formed, private, for-profit institution that plans to prepare students to practice massage therapy.

School Officer

President/CEO – Patsy J. Jasiewicz

School Mission Statement

The school's mission statement is as follows:

Alternative Therapy School of Massage is a 500 hour course institution that is dedicated to:

- *Providing open, flexible, and affordable learning in Massage Therapy;*
- *Providing a comprehensive, academically, challenging, vocational training program;*
- *Preparing students for employment in the profession of Massage Therapy;*
- *Emphasizing the transformational aspects of body work and the impact of massage on individuals during stressful times. Courses such as massage, anatomy, physiology, and other related subjects are taught in this program.*

Proposed Educational Programs and Credentials Conferred

Certificate – Massage Therapy

Proposed Location

Alternative Therapy School of Massage will operate from the following address:

503 Plantation Drive
Lynchburg, VA 24502

Financial Stability Indicator

Alternative Therapy School of Massage completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates the school fully meets the stability requirement, as defined by the U.S. Department of Education.

Guaranty Instrument

Alternative Therapy School of Massage has submitted a \$10,000 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Alternative Therapy School of Massage provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 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

Alternative Therapy School of Massage has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Alternative Therapy School of Massage to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

Le Arai Beauty Academy **Application Summary**

School Overview

Le Arai Beauty Academy, a private, for-profit, vocational institution, has been licensed by the State Board of Cosmetology since 2001 to operate a cosmetology and barbering school with programs in nail and wax technology. The school is incorporated as Le Arai Beauty Care, Inc. by the State Corporation Commission.

School Officer

President/CEO – Trung Thi Arai

School Mission Statement

The school's mission statement is as follows:

To prepare each learner for work and life learning by providing a:

- *Challenging curriculum;*
- *Safe environment;*
- *Positive interaction;*
- *Mutual respect.*

Proposed Educational Programs and Credentials Conferred

Certificate – Massage Therapy

Proposed Location

Le Arai Beauty Academy will operate from the following address:

8630 K Lee Highway
Fairfax, VA 22032

Financial Stability Indicator

Le Arai Beauty Academy completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates the school fully meets the stability requirement, as defined by the U.S. Department of Education.

Guaranty Instrument

Le Arai Beauty Academy has submitted a \$5,000 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Le Arai Beauty Academy provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 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

Le Arai Beauty Academy has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Le Arai Beauty Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

Metropolitan Institute of Health and Technology
Application Summary

School Overview

Metropolitan Institute of Health and Technology is a newly-formed, private, for-profit institution that plans to prepare students to practice dental assisting. The school is incorporated as MIHT, LLC. by the State Corporation Commission.

School Officer

President/COO – Vipul Parikh

School Mission Statement

The school's mission statement is as follows:

We at Metropolitan Institute of Health and Technology want to contribute to the field of training Dental Assistants by making our students capable of performing duties and requirements that are necessary of Dental Assistants. We not only want to train Dental Assistants, but want to improve and change lives of people and help them launch a new career path.

Proposed Educational Programs and Credentials Conferred

Certificate – Dental Assisting

Proposed Location

Metropolitan Institute of Health and Technology will operate from the following addresses:

20 Pidgeon Hill Drive, Suite 204
Sterling, VA 20165

8170-D Silverbrook Road
Lorton, VA 22079

Financial Stability Indicator

Metropolitan Institute of Health and Technology completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.3 out of a possible 3.0, which indicates the school fully meets the stability requirement, as defined by the U.S. Department of Education.

Guaranty Instrument

Metropolitan Institute of Health and Technology submitted a \$36,000 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Metropolitan Institute of Health and Technology provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 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

Metropolitan Institute of Health and Technology has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Metropolitan Institute of Health and Technology to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

State Council of Higher Education for Virginia Agenda Item

Item: Item # 8 – Items Delegated to Staff

Date of Meeting: March 11, 2008

Presenter: Daniel LaVista, Executive Director
DanielLaVista@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:

- Program Title and Degree Change – University of Virginia
- Program Approvals – Virginia Community College System (VCCS) Associate of Applied Science (A.A.S.) Degree program
- Organizational Change – University of Virginia
- Institution State License Plate Scholarship Plan

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Programs Title and Degree Changes

Institution	Action	Effective Date
University of Virginia	Change the title of the Doctor of Philosophy degree program in Molecular Medicine and Systems Biology (CIP: 26.0910) to the Doctor of Philosophy degree program in Experimental Pathology (CIP: 26.0910).	Spring 2008

Program Approvals Virginia Community College System (VCCS) Associate of Applied Science (A.A.S.) Degree program

Institution	Degree/Program/CIP	Effective Date
Eastern Shore Community College	A.A.S. in Radiologic Technology (CIP: 51.0911)	Fall 2008
Virginia Highlands Community College	A.A.S. in Computer Numerical Control Machine Operations (CIP: 48.0599)	Spring 2008
Virginia Highlands Community College	A.A.S. in Electrical Technology (CIP: 46.0302)	Spring 2008
Virginia Highlands Community College	A.A.S. in Air Conditioning, Heating and Refrigeration (CIP: 47.0201)	Spring 2008

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following organizational change was approved as delegated to staff:

Organizational Change

Institution	Change / Site	Effective Date
University of Virginia	The Frank Batten School of Leadership and Public Policy has been created to provide innovative programs in leadership and policy analysis, to foster research on critical public programs, and to apply research in service to the public through public action. The Bachelor of Arts/Master of Public Policy has been moved to the Batten School from the College and Graduate School of Arts and Sciences. Academic programs suited for the school's focus will be included in the future.	Fall 2008

Approval of Institution State License Plate Scholarship Plan

As authorized by the Code of Virginia, § 46.2-749, state license plates may bear the seal, symbol, emblem, or logotype of an institution. Proceeds from sales of these license plates are then used by the institution for scholarships under a plan approved by SCHEV. The License Plate Scholarship Plans for the following institutions have been reviewed and found to be in compliance with state requirements:

- Christopher Newport University
- Norfolk State University
- Randolph-Macon College