Agenda Book

March 22-23, 2021

Location: Virginia

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

March 22-23, 2021, Council Meetings
Agenda

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NEXT MEETING: May, 17-18, 2021, Virtual			

State Council of Higher Education for Virginia Agenda Item

Item: #I.B. Educational Session – Equity-Minded Policy Analysis

Date of Meeting: March 22, 2021

Presenter: Tom Allison
Senior Associate of Finance Policy and Innovation
tomallison@schev.edu

Paula Robinson
Associate Director of Equity and Engagement
paularobinson@schev.edu

Most Recent Review/Action:

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

Purpose of Agenda Item:

The purpose of this agenda item is to provide Council with an opportunity to learn and engage in discussions about equity-minded policy analysis and to provide a framework for developing common understandings and approaches to equity-minded policy development.

Background Information/Summary of Major Elements:

The current political and social environment has raised awareness and concerns around longstanding inequitable outcomes and injustices. The precedent for these outcomes and practices is rooted in the foundation of many of our systems, including higher education. While much has changed over the years, the disparate outcomes and impact on minority communities, especially, remain. Dismantling unjust systems will require intentional equity-minded efforts. The University of Southern California's (USC) Center for Urban Education (CEU) created the term "equity-minded" to reflect the "perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes." Further, CUE says that "practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education…. It takes understanding inequities as a dysfunction of the various structures, policies, and practices that they can control."

SCHEV has a number of opportunities to influence policies and practices in higher education and help facilitate equitable outcomes. To do that well, SCHEV must hone the skills to recognize and question actions that may result in inequities. Based upon CUE's Protocol for Assessing Equity-Mindedness in State Policy, the session will

introduce six questions to help Council members develop, implement and analyze policies. Staff will provide policy examples to further understand the questions, demonstrate application and encourage discussion.

The session is designed to empower participants to become equity-minded participants in the policy-making process and to question the status quo to bring about equitable outcomes. Specifically, the presentation will:
- Frame equity in higher education in Virginia
- Identify opportunities for equity-based policy analysis in SCHEV's work
- Review and discuss six questions to ask when analyzing policy with equity-mindedness
- Reflect on equity-minded policy making and its relevance to SCHEV work and life

Materials Provided: None.

Financial Impact: None.

Relationship to Goals of The Virginia Plan for Higher Education:

Equity is both a goal and the underpinning of the updated *Pathway to Opportunity: The Virginia Plan for Higher Education.* It is valuable to develop a common understanding of this concept and how to help advance equity-minded policy in support of The Plan's goals and vision.

Timetable for Further Review/Action: N/A

Resolution: None

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
January 11, 2021
DRAFT MINUTES

Mr. Ampy called the meeting to order at 9:46 a.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alexandra Arriaga, Rosa Atkins, Heywood Fralin, and Marianne Radcliff.

Committee member absent: None.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, and Patricia Parker.

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

APPROVAL OF MINUTES FROM THE OCTOBER 26 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Fralin, seconded by Ms. Radcliff, the minutes from the October 26, 2020, Academic Affairs Committee meeting were unanimously approved.

> Roll call:
> Arriaga – yea
> Atkins – yea
> Fralin – yea
> Radcliff - yea
> Ampy – yea
> 5 yeas; the motion passes.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the action on programs at public institutions. He described the Doctor of Philosophy (Ph.D.) in Business (CIP: 52.0201) at George Mason University as a program to train faculty in disciplines of business. There were no objections from duplicate programs. Dr. DeFilippo explained that staff determined that the program will require more resources than its own tuition, but that those costs are easily absorbed by the university.

Dr. DeFilippo then introduced the Doctor of Philosophy (Ph.D.) in Computer Science (CIP: 11.0101) at Virginia Commonwealth University. He described the program as having two pathways: one for those with a Bachelor's degree and one for those with a Master's degree. Dr. DeFilippo explained that it was reviewed by external subject matter experts and that there is a demonstrated shortage of faculty in computer science, as well as in computer research scientists.

On motion by Ms. Atkins, seconded by Mr. Fralin, the following resolutions were approved to be forwarded to the full Council:

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 Business (CIP: 52.0201), effective fall 2021.

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 Computer Science (CIP: 11.0101), effective fall 2021.

Roll call:
Arriaga – yea
Atkins – yea
Fralin – yea
Radcliff – yea
Ramsey – yea
Ampy – yea
6 yeas; the motion passes.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL PROVISIONAL CERTIFICATIONS

Dr. DeFilippo introduced the action on private postsecondary institutional provisional certifications, as required by the Code of Virginia, when a branch of an out of state institution wants to open a new location. He explained that the Alexandria branch of Catholic University has sufficient funds and a surety instrument, and was reviewed by PPE staff for compliance with Virginia regulation. A motion to approve the resolutions occurred before iGlobal University was introduced.

On motion by Ms. Arriaga, and seconded by Dr. Ramsey, the following resolutions were approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Catholic University of America to operate as a degree-granting postsecondary institution at a new location in Alexandria, effective January 11, 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies iGlobal University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 11, 2021.

Roll call:
Arriaga – yea
Atkins – yea
Fralin – yea
Radcliff – yea
Ramsey – yea
Ampy – yea
6 yeas; the motion passes.

ACTION ON GUIDELINES FOR THE DEVELOPMENT OF PATHWAY MAPS

Dr. DeFilippo introduced the action on the Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps with its legislative history in the 2018 session of the Virginia General Assembly. He explained that one aspect of this legislation was the requirement that pathway maps be established between public two- and four-year institutions. Dr. DeFilippo also described the means by which the pathway maps will be made accessible to students so they can plan their academic careers.

There was some discussion on closing the information equity gap for students as they leave the K-12 system with regard to expectations, admission requirements, and costs. Additional discussion included establishing partnerships between the Virginia Department of Education and SCHEV, programs that were not included in the pathway maps, and credit-for-prior-learning accommodations.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps, effective immediately.

Roll call:
Arriaga – yea
Atkins – yea
Fralin – yea
Radcliff – yea
Ramsey – yea
Ampy – yea
6 yeas; the motion passes.

UPDATE ON TRANSFER VA/TRANSFER PORTAL

Dr. DeFilippo introduced Dr. Patricia Parker, Project Director for Transfer Virginia, to discuss progress on the State Transfer Guide and online Transfer Portal. She commented on the common two-year curricula for every major discipline and how it supports transfer admissions across the Commonwealth through pathway maps. Dr. Parker also described the online Transfer Portal as a wireframe tour of what a student will experience as they explore transfer opportunities.

There was discussion regarding the more than 2,500 people across Virginia involved in this undertaking over the past two years. Additional comments included involving K-12 partners, and adult and military learners as training gets underway.

UPDATE ON GRADUATE OUTCOMES SURVEY

Dr. DeFilippo introduced Dr. Jim Ellis, from the Survey and Evaluation Research Laboratory at Virginia Commonwealth University to present on the Graduate Outcomes Survey, which is currently in data collection. Dr. Ellis described the recent administrative clearances, sample size changes, and the various differences between the pilot and production surveys.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo briefly commented on the work of Academic Affairs staff, including the Outstanding Faculty Awards, clinical education, and recent resignations from PPE.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 11:20 a.m.

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Kenneth Ampy
Chair, Academic Affairs Committee

_____

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia
Agenda Item

Item: #II.C Academic Affairs – Action on a Program at a Public Institution

Date of Meeting: March 22, 2021

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

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

Purpose of the Agenda Item:

The purpose of this agenda item is to present one proposed degree program for approval, in accord with Council's duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes" (Code of Virginia § 23.1-203).

Background Information/Summary of Major Elements:

Program Presented for Approval
- Lord Fairfax Community College, Associate of Science (A.S.) in Engineering (CIP: 14.0101)

Financial Impact: See Program Summary Below

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

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

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

<u>Resolutions</u>:

  BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Lord Fairfax Community College to initiate an Associate of Science in Engineering degree program (CIP code: 14.0101), effective fall 2021.

Lord Fairfax Community College
Associate of Science in Engineering
(CIP: 14.0101)

Program Description

Lord Fairfax Community College (LFCC) is proposing the creation of an Associate of Science (AS) degree program in Engineering to be initiated in fall 2021. The proposed program will be housed in the Division of Science, Integrated Technologies, Engineering, and Math (STEM) and will be offered at both the Middletown and Fauquier County campuses.

The proposed program provides a transfer pathway for students aspiring to complete a bachelor's degree in engineering. The development of the proposed program was spurred by increased enrollment in LFCC's current AS in Science with Engineering Specialization. A standalone AS in Engineering allows for the development of a more efficient transfer pathway, with minimal loss of credit, and provides the opportunity to offer engineering specializations that are not possible under the current paradigm.

The AS in Engineering will offer students a curriculum that satisfies Virginia Community College System (VCCS) associate degree requirements and aligns course requirements with four-year engineering baccalaureate programs. The proposed degree requires students to complete 68-69 credit hours, 33 credit hours of general education and 35-36 credit hours of core coursework. The proposed degree has credits in excess of the 60-63 hours for an associate degree specified by SCHEV policy. The increased credit hours are necessary to meet engineering curricular requirements at four-year institutions. Graduates of the program will be able to 1) apply principles of mathematics, science, and engineering; 2) demonstrate and apply techniques, skills, and tools necessary in engineering; 3) identify, formulate, and solve engineering problems; 4) conduct and analyze engineering laboratory exercises; and, 5) demonstrate effective communication skills.

Justification for the Proposed Program

LFCC asserts the proposed degree "will improve opportunities for transfer by allowing students to use electives to meet program requirements at particular institutions." Currently, students enrolled in the engineering specialization have limited flexibility to utilize electives to satisfy engineering degree requirements in specific areas of study at the senior institution. The lack of flexibility under the current program can lead to increased time to degree and increased educational costs for transfer students.

Student Demand

LFCC provided enrollment data for the AS in Science with Engineering Specialization for 2015-2019 as evidence of student demand. The engineering specialization enrolled a total of 50 students in 2015 which increased to 94 in 2019, an 88% increase.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 90 in the program's first year, rising to a HDCT of 100 by the target year. Enrollment projections show FTES of 70 in the program's first year (2021-22). The projections continue as follows: FTES 2022-23, 75; 2023-24, 80; and, 2024-25, 80.

LFCC anticipates 20 graduates per year beginning in 2024-25. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Transfer

LFCC states, "[s]ince 2015, 75% to 100% of graduates of the LFCC AS in Science with Engineering Specialization have transferred to a 4-year partner." In 2018-2019, of 20 engineering specialization graduates, 13 transferred to either Virginia Tech (VT) or George Mason (GMU) engineering programs. LFCC provided letters of support, from GMU and VT, both of which assert strong support for the proposed program's improved alignment with four-year programs in engineering.

Resource Needs

The institution has adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and, educational and general fees (E&G) will support the proposed program. LFCC affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The State Board of Community Colleges approved the proposed program on November 19, 2020.

Staff Recommendations

Based on a thorough review of the application, staff presents the **Associate of Science in Engineering (CIP: 14.0101)** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Lord Fairfax Community College to initiate an Associate of Science in Engineering degree program (CIP code: 14.0101), effective fall 2021.

State Council of Higher Education for Virginia
Agenda Item

Item: #II.D   Academic Affairs Committee– Action on Bachelor Degree Programs in Teacher Education at a Public Institution

Date of Meeting: March 22, 2021

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
    Dates: May 2019 and May 2020
    Action: Council approved 25 new bachelor degree programs in teacher education from seven institutions in May 2019. In May 2020, seven new programs from four institutions were approved.

Purpose of the Agenda Item:

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

Background Information/Summary of Major Elements:

In 2018, in response to chronic teacher shortages, the General Assembly passed legislation that permits undergraduate programs in education to serve as teacher preparation programs. Previously, except for certain narrowly defined exceptions, students had to receive an undergraduate degree in a subject matter discipline or interdisciplinary studies. The new enablement broadened institutions' options for how to do teacher preparation and encouraged the development of four-year pathways to teacher licensure (as opposed to five-year bachelors/masters pathways). During the 2018-19 academic year, and following consultation with the Secretary of Education, Virginia Department of Education (VDOE) and institutions of higher education, SCHEV developed specialized guidance for public institutions to request new teacher preparation bachelor degree programs via a facilitated process. That specialized guidance resulted in Council approving 25 degree programs from seven institutions at its May 2019 meeting, and seven new degree programs from four institutions at its May 2020 meeting. This agenda item advances two new bachelor degree programs in teacher education comprehending eight endorsement areas from Virginia Polytechnic Institute and State University (VT).

Materials Provided:

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

Financial Impact:

Resources to initiate the proposed degree programs will be redeployed from existing graduate programs. By the time the programs reach full enrollment, VT plans to hire one new full-time faculty and 0.9 FTE adjunct faculty. These appointments will be funded from revenues generated by the programs. The financial impact on students should be to reduce the time and cost of achieving initial licensure.

Timetable for Further Review/Action: N/A.

Relationship to Goals of The Virginia Plan for Higher Education:

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

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

Resolution:

Based on a thorough review of the institutional submission, staff presents to the Academic Affairs Committee for approval two new bachelor degree programs in teacher education, from Virginia Polytechnic Institute and State University (VT).

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the Virginia Polytechnic and State University to implement the specified bachelor degree programs in teacher education, effective fall 2021:

Bachelor of Science in Education (B.S.Ed.) in Elementary Education (13.1202)

Bachelor of Arts in Education/Bachelor of Science in Education (B.A.Ed./B.S.Ed.) in Secondary Education (13.1205)

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

Institution	Award	Title	CIP	Initial License and Endorsements	Increase in Annual Teacher Production
VT	BSEd	Elementary Education	13.1202	Elementary Education (PK-6)	22
VT	BAEd/ BSEd	Secondary Education	13.1205	English Language Arts Education History and Social Sciences Education Mathematics Education CTE: Agricultural Education CTE: Family and Consumer Sciences Education CTE: Business and Information Technology Education CTE: Marketing Education	33

Projected Increases in Annual Teacher Production by Endorsement:
- Elementary Education (PK-6)   22
- English Language Arts Education   9
- History and Social Sciences Education   9
- Mathematics Education   5
- CTE: Agricultural Education   9
- CTE: Family and Consumer Sciences Education   -
- CTE: Business and Information Technology Education   1
- CTE: Marketing Education   -
- **TOTAL**   **55**

State Council of Higher Education for Virginia
Agenda Item

Item: #II.E   Academic Affairs Committee – Action on Organizational Change at a Public Institution

Date of Meeting: March 22, 2021

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

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

Purpose of the Agenda Item:

The purpose of this agenda item is to present an organizational change to establish a new academic unit for Council approval or disapproval, in accord with Code of Virginia § 23.1-203 (7).

Background Information/Summary of Major Elements:

Code of Virginia § 23.1-203(7) states that Council shall:

> Review and approve or disapprove the establishment of any department, school, college, branch, division or extension of any public institution of higher education which such institution proposes to establish whether located on or off the main campus of such institution.

Council's policy, "Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-Campus Organizational Changes," distinguishes between "simple" and "complex" organizational changes. Complex organizational changes require approval by Council, and are defined in this way:

> A structural alteration (establishment, reorganization, or closure/ termination), not proposed solely for the purpose of internal management, that may alter the institution's mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, or department—or a "non-exempt" off-campus instructional site.)

Staff has determined that George Mason University's (GMU) plan to establish a **College of Engineering and Computing** is a major strategic initiative as it involves the creation of a new academic structure to house GMU's existing Volgenau School of Engineering. The new college's budget involves a substantial allocation of funds and therefore falls under the definition of a complex organizational change. Thus, Council action is required for such establishment.

Materials Provided:

George Mason University: Establishment of a College of Engineering and Computing

Financial Impact:

In the first three years (2021-22 to 2023-24), the College will hire one new position (1 FTE); the budget appended below projects budget growth from approximately $58.3M to approx. $58.7M during this period. GMU attests that existing resources utilized to support the personnel and operations of the Volgenau School of Engineering will be reallocated to the proposed new College and will be sufficient to fund operations of the College.

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

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

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

Resolution:

Based on a thorough review of the application, staff presents the establishment of the **College of Engineering and Computing at George Mason University** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the College of Engineering and Computing at George Mason University, effective April 1, 2021.

George Mason University
Establishment of the College of Engineering and Computing
(selections from proposal)

Background

In November 2018, Amazon announced that it would place its second headquarters (HQ2) in Northern Virginia. In response to this announcement, George Mason University's Provost established a Working Group consisting of 11 faculty members, five deans, and university administrators. The Vice President of Research chaired the group. The Working Group was charged with exploring how the institution would respond to Virginia's commitment to significantly increase the number of computing graduates. The Working Group met several times throughout 2019 to examine and implement the four elements of the Provost's charge, which included defining the mission, scope, programming, and organization of an academic unit that would enable Mason to increase the number of graduates with a computing degree. The Working Group produced an interim report in December 2019.

Five town hall meetings were held in February and March 2020 to gather input from faculty and staff. The town halls were open to the entire university community. During the town hall meetings, the Working group collected feedback from administrators, faculty, and staff. The Working Group issued its penultimate draft report in May 2020. The report included the recommendation for a new college to locate all computing and engineering programs. In summer 2020, the university's administration examined and developed the recommendation with faculty and staff in the Volgenau School of Engineering. The Dean of the Volgenau School of Engineering reviewed the proposed new college and organizational structural change with donor Ernst Volgenau in summer 2020 and received his approval to move forward with locating the engineering school within the proposed new college. During summer 2020, the dean also consulted with the Volgenau School of Engineering's Advisory Board, which is comprised of 34 leaders from local industry and government. The Advisory Board approved unanimously the recommendation to establish a new college.

Final feedback from University-wide faculty and staff was solicited during the summer of 2020 and was incorporated into the Working Group's final report. The final report was published on August 12, 2020. All stakeholders approved and endorsed the proposed new college. As a result of the process, it was determined the university should establish a College of Engineering and Computing. The Board of Visitors approved creation of the College of Engineering and Computing in October 2020.

Purpose of Proposed Change

The purpose of the proposed organizational change is to establish an academic unit to provide oversight and administration for the university's engineering and computing disciplines and to support coordination of similar disciplinary fields.

Rationale for the Proposed Change

The establishment of the proposed new College of Engineering and Computing will be advantageous to George Mason University. The proposed College will provide the administrative structure and oversight to manage engineering and computing at the university. The proposed College is needed to 1) provide an overarching academic unit to

efficiently manage the disciplines of engineering and computing; and 2) enhance the institution's academic and brand leadership in engineering and computing in Virginia.

A college with a structure to oversee the disciplinary areas of engineering and computing will allow one academic unit to efficiently and effectively manage sizeable areas of academic programing at the university. Currently, the largest majors at the institution are computer science, information technology, and engineering. The dean's office of the proposed new College will be positioned to provide a common framework for services, support, operations, and policy for these large academic areas. Moreover, with a college as the overarching academic unit, the resources needed to support both engineering and computing can be combined and efficiently managed to maximize the efforts and initiatives of both disciplinary areas.

Through the Tech Talent Investment Program (TTIP) program, the state charged George Mason University with enhancing its academic leadership in computing. However, computing and engineering are rapidly integrating around the world. Establishing a standalone academic unit to oversee all programming and initiatives of engineering and computing would enable the University to improve outreach and services for both disciplinary areas. The proposed new College will be able to provide a unified and supported effort to recruit faculty and students in engineering and computing and provide the needed services and support to ensure student success in both disciplinary areas. The proposed College of Engineering and Computing will be positioned to enhance George Mason University's leadership in the fields of engineering and computing in Virginia.

Academic Programs
No new departments will be established with the creation of the College of Engineering and Computing. The Volgenau School of Engineering will be located in the college and will be administered by a divisional dean.

Administration
The proposed College of Engineering and Computing will be led by a Dean who will report to the Provost. The dean will serve as the chief administrative, academic, and budgetary officer. The dean will be responsible for supervising and directing the college's teaching, research, and service activities. Additionally, the dean will work in collaboration with the other deans and senior administrators on campus to support and enhance the work of both the proposed new College of Engineering and Computing and the university.

Resources
All resources from the existing Volgenau School of Engineering will be reallocated and used for the proposed new College of Engineering and Computing. The existing resources will be sufficient to support all administrative and faculty positions, a new hire, staff and support personnel, undergraduate and graduate support services, marketing and communications, operations, and advancement. All personnel and operations will be funded centrally by the College of Engineering and Computing. The budget for the College of Engineering and Computing is provided and shows costs of the first three years of operation. No new resources will be requested from the state to establish or sustain the proposed organizational change for the proposed new College of Engineering and Computing.

Proposed Budget: GMU College of Engineering and Computing

Expenditure Category	HDCT	Proposed Budget 2021 - 2022	Proposed Budget 2022 - 2023	Proposed Budget 2023 - 2024
Personnel Salary				
Dean	1	$375,245	$375,245	$375,245
fringe Benefits		$120,078	$120,078	$120,078
Associate Deans & Divisional Deans	6	$1,469,446	$1,469,446	$1,469,446
Fringe Benefits		$470,223	$470,223	$470,223
Admin Professional Faculty	18	$1,831,452	$1,831,452	$1,831,452
Fringe Benefits		$586,065	$586,065	$586,065
Classified Staff	64	$3,692,187	$3,745,687	$3,745,687
Fringe Benefits		$1,598,717	$1,621,882	$1,621,882
Faculty	405	$30,310,373	$30,310,373	$30,310,373
Fringe Benefits		$8,451,879	$8,451,879	$8,451,879
Personnel Subtotal	494	$48,905,665	$48,982,331	$48,982,331
Student Support				
Student HelpersWorkers	215	$677,500	$677,500	$677,500
Graduate Teaching Assistant	220	$5,447,450	$5,447,450	$5,447,450
Graduate Research Assistant				
Student Support Subtotal	435	$6,124,950	$6,124,950	$6,124,950
Operating Expenses				
Office Supplies		$125,000	$132,500	$140,000
Instructional Supplies		$325,000	$340,000	$355,000
Travel		$400,000	$420,000	$440,000
Marketing		$75,000	$90,000	$100,000
Conference/Professional Development		$85,000	$90,000	$95,000
Other Costs		$2,290,000	$2,392,500	$2,510,000
Operating Expenses Subtotal		$3,300,000	$3,465,000	$3,640,000
Total	**929**	**$58,330,615**	**$58,572,281**	**$58,747,281**

State Council of Higher Education for Virginia
Agenda Item

Item: #II.F   Academic Affairs – Action on Private Postsecondary Institutional Certification

Date of Meeting: March 22, 2021

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

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

Purpose of the Agenda Item:

The purpose of the agenda item is to present a new postsecondary institution for certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements:

Bryant and Stratton College is a regionally accredited out-of-state degree granting institution with locations in Hampton, Richmond and Virginia Beach. The school has been certified to operate as a proprietary school in Virginia since 1998. On November 24, 2020, NKA Bryant and Stratton College, Inc. acquired the school and incorporated Bryant and Stratton as a non-profit institution. In accordance with the Virginia Administrative Code 8VAC40-31-170(F), this constitutes a "change of ownership" and the school must obtain a new certificate to operate from Council.

Materials Provided: Bryant and Stratton College application summary.

Financial Impact:

Bryant and Stratton College submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Bryant and Stratton College to operate a degree-granting postsecondary institution at three locations (Hampton, Richmond and Virginia Beach) in the Commonwealth of Virginia, effective March 23, 2021.

School Overview

Bryant and Stratton College is regionally accredited by the Middle States Commission on Higher Education (MSCHE) and has been certified to operate as a proprietary school in Virginia since1998. The school is now owned and operated as an out-of-state, non-profit postsecondary school by NKA Bryant and Stratton College, Inc. Bryant and Stratton operates three locations in Virginia: Hampton, Richmond and Virginia Beach.

School Officers

President/CEO – Dr. Francis J. Felser
Campus Director, Richmond – Beth Murphy
Campus Director, Hampton & Virginia Beach – Jeff Thorud

School Mission Statement

Bryant and Stratton College's mission statement is as follows:

> *Bryant and Stratton College offers a personalized career education and experience leading to high-demand professions so graduates are prepared for their career and life pursuits.*

Proposed Educational Programs and Credentials

Bryant and Stratton offers a total of 38 programs degree and diploma programs at its three locations in Virginia.

- Associate of Applied Science - Accounting
- Associate of Applied Science - Business
- Associate of Applied Science - Criminal Justice Studies
- Associate of Applied Science - Digital Marketing
- Associate of Applied Science - Early Childhood Education
- Associate of Applied Science - Health Services Administration
- Associate of Applied Science - Hospitality Management
- Associate of Applied Science - Human and Social Services
- Associate of Applied Science - Human Resources Specialist
- Associate of Applied Science - Medical Administrative Assistant
- Associate of Applied Science - Medical Assisting
- Associate of Applied Science - Medical Reimbursement and Coding
- Associate of Applied Science - Networking Technology
- Associate of Applied Science - Nursing
- Associate of Applied Science - Office Management
- Associate of Applied Science - Paralegal Studies
- Bachelor of Business Administration - Accounting
- Bachelor of Business Administration - Digital Marketing
- Bachelor of Business Administration - General Management

- Bachelor of Business Administration - Human Resource Management
- Bachelor of Business Administration - Medical Services Management
- Bachelor of Science - Health Services Administration
- Bachelor of Science - Human and Social Services
- Bachelor of Science in Nursing - RN to BSN
- Diploma - Accounting Assistant
- Diploma - Business Assistant
- Diploma - Criminal Justice & Security Services
- Diploma - Digital Marketing Specialist
- Diploma - Early Childhood Care and Development
- Diploma - Health Services Administration Assistant
- Diploma - Hospitality Assistant
- Diploma - Human and Social Services Assistant
- Diploma - Information Technology Assistant
- Diploma - Legal Office Assistant
- Diploma - Licensed Practical Nurse
- Diploma - Medical Billing & Coding
- Diploma - Medical Office Assistant
- Diploma - Office Administrative Assistant

Proposed Locations

Bryant and Stratton College will operate at the following addresses:

4410 W. Claiborne Square Suite 223, Hampton, VA 23666
8141 Hull Street Road, North Chesterfield, VA 23235
301 Centre Pointe Drive, Virginia Beach, VA 23462

Financial Stability Indicator

SCHEV staff calculated Bryant and Stratton's financial composite score as 2.2 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Bryant and Stratton College has submitted a letter of credit (LOC) for $170,970 which is adequate to provide refunds to all Virginia students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of school closure pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **Bryant and Stratton College** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Bryant and Stratton College to operate a degree-granting postsecondary institution at three locations (Hampton, Richmond and Virginia Beach) in the Commonwealth of Virginia, effective March 23, 2021.

Item: #II.G Academic Affairs Committee – Action on Proposed Final Enrollment Agreement Regulations

Date of Meeting: March 22, 2021

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

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

Purpose of Agenda Item:

This item seeks Council approval of proposed "final regulations" regarding enrollment agreements for postsecondary schools that are certified to operate by SCHEV. The regulations set forth requirements for legally binding documents that must be signed by a student and an authorized representative of an institution, prior to the student's initial enrollment. The regulations intend to improve student protections by requiring that schools provide consistent disclosures to students about important aspects of their programs and their contractual rights.

Background Information/Summary of Major Elements:

In 2017, the General Assembly passed HB 2040, which charged SCHEV with developing regulatory language for enrollment agreements to be used by postsecondary schools certified to operate in Virginia. The bill has been codified as Virginia Code §23.1-230. Regulations have been drafted and have progressed partially through the regulatory process, as governed by the Administrative Process Act (Virginia Code §2.2-4000 et. seq.). Student rights encompassed by the proposed final regulations include disclosures about costs, transferability of credits, and institutional grievance policies. The regulations also spell out students' rights of cancellation and limits charges that may be retained by schools in cases of cancellation before enrollment. The timeline of regulatory stages is as follows:

- **Notice of Intended Regulatory Action (NOIRA)**—begun in January 2018 and public comment period ended 10/31/2018
- After the comment period ended, Department of Planning and Budget (DPB) staff noted that while SCHEV had solicited input and comments from certified schools, feedback had not been solicited specifically from students. DPB thus recommended SCHEV obtain student feedback before the next review stage.

SCHEV created a list of students and sent emails requesting comments on the regulatory language—no student feedback. was received.

- **Proposed Regulation** Stage—begun in July 2019. In December 2019, DPB staff notified SCHEV that it would not move forward with its approval for the proposed regulation without another attempt to solicit student feedback. DPB suggested that SCHEV create a 30 day comment forum on the regulatory Town Hall to solicit comments from students; this was done and again no student feedback was received. The Proposed Regulation stage moved forward without student comments and was completed on 11/14/2020.
- **Final Regulation** Stage—will be submitted following approval by Council.

Materials Provided: Proposed Final Enrollment Agreement Regulations.

Financial Impact:

There is no direct anticipated fiscal impact on SCHEV. However, if the regulation works as intended, it will improve information available to students and enable them better to avoid unnecessary costs.

Relationship to Goals of The Virginia Plan for Higher Education:

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

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

Improving consumer protections for students at certified schools will enhance the quality and affordability of their educational experiences.

Timetable for Further Review/Action: N/A

Resolution:

Staff presents the Proposed Enrollment Agreement Final Regulations to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Proposed Enrollment Agreement Final Regulations. Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.

Underline = added text
~~Strikethrough~~ = deleted text

Part I
Definitions; Prohibitions; Advertising

8VAC40-31-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

[Text Omitted]

"Enrollment agreement" means a legally binding document signed by a student and an authorized representative of an institution, prior to the time instruction begins, and contains required disclosures. A copy of the completed enrollment agreement shall be given to the student upon execution.

[Text Omitted]

8VAC40-31-160. Certification criteria for all postsecondary schools.

[Text Omitted]

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

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

2. An original enrollment agreement signed by the student and an authorized representative of the school. The use of electronic signatures is permissible so long as it complies with the Code of Virginia § 59.1-479 "Uniform Electronic Transactions Act".

a. At the time of enrollment, the agreement shall contain, at a minimum:

(1) student name, address and phone number;

(2) institution name, address and phone number;

(3) name of the educational program, start date, and the total number of credit hours or clock hours to complete the program of study and type of credential awarded upon completion (certificate, diploma or degree);

(4) estimated cost of all institutional charges and fees including, but not limited to: tuition, fees, equipment charges, supplies, textbooks, and uniforms;

(5) the institution's refund policy, which must be in compliance with 8VAC40-31-160 N(1-12) ;

(6) a labeled section titled "STUDENT'S RIGHT TO CANCEL" which shall provide the terms for cancellation. Specifically,

i. The school shall provide a period of at least three business days, excluding weekends and holidays by which the student applicant must cancel in order to receive refund of all monies paid less a non-refundable fee not to exceed $100. The actual date by which the student applicant must cancel shall be specified in the agreement.

ii. The school shall disclose that following the cancellation period, a student applicant may cancel his enrollment agreement, by written notice, at any time prior to the first class day of the session for which application was made. When cancellation is requested under these circumstances, the school will refund all tuition paid by the student, less a maximum tuition fee of 15% of the stated costs of the course or program or $100, whichever is less;

(7) a notice stating that the transferability of credit and credentials earned is at the sole discretion of the receiving institution;

(8) for enrollees in programs leading to professional licensure, the school shall disclose annual pass rates for first time test takers for the last three years, if applicable. If results are not available, the school must provide a written explanation. This disclosure must be signed by the student;

(9) a statement informing students of the institution's grievance policy;

(10) a statement informing students that the institution is certified to operate by SCHEV and providing full contact information for Council;

(11) a statement that reads: "By signing below, I certify that I have been provided access to the institution's electronic or print catalog, bulletin, or brochure."

(12) a statement that reads: "I understand that this is a legally binding agreement. My signature below certifies that I have read, understood and agreed with my rights and responsibilities. Further, I certify that I understand the institution's cancellation and refund policies and I understand and agree to these policies."

(13) following the statement in "12" above, the document provides places for signatures of the student and authorized representative of the school and date the document was signed

b. A new enrollment agreement must be completed in the event that the student (i) delays his start date, (ii) changes the program of enrollment; or (iii) drops from the program and re-enrolls at a later date.

2. 3. A transcript of the student's academic or course work at the school, which shall be retained permanently in either hard copy forms or in an electronic database with backup by the school, its successors, or its assigns.

3. 4. A record of student academic or course progress at the school including programs of study, dates of enrollment, courses taken and completed, grades, and indication of the student's current status (graduated, probation, etc.) must be retained permanently. Any changes or alterations to student records must be accurately documented and signed by an appropriate school official.

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

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

5.6. The school shall make the documents referenced in subdivisions 1 through 4 5 of this subsection available to the student upon request. Academic transcripts shall be provided upon request if the student is in good financial standing.

[Text Omitted]

State Council of Higher Education for Virginia
Agenda Item

Item: #II.H Academic Affairs – Review of Program Announcements from Public Institutions

Date of Meeting: March 22, 2021

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

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

Purpose of the Agenda Item:

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

Background Information/Summary of Major Elements:

Following Council approval in May 2019, SCHEV has instituted a set of modifications to its program approval process. These modifications include the creation of a two-stage system—first a Program Announcement, then the Program Proposal—for new degree programs.

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

Materials Provided:

Table of Program Announcements

Financial Impact: N/A

Timetable for Further Review/Action:

For programs announced here, proposals may be submitted for full review by June 1, 2021. Proposals submitted by that deadline will be reviewed by staff for Council action at the October 2021 meeting.

Relationship to Goals of The Virginia Plan for Higher Education:

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

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

Resolution: N/A

Table of Program Announcements

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

	Insti-tution	Program	CIP	Institutions with Similar Programs	Page
	JMU	BS in Information Technology	11.0103	GMU, NSU, ODU	1
	UVA	BA in Computer Science	11.0701	Longwood, W&M	5
	UVA	PhD in Data Science	30.0701	—	10
	VCU	BA in Human Development and Family Education	19.0701	GMU, VT	14
	VSU	BS in Sport Management	31.0504	JMU, ODU, Radford (GMU proposal under review by SCHEV)	19

I. Basic Program Information

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Information Technology
CIP code	11.0103
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	April 26, 2019

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

Program Requirements

Core Coursework – 52 credit hours

CS 149. Programming Fundamentals (3 credits)
CS 159. Advanced Programming (3 credits)
CS 227. Discrete Mathematics (3 credits)
*IT 101. Introduction to Information Technology (3 credits)
*IT 203. Information Security and Privacy (3 credits)
*IT 212. Digital Electronics (3 credits)
*IT 301. Web I: Web Development (3 credits)
*IT 302. Ethics/Social Aspects in Information Technology (3 credits)
*IT 311. Operating Systems (3 credits)
*IT 313. Community Projects (3 credits)
ISAT 215. Telecommunications, Networking and Security (3 credits)
ISAT 340. Database Design, Implementation and Management (3 credits)
ISAT 341. Introduction to Data Science and Machine Learning (3 credits)
ISAT 347. Interaction Design (3 credits)
ISAT 445. Software Engineering and Agile Development (3 credits)
MATH 220. Introduction to Probability and Statistics (3 credits)
Capstone
*IT 444. Capstone Project Design (1 credit)
*IT 445. Capstone Project Implementation (3 credits)

Restricted Electives – 12 credit hours
Students will be required to select courses from the following list of courses.
*IT 333. Advanced Computer Networking
*IT 334. Computer Cyber Crime, Forensics and Auditing
*IT 435. Information Security and Cryptography
*IT 341. Mobile Development
*IT 342. Web Server Administration
*IT 443. Cloud Computing/ IoT Networks
ISAT 460. TCP/IP Networks
ISAT 461. Internetworking
ISAT 462. Network Applications Development
ISAT 465. Wireless Networking, Security and Forensics
Electives: 12 credit hours

Total credit hours for the curriculum/degree program.
The degree program will require 120 credit hours.

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

Students will be able to:
- Apply current technical concepts and practices in the core information technologies (web, desktop, network, and/or database applications).
- Apply mathematical and computing concepts to support programming logic, functions, data structures, and database access.
- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of Information Technology.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to Information Technology.
- Identify and analyze user needs and take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.

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

All graduates of the proposed BS in Information Technology degree program will be able to:
- Use core information technologies such as web, desktop, network, and/or database applications to build secure solutions for the internet or networked infrastructure.
- Design and implement computer software to control and maintain networked devices.
- Build database applications to analyze collections of data for business needs.
- Analyze a complex computing problem and apply principles of computing to identify and implement solutions with strategic selection of technologies.
- Design, implement, and evaluate a secure computing-based solution to meet a client's needs
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team
- Identify and analyze user needs and take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	BS, Information Technology, 11.0103	283
NSU	BS, Information Technology, 11.0103	7
ODU	BSBA, Information Systems and Technology, 52.1201	157

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Database Administrators	132,500	2029	10% 12,800	Bachelor's degree
Network and Computer System Administrators	373,900	389,900	4% 16,000	Bachelor's degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Database Administrators	5,632	6,481	15.07% 849	85	Bachelor's degree
Network and Computer System Administrators	18,952	21,384	12.83% 2,432	243	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2021- 2022**	**Program Full Enrollment Year 2024 - 2025**
1 Projected Enrollment (Headcount)	42	160
2 Projected Enrollment (FTE)	42	160

Cost and Funding Sources to Initiate and Operate the Program		
3	Estimated Tuition and E&G Fees	$12,330	$12,330
4	Projected Revenue from Tuition and E&G Fees	$517,860	$5,030,460
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$663,332	$4,916,814

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

The proposed program in Information Technology (IT) is designed to address computing and its ever-increasing use in society across the full range of digital platforms, benefiting companies of all industries and sizes that rely on information technology and computers that work securely and efficiently. The need for competent, well-educated IT professionals is rapidly growing in Virginia, with an 15% increase in bachelor's level IT positions in the last year alone, according to Virginia Employment Commission LMI. The planned JMU program will provide undergraduate students with the skills and degree needed to fill these important roles.

According to the McKinsey Global Institute, only 20% of today's workforce has the skills that will be required for 60% of the jobs that will be available in the next five to ten years. Key employers in Virginia, including Verizon and Amazon, have noted the same challenges. Critical among their needs are IT professionals that can bring both robust technical skills and strong supporting competencies, such as communication, collaboration, and problem-solving. This combination of technical and non-technical abilities distinguishes JMU's proposed degree program from others in the field.

Bachelor's-level graduates in IT are qualified to fill multiple jobs; the most common job title is Database Administrator. The job outlook for Data Administrators, according to the U.S. Bureau of Labor Statistics, is expected to grow 10% between 2019 and 2029, which is "much faster than the average for all occupations" based on the "increased data needs of companies in nearly all sectors of the economy."

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Bachelor of Arts (BA)
Degree Program Name	Computer Science
CIP code	11.0701
Anticipated Initiation Date	Spring 2022
Governing Board Approval Date (actual or anticipated)	March 5, 2021

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

General Education Requirements: 55 credit hours

Prerequisites: 7 credit hours
Students select one of the following: CS 1110-13 **OR** CS 1120 (3 credits)
CS 2010 – Data Structures and Algorithms 1 (4 credits) *

Core Courses: 20 - 26 credit hours
CS 2020 – Discrete Mathematics and Theory I (3 credits) *
CS 2030 – Computer Systems and Organization I (4 credits) *
CS 3010 – Data Structures and Algorithms II (3 credits) *
CS 3020 – Discrete Mathematics and Theory II (3 credits) *
CS 3030 – Computer Systems and Organization II (4 credits) *
CS 3040 – Software Development Essentials (3 credits) *

Honors Program – Distinguished Majors Program Course: 6 credits
Students in the Distinguished Majors Program will be required to take one additional course.
CS 4998 – Distinguished BA Majors Research (3 credits, students enroll for two semesters)

Restricted Electives: 9 credit hours
Students select three of the following:
CS 3205 – HCI in Software Development (3 credits)
CS 3240 – Advanced Software Development Techniques (3 credits)
CS 3250 – Software Testing (3 credits)
CS 3501 – Special Topics in Computer Science (3 credits)
CS 3710 – Introduction to Cybersecurity (3 credits)
CS 4240 – Principles of Software Design (3 credits)
CS 4260 – Internet Scale Applications (3 credits)
CS 4330 – Advanced Computer Architecture (3 credits)
CS 4414 – Operating Systems (3 credits)
CS 4434 – Dependable Computing Systems (3 credits)
CS 4444 – Introduction to Parallel Computing (3 credits)
CS 4457 – Computer Networks (3 credits)
CS 4458 – Internet Engineering (3 credits)
CS 4501 – Special Topics in Computer Science (3 credits)
CS 4610 – Programming Languages (3 credits)
CS 4620 – Compilers (3 credits)

CS 4630 – Defense Against the Dark Arts (3 credits)
CS 4640 – Programming Languages for Web Applications (3 credits)
CS 4710 – Artificial Intelligence (3 credits)
CS 4720 – Mobile Application Development (3 credits)
CS 4730 – Computer Game Design (3 credits)
CS 4740 – Cloud Computing (3 credits)
CS 4750 – Database Systems (3 credits)
CS 4753 – Electronic Commerce Technologies (3 credits)
CS 4760 – Network Security (3 credits)
CS 4774 – Machine Learning (3 credits)
CS 4780 – Information Retrieval (3 credits)
CS 4810 – Introduction to Computer Graphics (3 credits)

Integration Electives: 12 credit hours
All students will complete 12 credits of non-Computer Science coursework that explores applications of computing in the fields of arts and sciences, drawn from an approved list set by the Director of Undergraduate Programs.

General Electives: 11 - 17 credit hours

Total: 120 credit hours

Students enrolled in the Honors Program will be required to complete a research paper of publishable quality, based on two semesters of innovative, original research.

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

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Apply basic principles and practices for secure computing.

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

- Apply skills in high-level programming languages (e.g. Python, Java and C++) to create software solutions in a broad range of problem domains.
- Use their understanding of common development technologies and techniques while creating software products in a team environment. These will include version control (e.g. Git, GitHub), testing techniques and tools (e.g. unit testing and testing frameworks), and data storage (e.g. databases using SQL).
- Apply design and analysis skills, including the use of data structures and algorithms to create correct and efficient solutions, and the use of software design principles to build complex systems that meet stakeholders' requirements.
- Use principles of secure computing in building computer systems, including topics like basic authentication and authorization (including permission models) and cryptography.
- Communicate and collaborate with colleagues and stakeholders to effectively solve large or complex problems.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Longwood University	BA, Computer Science, 11.0701	15
William & Mary	BA, Computer Science, 11.0701	35

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

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Software Developers	1,469,200	1,785,200	22% | 316,000	Bachelor's degree
Computer Systems Analysts	632,400	679,000	7% | 46,600	Bachelor's degree
Database Administrators	132,500	145,300	10% | 12,800	Bachelor's degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Software Developers, Applications	39,400	51,569	30.9% | 12,169	1,217	Bachelor's degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Software Developers, Systems	28,891	34,489	19.4% | 5,598	560	Bachelor's degree
Computer Systems Analysts	28,329	32,689	15.4% | 4,360	436	Bachelor's degree
Database Administrators	5,632	6,481	15.1% | 6,481	85	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2021 - 2022**	**Program Full Enrollment Year 2024 - 2025**
1 Projected Enrollment (Headcount)	70	170
2 Projected Enrollment (FTE)	70	170
3 Estimated Tuition and E&G Fees	$17,304	$17,304
4 Projected Revenue from Tuition and E&G Fees	$1,211,280	$2,941,680
5 Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

The field of Computer Science centers on the study of information systems and processes and their application to functional problems in business and society. As the complexity of computer systems and applications continues to grow, there is broad need for professionals with the technological background and skills to support the operational needs of varied organizations. In Virginia, employment of computer systems analysts, database administrators, and software developers is projected to grow 15% or more from 2018 to 2028. A liberal arts background offers excellent preparation for this growing job market:

> [S]tudents that come from liberal arts institutions are broader thinkers. Tech skills get you in the door. Your ability to communicate, to see the bigger picture and work together with others really help people develop more quickly in the career space… The majority of computing jobs today are not housed solely within the tech industry… every field is now a tech field, and students who can work at the intersection of disciplines will be at an advantage. (InsideHigherEd.com, 2016).

The proposed BA degree will complement UVA's engineering-focused computing degrees (BS in Computer Engineering; BS in Computer Science), by preparing students for careers in technology and allied fields that integrate computing with the liberal arts. The proposed degree

will provide students with a deep understanding of computing and critical thinking skills, and the opportunity to apply them to other disciplinary areas.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Spring 2022
Governing Board Approval Date (actual or anticipated)	March 4, 2021

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

Core Courses: 18 credit hours
DS 6000 – Proseminar (1 credits)*
DS 6002 – Ethics of Big Data I (2 credits)
DS 7001 – Ethics and Value for Data Science (3 credits)*
DS 7002 – Representation and Design for Data Science (3 credits)*
DS 7003 – Hardware and Software Systems for Data Science (3 credits)*
DS 7004 – Advanced Analytics for Data Science (3 credits; minimum of 2 semesters)*

Foundational Courses: 24 credits
CS 5010 – Programming and Systems for Data Science (3 credits)
CS 5012 – Foundations of Computer Science (3 credits)
DS 6014 – Bayesian Machine Learning (3 credits)
SYS 6016 – Machine Learning (3 credits)
SYS 6018 – Data Mining (3 credits)
DS 5559 – Big Data Analytics (3 credits)
DS 6998 – Master's Level Thesis Research (6 credits)*

Data Science Elective: 3 credits
Students will select a graduate-level data science elective.

Research Requirements: minimum of 36 credit hours
DS 7999 – Research Rotation (6 credits; minimum of 2 semesters)*
DS 7998 – PhD Level Research (6 credits; minimum of 4 semesters)*

Total Credit Hours: 81

Before admission to candidacy for the Ph.D., students will be required to pass comprehensive exams and defend a dissertation proposal. The final Ph.D. examination (dissertation defense) will require the student to write a dissertation based on their original research and defend it in an oral examination.

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

- In consultation with domain experts, develop and carry out a rigorous and independent data science research agenda, with attention to theoretical, methodological, and ethical dimensions.
- Develop mathematical and analytical methodologies to advance understanding of multi-type, complex data in order to achieve powerful translational results in a chosen area of research.
- Understand and implement the infrastructure systems and architectures that enable working with big data - big in terms of volume, velocity, and variety - and with the high-performance pipelines in both development and production environments
- Evaluate the social, ethical, legal and political implications of data science principles, methods and applications in diverse contexts to ensure a full consideration of the societal impact of data science leading to responsible decisions and actions.
- Design and deploy modes of representing data in contexts ranging from discovery and acquisition to communication and product design, including human-machine interaction, data modeling, visualization, and data and data product curation.

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

- Effectively translate and communicate fundamental research insights into data science practice in the sciences, medicine, industry, government and other contexts.
- Lead interdisciplinary teams to identify, design, test, evaluate and apply computational tools to model, analyze and interpret data in order to solve real-world problems in a variety of domains.
- Design and implement the cloud resources and associated pipelines to ingest and aggregate data, develop networks of resilient distributed data, and develop and deploy the software to accomplish these tasks.
- Create value propositions that combine ethics and policy with project planning, policymaking and organizational motivations.
- Evaluate value propositions through all aspects of the data lifecycle from data acquisition, analysis and outcomes dissemination.
- Elicit data models from domain experts and real-world settings, design data products to drive decision making.
- Communicate results of complex analytics in interpretable ways, using narrative and visualization in written, oral, and visual formats to a variety of audiences including undergraduate and graduate students, laypeople, business clients and others

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

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

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

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer & Information Research Scientists	32,700	37,700	15% | 5,000	Master's degree
Postsecondary Teachers	1,329,900	1,451,400	9% | 121,500	Master's degree or higher

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer & Information Research Scientists	2,857	3,298	15.44% 441	44	Master's degree
Postsecondary Teachers	41,438	44,888	8.33% 3,450	345	Doctoral or professional degree

VII. Projected Resource Needs

	Cost and Funding Sources to Initiate and Operate the Program		
	Informational Category	**Program Initiation Year 2021 - 2022**	**Program Full Enrollment Year 2024 - 2025**
1	Projected Enrollment (Headcount)	3	18
2	Projected Enrollment (FTE)	3	18
3	Estimated Tuition and E&G Fees	$21,960	Years 1-3: $21,960 Years 4-5: $5,400
4	Projected Revenue from Tuition and E&G Fees	$65,880	$345,600
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Situated at the intersection of computer science, systems science, statistics, mathematics and information science, data science is an interdisciplinary field that uses scientific methods, processes, algorithms, and systems to extract knowledge and insights from data in various forms. At a time when the amount of data available worldwide is more than doubling every two years, there is soaring demand for expert data scientists who can analyze and interpret vast amounts of data. As one of the largest data center markets in the world, Virginia aims to remain a national leader in data science growth and innovation for decades to come:

> The world is awash in data. Enormous amounts of data, growing exponentially. Data that is driving an explosion in cloud computing and data center investment. Data that is remaking industries and altering the geography of economic opportunity… Virginia has long been the undisputed data center capital of the world. The Commonwealth of Virginia is now leveraging its global leadership position in data centers and its world-class universities (e.g. Virginia Tech, UVA) to strengthen its role as a global leader in cloud computing and the exciting new field of data science (Virginia Economic Development Partnership, 2019).

UVA's proposed PhD in Data Science responds to current needs in the Commonwealth and the nation for highly-trained data science leaders. Graduates of the proposed program will have the advanced knowledge and skills to develop, translate, and apply methodological innovations to drive scientific discovery and inform effective data-driven governance in the public and private sectors.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Arts (BA)
Degree Program Name	Human Development and Family Education
CIP code	19.0701
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	May 7, 2021

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

General Education Requirements (30 credits)

Foundations (12-13)
- UNIV 111. Focused Inquiry I (3) – required by all VCU students
- UNIV 112. Focused Inquiry II (3) – required by all VCU students
- UNIV 200. Inquiry and the Craft of the Argument (3) – required by all VCU students

Quantitative Foundations (3-4)
Breadth of Knowledge (9)
Areas of Inquiry (8-9)
- Ancillary Courses
  - INTL 101. Human Societies and Globalization (3)
  - PSYC 101. Introduction to Psychology (4)
  - SOCS 340. Human Sexuality (3)
  - SOCY 101. Introduction to Sociology (3)

Core Courses (45 credits)
*New courses are denoted with an asterisk.
- CLED 340. Marriage and Intimate Relationships (3)
- CLED 440. Family Dynamics (3)
- CLED 501. Survey of the Counseling and Human Services Professions (3)
- EDUS 301. Human Development and Learning (3)
- FMDE 300. Parent Education and Guidance (3)*
- FMDE 301. Values and Ethics in Family Development and Education Practice (3) *
- FMDE 302. Family Law and Public Policy (3)*
- FMDE 303. Family Resource Management (3)*
- FMDE 400. Family Life Education Methodology (3)*
- FMDE 450. Family Services Internship (3, 125 clock hour internship)*
- PSYC 304. Life Span Developmental Psychology (3)
- PSYC 323. Interpersonal Relations (3)
- SOCS 303. Marriage and Family Relationships (3)
- SOCY 304. Sociology of Families (3)
- URSP 116. Introduction to the City (3)

Restricted Electives (15 credits). Students will select 15 credits from the list below.

- EDUS 300. School and Society (3)
- EDUS 305. Educational Psychology (3)
- GRTY 410. Introduction to Gerontology (3)
- GRTY 510. Aging (3)
- POLI 321. Urban Politics (3)
- SEDP 216. Families and Professional Partnerships (3)
- SOCS 302. Diverse Families and Children in the United States (3)
- SOCY 305. African American Family in Social Context (3)
- SOCY 327. Urban Sociology (3)
- TEDU 202. Health Education Content (3)
- URSP 304. Urban Social Systems (3)
- URSP 315. Evolution of the American City (3)
- URSP 435. Diversity, Equity and Inclusion in the City (3)
- WRLD 302. Communicating Across Cultures (3)

Open Electives (30 credits)

Total: 120 credit hours

Internship

All students will be required to complete experiential learning activities in an off-campus environment. Students must work an approximate minimum of 8.5 hours per week for 15 weeks to earn three semester hours of credit (125 clock hours minimum).

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

- Promote positive relationship and family dynamics through the use of theory and critical reflection of the issues facing children and families in a diverse society.
- Utilize theory and research to implement developmentally appropriate practices to promote the optimal development of diverse children and families, especially those in urban settings.
- Plan, develop, implement, and evaluate educational programs that demonstrate sensitivity to diversity and community needs, concerns, and interests of children and families being served.
- Assist individuals and families with decision-making related to developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.
- Navigate professional relevant ethics, laws, and policies to inform students to act as advocates for families and children in both public and private arenas.

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

- Create and conduct needs assessments of families they serve
- Develop curricula/programs, materials, and events to educate children and families on topics related to assessed needs
- Teach families how to manage current and anticipated stressors
- Evaluate the effectiveness of programs and educational materials
- Help families find services or information that are needed to meet their needs
- Provide training programs for community workers or other professionals that assist children and families
- Collect and analyze data to learn about a particular community and improve programs and services for families living in those communities
- Advocate for improved resources and policies that promote optimal living for families

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	BA, Human Development and Family Services, 19.0701	10.8
VT	BS, Human Development, 19.0701	183.6

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

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Health educators and community health workers	127,100	144,100	13%, 17,000	Bachelor's degree
Social and community service managers	175,500	205,400	17%, 29,800	Bachelor's degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Health educators	1,287	1,422	10.49%, 135	14	Bachelor's degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Community health workers	847	939	10.86%, 92	9	Not available
Social and community service managers	2,920	3,237	10.86%, 317	32	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2022 - 2023**	**Program Full Enrollment Year 2025 - 2026**
1. Projected Enrollment (Headcount)	15	64
2. Projected Enrollment (FTE)	13	54
3. Projected Enrollment Headcount of In-State Students	13	55
4. Projected Enrollment Headcount of Out-of-State Students	2	9
5. Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program	$193,960	$820,600
6. Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	$72,516	$326,322
7. Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	$266,476	$1,146,922
8. Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Family life education is "any organized effort to provide people with information, skills, experiences or resources intended to strengthen, improve, or enrich their family experience." The proposed BA in Family Development and Education degree program prepares students to provide education, prevention, and intervention for children and families related to education, human sexuality, relationships, aging, consumer/household financial planning specific to the cultural context of the individuals being served. Family life education is practiced by professionals in various settings throughout Virginia and the United States, including middle and high schools, non-profit organizations, the military, community education, health care, human services, faith communities, and higher education. The need for family life educators has grown due to a retiring workforce amid a growing unemployed population. Longer-living citizens present unique healthcare and caregiving challenges for families. Exacerbating these concerns are the additional stressors promoted by the global pandemic that began in 2020 and continues to impact individuals and families significantly. The current needs for family life educators in Virginia and nationally include: (1) professionals trained to support families with acute and chronic life stressors due to caregiving, joblessness, and (2) professionals trained to support families with preventative education to provide decision-making tools and coping strategies to counteract future stressors.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Sport Management
CIP code	31.0504
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	April 26, 2019

II. Curriculum Requirements.

Core Coursework: Students complete 42 hours in core coursework. Twelve courses are 3 credit hours and one internship course is 6 credit hours. New courses are indicated by an asterisk (*).

- PESM 200 Foundations of Sport Management– 3 credits
- PESM 240 *Sport in the Media– 3 credits
- PESM 330 Sport Marketing – 3 credits
- PESM 350 Sport Facilities and Event Management – 3 credits
- PESM 352 *Sport Ethics– 3 credits
- PESM 405 Sport in American Society – 3 credits
- PESM 406 Sport Law– 3 credits
- PESM 407 *Sport Policy and Governance– 3 credits
- PESM 408 Financial Aspects of Recreation and Sport– 3 credits
- PESM 472 Internship- 6 credits
- PHED 339 Measurement and Evaluation– 3 credits
- PHED 401 Organization & Administration of Hlth., PE, Recreation & Athletics– 3 credits
- PHED 407 Sport Psychology– 3 credits

Additional Requirements:
In addition to the core coursework, students complete 33 credit hours in general education courses and 21 credit hours from the areas of Mass Communications, Business, Hospitality Management, Mathematics, and Recreation. Students also complete 2 credit hours of HPER/PHED Restrictive Electives from the Department of Health, Physical Education and Recreation and 22 credit hours of electives from undergraduate course offerings at the University.
Total credit hours for the curriculum/degree program: 120 credit hour

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

The following outcomes apply to the BS in Sport Management:

Students will be able to:

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

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

The following workplace competencies/skills apply to BS in Sport Management:

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

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
James Madison University	B.S., Sport and Recreation Management, 31.0504	126.4
Old Dominion University	B.S., Sport Management, 31.0504	40
Radford University	B.S., Sport Management, 31.0504	0

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

Labor Market Information: Bureau of Labor Statistics, 20_18_ -20_28_ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Meeting, Convention and Event Planners	134,100	143,800	7%	Bachelor's Degree
Coaches and Scouts	290,100	320,600	11%	Bachelor's Degree

Labor Market Information: Virginia Employment Commission, 20_18_ -20_28_ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Meeting, Convention and Event Planners	4,215	4,595	9.02	38	Bachelor's Degree
Coaches and Scouts	7,671	8,592	12.01	92	High School Diploma or Equivalent

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 20_22_ - 20_23_**	**Program Full Enrollment Year 20_26_ - 20_27_**
1 Projected Enrollment (Headcount)	30	80
2 Projected Enrollment (FTE)	30	80
3 Estimated Tuition and E&G Fees	$9,154	9,428.62 (3% increase)
4 Projected Revenue from Tuition and E&G Fees	$274,620	$754,289.60
5 Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

- Sports Virginia, a collaboration of professionals from local convention and visitor bureaus, sports commissions, parks, recreation departments and facilities throughout the Commonwealth, reports that Virginia is home to state-of-the-art venues for all types of sporting events; has hosted state, national, and international championships; and is the ideal location for sports.
- Virginia Employment Commission Long-term Occupation Projections indicate that in 2018, there were nearly 11,000 jobs in the sport industry and project that by the year 2028, there will be over 13,000 sport industry jobs in the Commonwealth. The annual growth rates from 2018-2028 are reported to be in the range of 9.02%-12.01%. These figures include jobs as meeting, convention and event planners and coaches and scouts.
- The proposed program responds to the current need for highly trained motivated sport industry employees to serve in culturally diverse careers at all levels of the sport industry. The proposed degree program will also address the needs of employment in the Commonwealth by preparing students to understand the multifaceted careers within Virginia's sport industry through experiential learning focused on communication, technology, critical thinking, and diversity.
- Virginia State University is one of Virginia's five Historically Black Colleges and Universities (HBCUs). There is no other public HBCU in the Commonwealth of Virginia that offers a Bachelor of Science in Sport Management, making the Virginia State University program the 1st public HBCU in Virginia to offer this degree.

State Council of Higher Education for Virginia
Agenda Item

Item: #II.I Academic Affairs Committee– Update on Graduate Outcomes Survey

Date of Meeting: March 22, 2021

Presenter: Dr. James Ellis
Director of Design and Methodology
VCU Survey and Evaluation Research Laboratory
jmellis@vcu.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
　　Date: January 11, 2021
　　Action: Council received a report on the pilot survey of post-college outcomes.

Purpose of the Agenda Item:

The purpose of this agenda item is to inform the Academic Affairs committee of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements:

The 2019 General Assembly passed an amended budget allocating $750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for $1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Additional funding has also been provided by public colleges, the Virginia Economic Development Partnership and SCHEV.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory (SERL) to conduct the survey and analyze and report on its results. An update will be provided on the current status of SERL's progress toward design and implementation of the survey.

Materials Provided:

PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action:

Continuing updates will be provided at Council meetings through July 2021.

Relationship to Goals of The Virginia Plan for Higher Education:

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

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #II.J Academic Affairs – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: March 22, 2021

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

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

Purpose of Agenda Item: Staff activities report.

Background Information/Summary of Major Elements: N/A

Materials Provided:

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

Financial Impact: N/A

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

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee
March 22, 2021

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

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Private Postsecondary Education
- Following a full job search process, **Ms. Sandra Freeman** has been appointed Director of Private Postsecondary Education (PPE). Sandra had been serving as officer in charge of PPE since June, following the retirement of Sylvia Rosa-Casanova. Her most recent appointment at SCHEV was as Assistant Director of PPE, in which role she led the office's transition to a web-based portal for all its various administrative functions. Sandra holds a bachelor degree from Bluefield College and a Master of Public Policy from Virginia Tech.
- **Ms. Sylvia Rosa-Casanova** has been appointed as a part-time Senior Associate for PPE. In this role she will work on new school certifications and compliance issues as needed.

State Committee on Transfer
The State Committee on Transfer (SCT) met February 18th via video conference. **Dr. Paul Smith**, in collaboration with the committee's co-chairs and the Director of Transfer Virginia, discussed and sought feedback from committee members on three different proposals for implementation of the Uniform Certificate of General Studies (UCGS). Before the committee adjourned an agreement was reached to further review an implementation strategy where institutions accept the UCGS as a package of courses rather than by course-to-course equivalency. The committee is reviewing this strategy in further detail and scheduled to reconvene on March 18, 2021 for a vote.

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Staff Activities and Recognition

Ashley Lockhart
- Convened the Sexual Violence Advisory Committee to discuss relevant legislation under consideration by the General Assembly and the recent Title IX regulations implementation (January 28). A meeting on the topic of Restorative Justice under the new federal regulations is being planned for March.
- Attended (virtually) the AASCU Higher Education Government Relations Conference (February 12, 19, and 26). The conference included conversations around the needs of students affected disproportionately by the dual health and economic crises, how colleges and universities continue to be financially affected, and the prospects of additional assistance that could be provided. The meeting addressed state budgets in the new year and lessons learned from virtual-based advocacy.

<u>Beverly Rebar</u>
- Attended and presented testimony in legislative committee meetings, prepared bill updates for stakeholders, and convened the liaisons in regular meetings during the General Assembly session.
- Ongoing work with the Governor's Vaccine Advisory Workgroup includes collaborating with other members to plan some focus groups to assess college students' attitudes regarding the COVID vaccine.

<u>Academic Affairs Staff</u>

Public Sector Academic Affairs
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Coordinator for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
Ms. Brenita Younger, Academic Affairs Support Specialist

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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JANUARY 11, 2021
DRAFT MINUTES

Victoria Harker, the committee chair, called the virtual meeting to order at 9:45 a.m. She read the following statement for the record:

Due to the pandemic, we are able to conduct SCHEV business remotely without a quorum assembled, this meeting is being recorded as required by 2020 Acts of Assembly, Chapter 1283, Item 4.0.01.g. A copy of the recording will be posted on the SCHEV website.

Committee members present: Marge Connelly, Thaddeus Holloman, Tom Slater and Katharine Webb.

Committee members absent: Stephen Moret

Staff members present: Tom Allison, Lee Andes, Peter Blake, Wendy Kang, Tod Massa and Kristin Whelan.

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Ms. Webb, the minutes from the October 26, 2020, meeting were approved unanimously.

ACTION ON DOMICILE GUIDELINES

Ms. Kang and Mr. Andes presented the action on the updated domicile guidelines. The guidelines were a result of changes passed in the 2020 session. Staff worked with institutions to gain feedback and update the guidelines.

During committee discussion, members wanted to know how consistently the guidelines will be applied across institutions. Institutions have been provided training on implementation. SCHEV also tracks implementation through student feedback. Committee members also asked about the financial impact.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed changes to the Domicile Guidelines and Addendum C. Council further authorizes staff to make any technical or formatting changes that may be necessary to place the document into its final form.

On roll call vote, the committee voted 4-0 to bring the resolution before the full Council.

DISCUSSION OF 2020 DEGREE AND CERTIFICATE AWARDS

Mr. Massa presented the annual update of degree and certificate awards for the academic year 2019-2020. Overall, the degree completion for the state increased slightly by 700 degrees. Bachelor's degrees at public and private institutions are up to a total and record-breaking number of 56,766 awards. The community colleges and Richard Bland College conferred an estimated total of 17,667 degrees for the academic year, down about 260. The top five majors remained the same. STEM degrees continue to increase and grow. It does not appear that Virginia will reach the goals set forth from TJ 2021 of 100,000 degrees by 2025. Mr. Massa Virginia is still on track to becoming the best educated by 2030.

Committee members asked about how Virginia compared to other states. As the goals change for other states, the goals for Virginia may change. The next stable benchmark of degree completion will be the results of the 2020 census. Asked about the completion of certificate programs (degree and non-degree), Mr. Massa noted that SCHEV is still waiting for enrollment numbers from NVCC. Committee members wanted to know if the failure to meet the goals of TJ21 a failure of funding or can it be attributed to the pandemic. Mr. Massa said that making predictions based on numbers from two years is no longer realistic. The detailed census data will provide information on the bachelor's degrees. Ms. Webb suggested that staff create a visual for the public and policy-makers that tells the story of where the state stands in degree and certificate awards. Ms. Harker stressed that she wants to be sure that the Council is not accused of moving the goalposts.

DISCUSSION OF GOVERNOR'S INTRODUCED BUDGET

In December, the Governor introduced his budget for the coming year, there is additional funding for higher education for 2022, restoring all financial aid budget that had been tabled due to the pandemic. Restoration of TAG funding. Affordability pilot programs. One-time bonus for faculty and staff. Office of Education and Economics funding. Research funding at UVA and VCU among others. $114 million of the budget has been restored.

Left out of introduced budget The SCHEV Guidance to postsecondary success program, VIVA Virtual Library of Virginia, Military Survivors program and cost funding study and language to conduct the study. SCHEV is working with patrons to have these budget amendments included.

Ms. Connelly asked for additional details about budget reductions. Some decreases were specific to institution funding and some decreases in general institution support.

HERS – Higher Education Emergency Relief fund is part of the CARES bill. There is a student set aside that is required to be distributed to students. This amount is 40% higher than the first stimulus bill. The formula in this bill has been changed to account for more part-time students. Institutions should receive more than the first round.
The Governor's Emergency Relief fund to aid with cost incurred due to the pandemic. There is an addition to the budget of a $50 voucher for students who participate in Pell for broadband access. Work-study students with a zero EFC are eligible for SNAP without the work-related strictures.

DISCUSSION OF FISCAL SUSTAINABILITY

Some institutions did not take advantage of the state forbearance. The institutions that had little change in enrollment may not have felt they needed it. Others have portfolios that allow them to choose to refinance portions.

REPORT OF STAFF LIAISON TO THE COMMITTEE

Ms. Kang introduced the new Insights blog posts on the budget and the digital divide. In the future, there are plans for topics such as unemployment claims by educational attainment, completions and distance learning. The editorial advisory committee for the blog is always open to suggestions.

Access initiatives continue especially now that applications and FAFSA completion is down. In November, we had college application week. Erin McGrath partnered with guidance counselors to help prospective students' tour institutions virtually. One hundred and eight high schools participated. Forty Virginia higher education institutions and institutions from out-of-state participated.

MOTION TO ADJOURN

The Chair adjourned the meeting at 11:15 a.m.

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Victoria Harker
Committee Chair

_____
Kristin Whelan
Interim Director, Executive & Board Affairs

State Council of Higher Education for Virginia
Agenda Item

Item: #III.C. **-** Resources and Planning Committee – Discussion of Higher Education Funding from 2021 General Assembly

Date of Meeting: March 22, 2021

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: January 11, 2022
   Action: The Council reviewed the Governor's introduced budget for higher education for FY2022.

Purpose of Agenda Item:

The purpose of this agenda item is to review the budget outcomes from the 2021 General Assembly session and to identify initial strategies as SCHEV begins its budget development process for the upcoming biennium.

Background Information/Summary of Major Elements:

On February 25, 2021, the conference committee appointed to resolve differences between the House and the Senate budgets reached an agreement on the budget details for the 2020-22 biennium.

On December 16, 2020, Governor Northam introduced his budget amendments for the 2022-2022 biennium. In total, the Governor proposed an increase of $114.2 million in general fund operating and financial aid appropriations for higher education in FY 2022. The conference committee provided approximately $258 million in additional general fund for higher education in FY 2022, an increase of $143.7 million over the Governor's introduced budget.

The Governor has 30 days to review the budget. The General Assembly will reconvene on April 7 to consider any items vetoed or amended by the Governor. The final budget

amendments for 2020-22 will take effect upon signing by the Governor, which occurs within seven days following the reconvened session, and the 2020-22 budget takes effect on July 1.

The conference committee provided approximately $258 million in additional general fund for higher education operations in FY 2022, including restoring 99% unallotted funding in the 2020 Special Session. (The total additional funding does not include general fund to support the state share of salary increases.)

The funding includes both restored (previously unallotted) and additional funds. The following are a few key highlights:

Education & General (E&G) Support ($157 million GF). This includes;
- $73.5 million in maintaining affordable access funds to transfer to institution's base budgets
- $40 million in one-time funds to support increased costs related to the pandemic
- $43.4 million in institution specific funding (VCCS $4 million for G3 outreach and marketing is included in the financial aid for free community college below)
- Additional federal stimulus funds added in FY 2021 for COVID tests ($34.5 million in NGF)

Financial aid ($87 million GF). This includes:
- $30.3 million in undergraduate aid
- $38.5 million for the G3 program (Get a Skill, Get a Job, Give Back), which includes no tuition for selected programs and students, institutional support and outreach to students
- $9.4 million to NSU and VSU for a free-college pilot for students living in a 25-mile radius of the campus
- $8.5 million for the Tuition Assistance grant to raise the average award to $4,000 per full-time undergraduate student ($2,200 graduate) and to provide up to $2,000 for eligible students taking courses exclusively online
- Additional federal stimulus funds added in FY 2021 for financial aid ($22 million in NGF)

Salary increases:
- Up to a 5% salary increase on June 10, 2021, for state employees and adjunct faculty (language includes flexibility to institutions to recognize differing financial circumstances in terms of the amount of the increase)
- Allows up to a 5% increase for wage employees (to be covered by existing agency funds)

SCHEV specific budget items
- $250,000 for the Guidance to Postsecondary Success initiative to increase access
- $300,000 for the study of costs and funding needs
- $200,000 for a financial aid application portal (expanded aid for students regardless of citizenship)
- $500,000 for the Virginia Economic Development Partnership to support an Office of Education and Labor Market Alignment (in VEDP budget)
- $1.3 million for the innovative internship program

Impact and observations of the 2021 General Assembly session and preparation for the 2022 budget process

The salary increases came late in the process and are widely welcomed. The General Assembly approved smaller increases last year, but those increases had to be unallotted.

One area of note related to salaries for faculty and Educational and General staff is that the budget supports only the state share of the increases (approximately 50% on average). This means the remaining 50% would need to come from institutions. While the General Assembly provided additional E&G support that will help cover the costs of salary increases, some institutions may face challenges to identify savings in other areas or to provide tuition revenue to cover the costs. In addition, since auxiliary enterprise programs do not receive any general fund support, the institutions must fully support the cost of salary increases. This will have an impact on auxiliary fees that institutions charge to students.

The 2021 General Assembly session surprised many observers. In the end, the state had stronger revenue figures than were unthinkable a year ago. Also, the pandemic created new and different ways to relate to institutional colleagues and legislators. Here are a few takeaways from the session:

- Better communication of higher education value and data are critical to conveying needs: While SCHEV has assembled data and created materials to support higher education, SCHEV and others continuously need to sharpen the messages and communicate them in ways that reach the audience. This takes on more importance in a virtual world.
- Institutional leaders seemed more aligned with one another and with SCHEV than before: SCHEV led efforts to restore funding that was unallotted from last year's budget. Institutions worked collaboratively to submit a unified budget amendment, which was incorporated into the final budget. This level of coordination and cooperation will continue to be beneficial in future years.
- Budget recommendations should include incremental funding at higher amounts: In both years, SCHEV recommendations were lower than the final budget. While the most recent session was unprecedented and the two revised budget forecasts came in significantly higher, SCHEV staff will incorporate options if additional funding beyond the recommended amount is available.
- Meetings with legislators take different forms during a pandemic: Last summer and fall posed challenges to meeting with legislators and staff due to the virtual environment, the time required by legislators to focus on other topics (such as social justice and the pandemic) and an additional special session. Yet the virtual world expanded opportunities to meet with legislators and others that might not have been possible before. In the future, we will attempt to incorporate the best of both live and virtual meetings.

The budget development process for the next biennium will begin in the coming months. One impact to this year's process will be the study of costs and higher education funding

needs that SCHEV will facilitate. The intent of this study is to update and identify options to improve how the Commonwealth provides limited resources to higher education.

The following is a general overview of the phases of the budget development process for SCHEV

- <u>Phase 1: Data analysis and input gathering (April-August).</u> SCHEV will examine costs related to operations and financial aid, comparisons to other states and institutions, financial trends and other areas as identified by stakeholders. In addition, staff will gather input through reviews of six-year plans and subsequent meetings with institutions; collaborations with finance officers; and meetings with legislators and staff and the administration.
- <u>Phase 2: Draft priorities and options (August-September).</u> Based on the analysis and input sessions, staff will begin to identify budget priorities and options and present them to Council.
- <u>Phase 3: Budget recommendations issued, follow up with introduced budget and session (October-April).</u> In October, the Council will approve the budget recommendations. SCHEV subsequently will work with the Governor(s), his or her staff, legislators and legislative staff to advance the recommendations.

Materials Provided:

A summary of the conference budget is enclosed.

Financial Impact:

The conference committee provided approximately $260 million in additional general fund for higher education in FY 2022.

Timetable for Further Review/Action: None.

Relationship to Goals of The Virginia Plan for Higher Education:

The budget and subsequent funding support all goals of The Virginia Plan. Budget recommendations that emerge this year will prioritize the goals of closing access and completion gaps, lower costs to students and expand prosperity.

Resolution: None.

Summary of Additional General Fund Provided by the Conference Report for FY 2022

Table 1: Funding by Institution and Other Higher Education Entities

Inst	Maintain Affordable Access in E&G	Operating Support in E&G	Institution-Specific in E&G	Undergraduate Financial Aid	Non-E&G Inst-Specific/ Research Funding	Grand Total
CNU	$2,400,000	$895,600	$1,019,000	$249,600		$4,564,200
GMU	$9,000,000	$4,061,900	$5,000,000	$6,944,900		$25,006,800
JMU	$5,700,000	$2,511,700	$4,000,000	$1,279,400		$13,491,100
LU	$1,500,000	$675,300	$137,410	$787,400		$3,100,110
NSU[1,2]	$2,000,000	$843,500	$10,644,348	$6,385,617		$19,873,465
ODU	$4,500,000	$2,807,600	$7,500,000	$5,337,000		$20,144,600
RU	$4,900,000	$1,330,500	$8,000,000	$2,538,400		$16,768,900
UMW	$3,300,000	$739,200	$568,000	$470,300		$5,077,500
UVA	$3,000,000	$3,501,500		$320,300	$1,500,000	$8,321,800
UVA-W	$1,000,000	$316,700	$810,912	$402,700		$2,530,312
VCU[3]	$10,000,000	$4,860,500	$150,000	$4,638,400	$5,000,000	$24,648,900
VMI	$1,000,000	$242,600	$229,048	$26,700		$1,498,348
VSU[1,2]	$1,700,000	$653,100	$1,511,773	$6,144,342		$10,009,215
VT	$4,000,000	$4,918,300	$150,000	$1,623,200		$10,691,500
W&M	$3,500,000	$1,376,500	$700,000	$133,000		$5,709,500
RBC	$1,000,000	$167,300	$802,000	$154,300		$2,123,600
VCCS[4]	$15,000,000	$10,098,200	$2,210,003	$2,271,000		$29,579,203
G3 (E&G and aid)			$4,000,000	$34,500,000		$38,500,000
Inst Total	**$73,500,000**	**$40,000,000**	**$47,432,494**	**$74,206,559**	**$6,500,000**	**$241,639,053**

Inst	Maintain Affordable Access in E&G	Operating Support in E&G	Institution-Specific in E&G	Undergraduate Financial Aid	Non-E&G Inst-Specific/ Research Funding	Grand Total
VIMS					$658,000	$658,000
VSU-Ext					$1,500,000	$1,500,000
VT-Ext					$1,000,000	$1,000,000
SCHEV						$0
TAG				$8,500,000		$8,500,000
Military Survivor program[3]				$300,000		$300,000
Financial aid portal					$200,000	$200,000
Earth system science					$220,375	$220,375
GPS					$250,000	$250,000
Innovative Internship pgm					$1,300,000	$1,300,000
Cost study					$300,000	$300,000
Jefferson Lab					$0	$0
NCI[3]					$216,504	$216,504
IALR					$95,000	$95,000
RHEA					$312,071	$312,071
SVHEC					$388,972	$388,972
SWHEC					$1,095,000	$1,095,000
Grand Total	**$73,500,000**	**$40,000,000**	**$47,432,494**	**$83,006,559**	**$14,035,922**	**$257,974,975**
VA Econ Develop Partnership					$500,000	

Table 2: Comparison of Governor's Introduced Budget and Conference Budget to SCHEV Budget Recommendations

Item	FY2022 Unallotted Amount	SCHEV Funding Priorities			Governor Introduced Budget	Conference Budget
		Priority 1	Priority 2	Priority 3		
Undergraduate Financial Aid	$30,285,800	$15,623,200	$14,662,600		$39,706,559	$39,706,559
G3-free community college	$34,500,000		$17,250,000	$17,250,000	$36,000,000	$38,500,000
Affordable Access/Institution Support	$52,596,480		$26,298,240	$26,298,240	$20,595,531	$156,932,494
Graduate Aid	$1,500,000			$1,500,000		
Other (higher ed centers, research and other agencies)	$6,531,598			$6,531,598	$9,804,504	$11,765,547
HEETF*						
SCHEV						
Tuition Assistance Grant	$7,900,000	$3,780,000	$4,120,000		$7,900,000	$8,500,000
Military Survivor Program	$750,000	$750,000				$300,000
Earth System Science	$220,375			$220,375	$220,375	$220,375
Guidance to Postsecondary Success	$250,000	$250,000				$250,000
Virtual Library of Virginia	$400,000	$400,000				
Innovative Internship Fund	$1,300,000		$300,000	$1,000,000		$1,300,000
Other (cost study, grow your own teacher, Title IX etc.)	$375,000			$375,000		$500,000
Grand Total	**$136,609,253**	**$20,803,200**	**$62,630,840**	**$53,175,213**	**$114,226,969**	**$257,974,975**

Priority 1: Hold the most vulnerable students harmless through financial aid and increase access and outreach

Priority 2: Increase support for vulnerable populations and help individuals get back to work

Priority 3: Support for new iniatives and increasing support for existing iniatives

Note:

*SCHEV recommends increasing the HEETF allocation by $31 million in FY2022. The debt service of this increase is estimated at $4.9 million which won't begin till FY2023.

The following provides a more detailed description of the amendments, including institution-specific funding amounts.

Item	Governor	Conference
Systemwide Operation Budget and Undergraduate Financial Aid		
Undergraduate financial aid	$30.3 million restored funding in FY2022 for need-based aid	No change for GF (see unified amendment for one-time funds for financial aid through federal stimulus).

Higher Education Unified Amendment		▪ Funding from the general fund (see table for institution-specific amounts)
		  ○ $73.5 million in FY2022 to continue the funding in FY2021 to maintain affordable access to public colleges and universities. Institutions may use these funds for operational support, to enhance financial aid, or to address the impacts of the COVID-19 pandemic (to be included in base budgets)
		  ○ $40 million for unavoidable cost increases and required spending (one-time funds)
		▪ Funding from the federal funds
		  ○ $34.5 million for COVID-19 testing
		  ○ $22 million for one-time financial aid

Institution programs (listed below)	▪ $36 million restored funding for VCCS free college (G3 program), including $1.5 million in administrative support and $34.5 million in aid ▪ Support for free college affordability pilot programs at NSU and VSU for recent high schools students living within a 25-mile radius of the campus ▪ $7.9 million restored funding for the Tuition Assistance Grant	▪ $38.5 million funding for VCCS free college (G3 program), including $4 million in administrative support and $34.5 million in aid. ▪ No change ▪ $8.5 million funding for the Tuition Assistance Grant in FY2022 in total by adding $600,000 for students eligible for the award up to $2,000

Item	Governor	Conference
		for online and distance education programs.
Salary increase		▪ 5% salary increase for state employees and adjunct faculty on June 10, 2021. ▪ Higher education institutions are provided with flexibility for non-classified employees' salary increases for an overall percentage increase that is less than five percent. ▪ Wage employees may increase base pay up to 5% no earlier than June 10, 2021. The cost of such increases shall be borne by existing funds appropriated to each agency.
Institution-Specific Operating		
CNU		$1,019,000 for operations and maintenance (O&M) costs related to the opening of the new Fine Arts Center
GMU	$5 million restored funding for in-state enrollment growth	No change
LU	$137,410 restored funding for a 2+2 degree pathway in Early Childhood Education	No change
JMU		$4 million for in-state undergraduate enrollment growth and to address the disparities of general fund support per in-state student relative to other public institutions
NSU	▪ $3.6 million restored funding in FY22 for multiple programs in E&G that had been restored in FY21. ▪ $4.8 million restored funding in FY22 for free college affordability pilot program that had been restored in FY21 (free college for students in a 25-mile radius of the institution) ▪ $4.5 million for additional IT access for staff and students	▪ No change ▪ No change ▪ (There is a funding change in FY 2021. See NSU &VSU VCAN language on page 15) ▪ No change

Item	Governor	Conference
		▪ $2.5 million for the development and operation of a joint School of Public Health in partnership with Old Dominion University
ODU	$5 million restored funding for in-state enrollment growth	▪ No change ▪ $2.5 million for the development and operation of a joint School of Public Health in partnership with Norfolk State University
RU		$8 million for operating support to further reduce tuition and fees for Virginians attending RUC to close the differential gap in tuition between the two campus sites.
UMW		$568,000 to support an educational partnership between regional K12; community college; University of Mary Washington and industry.
UVA	$1 million for focused ultrasound research	▪ Deferred this funding ▪ $2.5 million for cancer research
UVAW		$810,912 to expand the UVA Wise Nursing Program and provide expedited access to additional highly skilled health care providers.
VCU	$5 million per year in 2020-22 restored funding for Massy Cancer Center	▪ Deferred $2.5 million for this funding in FY2021. ▪ $192,793 in FY2021 to support the Research Institute for Social Equity (RISE) addressing issues of racism and racial equity in public policy at the Wilder School. ▪ $150,000 restored funding in fiscal year 2022 for the Virginia Center on Aging.
VMI		▪ $103,048, 1FTE, restored funding to implement a redesigned required three-hour course in theory and practice of leadership, Leadership in Organizations ▪ $126,000 restored funding for the Math Education and Resource

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		Center (MERC) and the Miller Academic Center (MAC).
VSU	▪ $1.5 million restored funding in FY22 for multiple programs in E&G that had been restored in FY21. ▪ $4.8 million restored funding in FY22 for affordability pilot that had been restored in FY21 (free college for students in a 25-mile radius of the institution)	▪ No change. ▪ No change. ▪ (There is a funding change in FY 2021. See NSU &VSU VCAN language on page 15)
VT		$150,000 to address funding per cadet difference at the Virginia Tech Corps of Cadets compared to VMI.
WM		$700,000, 3 FTE, to help grow the pipeline of underrepresented minority faculty and postdoctoral researchers in the data science field.
RBC	▪ $299,000 repurposing of Commerce Hall to online and remote learning ▪ $503,000 restoring portion of funding to address compliance findings	▪ No change ▪ No change
VCCS	▪ $500,000 to establish two pilot pre-hire immersion training programs in the construction field. ▪ $36 million restored funding for G3.	▪ No change ▪ $38.5 million for G3. ▪ $1 million in FY2021 for HIVE (Hub for Innovation, Virtual Reality & Entrepreneurship), a technology center and higher-education partnership between Shenandoah University and Lord Fairfax Community College. ▪ $296,314 for Southside Virginia Community College to implement the Solar Hands-On Instructional Network of Excellence (SHINE) workforce program. ▪ $1 million for health science and technology education at Virginia Western, New River and Dabney S. Lancaster Community Colleges.

Item	Governor	Conference
		▪ $413,689 for two programs that have transferred to Virginia Western Community College as a result of the merger of Radford University and the Jefferson College of Health Sciences.
VIMS	$185,000 to monitor bay grasses and support co-existence with oyster aquaculture	▪ No change ▪ $225,000 restored funding for managing aquatic diseases ▪ $250,000, 2.75 FTE, restored funding for saltwater fishery surveys
VSU extension	$1.5 million restored state match for land grant institution federal funds.	No change.
VT extension		$1 million to support extension programs for the on-going costs of internet connectivity and additional personnel.
SCHEV Budget	▪ $220,375 restored funding for the Earth System Science Scholars Program	▪ No change ▪ $150,000 in FY2021 and $300,000 in FY2022 restored funding for military survivor programs ▪ $250,000 restored funding for the Guidance to Postsecondary Success program ▪ $1.3 million restored funding to support the Innovative Internship Fund and Program ▪ $200,000 to develop and maintain an application portal for student eligible for in-state tuition regardless of their citizenship or immigration status ▪ $300,000, 1 FTE, restored funding to support a cost study of higher education costs, funding needs, appropriations and efficiencies.
So. Univ. Res. Asso. (Jefferson Lab)	$1.5 million per year in 2020-22 to support development of a federal high performance data facility project	$1.5 million per year in the biennium was redirected to Economic Development Incentive payments for the design, research, and development activities associated with a potential high performance data facility project.

Item	Governor	Conference
New College Institute	$40,502 in FY21 and $121,504 in FY22 to support a distance learning system	▪ No change ▪ $95,000 restored funding for staffing.
IALR		$95,000 restored funding for staffing
RHEA		▪ $98,817 restored funding for one-time funding of $50,873 for equipment and on-going funding of $47,944 for security officers ▪ $213,254 restored funding for one-time funding of $66,898 and on-going funding of $146,356 for the development and maintenance of a student success center.
SVHEC		$388,972 restored funding for one-time funding of equipment in the amount of $293,972 and on-going staffing funding of $95,000 for personnel and technical training equipment to support high-demand workforce training programs.
SWHEC		▪ $95,000 restored funding for staffing ▪ $1 million restored funding to develop and implement the Rural Information Technology Grant Apprenticeship Program.
Central budget and other organizations		
Central Budget Items Impacting Higher Education	The following items are proposed for general fund adjustments with no specific allocation: ▪ Adjust funding for the employer share of health insurance premium costs ▪ Adjust Line of Duty Act (LODA) premium funding to align with what agencies were billed ▪ Account for annual update of workers' compensation premiums ▪ Provide funding for the Chapter 56 bonus of $1,500 for state employees, $750 for adjunct faculty on September 1, 2021	No change except changing the bonus to salary increase.

Item	Governor	Conference
Virginia Economic Development Partnership	▪ $500,000 to create the Office for Labor Market and Education Alignment. ▪ The Office may partner with the GO Virginia regional councils, institutions of higher education, SCHEV, the Virginia Employment Commission, and other relevant entities, to offer resources and expertise related to education and workforce alignment, to identify multi-region initiatives, and coordinate data analysis.	▪ No change ▪ No change
Language		
Tech Talent (Item 481 #1c)	Added language to eliminate reporting deadlines and requirements in Code where they conflict with MOUs. "E. Notwithstanding §23.1-1242 of the Code of Virginia, eligibility for grant payments shall be determined by the requirements stipulated in each institution's MOU." https://budget.lis.virginia.gov/item/2021/1/HB1800/Introduced/1/481/	No change Inserted "The designated reviewers shall propose any needed technical adjustments for consideration during the 2022 Session." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/481/1c/
Level III authority (§4-9.03.c)	Provided Governor's recommendation to move George Mason University to Level III status "c. Pursuant to § *23.1-1005*, Code of Virginia, the Governor recommends approval for George Mason University to operate as a Level III institution under the management	No change

Item	Governor	Conference
	agreement as approved by its board of visitors on October 1, 2020." https://budget.lis.virginia.gov/item/2021/1/HB1800/Introduced/4/4-9.03/	
Affordable Access (Item 262.80 #1c)		Added language F. To provide additional operational relief to institutions of higher education, the following reporting and procurement policies shall be modified accordingly: 1. Pursuant to § 4-2.01.b.11 of this act, for future reporting on fiscal year 2023 and beyond, required reporting requirements on intercollegiate athletic revenues and expenses, specifically related to the share of athletic revenues from school funds and student fees, as set out in § 23.1-1309, Code of Virginia, fiscal years 2020, 2021, and 2022 shall be excluded from the calculated five-year rolling average of the change in generated revenue and student fees also outlined in § 23.1-1309, Code of Virginia. 2. Consistent with the 2019 updates to the Virginia Public Procurement Act, institutions of higher education that have entered into memoranda of understanding or management agreements with the state are permitted to conform their Request for Proposal advertising rules to that of § 2.2-4302.2.A.2." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/262.80/1c/
SCHEV – Cost study (Item 152 #3c)		Added language 2. The State Council of Higher Education, in consultation with

Item	Governor	Conference
		representatives from House Appropriations Committee, Senate Finance and Appropriations Committee, Department of Planning and Budget, Secretary of Finance, and Secretary of Education, as well as representatives of public higher education institutions, shall review methodologies to determine higher education costs, funding needs, and appropriations in Virginia. The review shall identify and recommend: (1) methods to determine appropriate costs, including a detailed cost analysis of Virginia institutions and peer institutions; (2) measures of efficiency and effectiveness, including identifying opportunities for mitigating costs, increasing financial efficiencies, and incorporating current best practices employed by Virginia institutions and other institutions, nationwide; (3) provisions for any new reporting requirements, including a possible periodic review of cost data and strategies employed to implement efficient and effective operational practices; (4) strategies to allocate limited public resources based on outcomes that align with state needs related to affordability, access, completion, and workforce alignment, and the impact on tuition and pricing; (5) the impact of funding on underrepresented student populations; and (6) a timeline for implementation. 3. The review shall build on existing efforts including the assessment of base adequacy, recommendations provided through the Strategic Finance Plan, and peer institution comparisons to determine if existing funding models should be updated or replaced. It shall also build on promising practices and

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		include input from Virginia's institutions, policy makers, and other education experts. Any such review and assessment shall consider the mix of programs, mission, enrollment level, and other characteristics of Virginia's public institutions of higher education. 4. The Council shall submit a proposed workplan to the Joint Subcommittee on the Future Competitiveness of Higher Education in Virginia by August 15, 2021. The Council shall submit a preliminary report and any related recommendations to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by December 1, 2021 with a final report by July 1, 2022." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/3c/
SCHEV - Wage Records for Data Commission (Item 152 #4c)		Added language Wage Records for Data Commission: "In addition, the office of the workforce development advisor shall also have access to wage records collected by the Council." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/4c/
NSU &VSU - VCAN Funding (Item 184 #1c & Item 238 #1c)		Amended the FY 2021 funding restored by the 2020 Special Session. The required detailed budget and implementation plan was submitted in December 2020 and the initiative began in the spring semester 2021. Funding remains for the spring semester and for the 2021-22 academic year. The

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		amendment provides for the release of first year funding by removing existing language that required certain approvals prior to release of the funding.) https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/184/1c/ https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/238/1c/
RBC - Innovative Solutions (Item 164 #1c)		Added language to make technical revisions to the authority Richard Bland College to explore innovative partnerships and solutions in order to enhance educational opportunities for traditional and non-traditional students. https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/164/1c/
VCCS - G3 Eligibility and Technical Changes (Item 221 #1c)		Added language for technical changes consistent with House Bill 2204 and provides training and programs under the G3 initiative free to healthcare workers, first responders and other essential workers as defined under Phase 1a and 1b of the Center for Disease Control (CDC) and Virginia Department of Health (VDH) and that are serving in the frontline of the COVID-19 pandemic while Virginia remains in a state of emergency for the pandemic and for two years thereafter. "d. 1) In addition, healthcare workers, first responders and other essential workers as defined under Phase 1a and 1b of the Center for Disease Control (CDC) and Virginia Department of Health (VDH) and that are serving in the frontline of the COVID-19 pandemic shall, subject to the

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		provisions of paragraph D.1. of this item, be eligible for programs offered under the G-3 initiative that enhance or upgrade their skills at no cost during the period that is covered under the state of emergency and for two years thereafter." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/221/1c/
VCCS Economic Development Services (Item 223)	Added language to provide estimated higher education operating funds to cover workforce development program operations. "O. The Higher Education Operating fund source listed in this Item is considered to be a sum sufficient appropriation, which is an estimate of funding required by the university to cover workforce development program operations." https://budget.lis.virginia.gov/item/2021/1/HB1800/Introduced/1/223/	No change
Virginia College Building Authority (Item 263 #1c)		Added language "F. Out of the allocations for the Virginia Cooperative Extension and Agricultural Experiment Station, $1,550,000 the second year is designated for information technology upgrades and $2,450,000 the second year is designated for equipment for the Agricultural Research and Extension Centers (ARECS)." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/263/1c/
Virginia Innovation		Added language for the Commonwealth Cyber Initiative and

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Partnership Authority (Item 135 #3c)		removes legacy budget language related to the Commonwealth Center for Advanced Manufacturing. "3. Nothing shall prevent the Hub and certified Node sites from seeking matching funds for faculty recruitment and support for renovations and equipment from previous bond authorizations for higher education equipment or grant programs managed by the Authority, including but not limited to the Commonwealth Commercialization Fund. Certified institutions shall submit their funding request application to the Authority for review and authorization under the application procedures relevant for the program or bond authorization. After completing its review, VIPA shall approve or deny the request for an allocation of funds." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/135/3c/
HBCU Capital Financing Program (Item C-0 #1c)		Added language "9. Notwithstanding any other provision of law, a public institution of higher education may participate in the United States Department of Education Historically Black College and University Capital Financing Program (HBCU Program), and use federal grant and contract funds as permitted by the Program." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/C-0/1c/
2021 Capital Pool (Item C-68.59 #1c)		Added language "D. The authorization provided under Chapter 759 / 769, 2016 Acts of Assembly for bond funding from the Virginia College Building Authority for

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		Virginia Commonwealth University Center capital project 18205, Construct Commonwealth Center for Advanced Logistics Systems (CCALS), is rescinded. E. In addition to the appropriation and bond authorization authorized by this item, the Director, Department of Planning and Budget, shall transfer unutilized Virginia College Building Authority (VCBA) bond authorization and appropriation from the projects listed below, in the amounts shown, to this project for funding the projects listed in paragraph F: F. 1. Upon certification from the Virginia Economic Development Partnership that an agreement has been reached with the Economic Development Authority and Rolls-Royce Crosspointe LL, the Department of General Services is hereby authorized $12,120,000 the first year from bond proceeds of the Virginia Public Building Authority to provide funds for the acquisition of the Commonwealth Center for Advanced Manufacturing (CCAM). 2. Virginia Commonwealth University is hereby authorized $6,880,000 the first year from bond proceeds of the Virginia College Building Authority to provide funds for the support acquisition and installation of High-Performance Computing tools for the development of the Commonwealth Center for Cloud Computing (C4)." https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/C-68.50/1c/
Commonwealth Center for		Language redirected the 2016 bond funding for Commonwealth Center for

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Cloud Computing (Item C-68.50 #1c)		Advanced Logistics Systems (CCALS) to develop the Commonwealth Center for Cloud Computing (C4). VCU is tasked to convene a workgroup with UVA, VT, ODU, VSU, LU and representatives of CCAM and CCALS to develop a plan for C4. https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/C-68.50/1c/
Capital Outlay Budget		
HVAC System and other project (VCBA)	▪ LU: $3.7 million HVAC Systems and Controls Upgrade ▪ VSU: $34 million HVAC Systems campus-wide ▪ EVMS: $1.2 million two air handlers for Hofheimer Hall ▪ EVMS: $968,000 Lewis Hall emergency generator	No change
Workforce Development/ Tech Talent (VCBA)	▪ $6.6 million in Central Appropriations to address workforce and facility projects related to Tech Talent.	No change
Equipment funding (VCBA)	▪ VCCS: $1.8 million equipment for renovate Reynolds building (NVCC) project and change of scope language for Howsman/Colgan building project (NVCC) ▪ VIMS: $1.65 million equipment for Oyster Hatchery and Eastern Shore Campus projects ▪ IALR: $3.3 million equipment for Manufacturing Center project	No change
Construction Funding (VCBA) (Item C-68 #1c)		$192 million in FY2021 for the following projects: ▪ VT: Undergraduate Laboratory Building

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		▪ WM: Phase 4 of the Integrated Science Center (ISC) ▪ CVCC renovation of Amherst / Campbell Hall GCC: replacement of the French Slaughter Building at the Locust Grove Campus
JMU - East Campus Steam Plant, Phase I (Item 17.30 #1c)		$6.6 million ($4.6 million in bond appropriations and $2.0 million in nongeneral funds) for improvements and upgrades to the East Campus Steam Plant.
NSU - Renovate Pre-School Academy (Item C-68.50 #2c)		$1.2 million in general fund to identify, acquire, and renovate a standalone facility to replace the Pre-School Academy and to support program upgrades.
VCU – Acquire ABC Property (Item C-22.10 #1c)		$14.7 million in general fund and $1.3 million from nongeneral funds to authorize the sale of the property by the Virginia Alcoholic Beverage Control Authority to Virginia Commonwealth University.
Project Supplements (Item C-69 #1c)		VIMS: $28.2 million in bond appropriations to construct a new research facility GMU: $30 million in bond appropriations to construct Life Sciences and Engineering Building/Renovate Bull Run Hall at Prince William campus.

State Council of Higher Education for Virginia
Agenda Item (Draft)

Item: #III.D. Resources and Planning Committee – Discussion of Six-Year Plan Process

Date of Meeting: March 22, 2021

Presenter: Dr. Jean Huskey
Assistant Director of Planning and Finance
jeanmottley@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action
☒ Previous review/action
 Date: September 16, 2019
 Action: Staff provided a final update on the 2019 plans to the Resources and Planning (R&P) Committee.

Purpose of Agenda Item:

The purpose of this agenda item is to discuss the planning process underway for the six-year plans for 2021 and to obtain feedback from Resources and Planning Committee members regarding the Council's priorities for this year.

Background Information/Summary of Major Elements:

The six-year plan process began as part of the 2005 Restructured Higher Education Financial and Administrative Operations Act. The Higher Education Opportunity Act of 2011 reaffirmed the process. Virginia code, § 23.1-306, sets forth the objectives and purposes for the plans. The plans include information about institutional strategies, projected costs, expected tuition and fees, financial aid, economic development, capital projects and other timely topics. In 2015, joint resolutions approved by the House and Senate require that institutional six-year plans align with The Virginia Plan for Higher Education.

The Council prescribes the form and manner for the plans in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Staff Director of the House Committee on Appropriations and the Staff Director of the Senate Committee on Finance, or their designees. This group, including the Director of SCHEV, is referred to as the Op 6. In addition to providing input for plan instructions, this group reviews all plans and provides comments to the institutions.

SCHEV staff will schedule meetings with the Op 6 and their staff in late March or early April to discuss the requirements for this year. Staff also will discuss the plans with the Financial Advisory Committee (FAC) members and the Instructional Programs Advisory Committee (IPAC) members at their upcoming meetings.

One new requirement in the six-year plans may be the financial sustainability reviews and any related action plans. Budget language requires that SCHEV coordinate the dissemination to the institutions the measures of financial status included in the Auditor of Public Accounts (APA) Higher Education Comparative Report and collect the institutions' resulting financial sustainability reviews and any actions plans. The Op 6, the six-year plan review group, is the designated review group for the submissions. Discussions are underway with APA staff, but the reports have not been released to institutions at this time.

Another new requirement under review relates to enrollment and degree projections. In the past, institutions have submitted these projections in the late spring. Subsequently, the projections were discussed during the institutional meetings with the Op 6 in the summer. This year, consideration is being given to adding a section to the narrative part of the plan for institutions to provide more explanatory information related to these projections.

In addition, staff will make adjustments to the six-year plans to align the focus to the updated goals of The Virginia Plan for Higher Education.

At this point, staff anticipates that the process for the six-year plans will following that of past years. Activities will include:

- March-April: Input sessions with Council members, institutions and Op 6 members
- May 1: Instructions and plan template sent to institutions
- July 1: Plans due to SCHEV
- Mid-July through August: Op 6 meetings with presidents and institutional staff
- September 1: Op 6 comments sent to institutions
- October 1: Responses to comments and final plans submitted
- December 1: Plans posted on SCHEV's website

The most recent plans are on SCHEV's website at 2019 Plans. Due to the COVID-19 pandemic, institutions did not submit plan updates in 2020 but rather ad hoc information as requested by the Op 6 throughout the summer and fall.

Materials Provided: None.

Financial Impact:

This project has no financial impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education:

Institutions must align the goals in their plans to the goals of the *Pathways to Opportunity: The Virginia Plan for Higher Education*. Staff will update instructions and training materials to ensure that institutions are aware of the updated Plan and the goals of closing access and completion gaps, lowering costs for students, and expanding prosperity.

Timetable for Further Review/Action:

Staff will update the R&P Committee on the progress of this project at future meetings.

Resolution: None.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.E. Resources and Planning Committee – Discussion of major projects impacting the committee in 2021

Date of Meeting: March 22, 2021

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

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

Purpose of Agenda Item:

The purpose of this agenda item is to provide an overview of major projects that will impact the Resources and Planning Committee in 2021 in addition to regularly scheduled items. Staff also will seek input and answer questions as these projects will be included in upcoming Council meeting agendas as discussion or action items.

Background Information/Summary of Major Elements:

Each year, the Resource and Planning Committee provides input on or takes action on tasks charged to the Council either through legislation, budget requirements or priorities of The Virginia Plan. The following is a list of new projects in the coming year that align with the goals of The Virginia Plan.

Study of costs and funding needs for higher education
This project is included in the budget and was recommended by SCHEV in our budget recommendations. The study focuses on the following as outlined in the budget.

The Council shall identify and recommend:
   (1) methods to determine appropriate costs, including a detailed cost analysis of Virginia institutions and peer institutions;
   (2) measures of efficiency and effectiveness, including identifying opportunities for mitigating costs, increasing financial efficiencies, and incorporating current best practices employed by Virginia institutions and other institutions, nationwide;

(3) provisions for any new reporting requirements, including a possible periodic review of cost data and strategies employed to implement efficient and effective operational practices;

(4) strategies to allocate limited public resources based on outcomes that align with state needs related to affordability, access, completion, and workforce alignment, and the impact on tuition and pricing;

(5) the impact of funding on underrepresented student populations; and

(6) a timeline for implementation.

Deliverables for the project include a workplan presentation to the Joint Subcommittee on the Future Competitiveness of Higher Education in August 2021, a preliminary report on December 1, 2020, and a final report on July 1, 2022.

SCHEV staff plans to complete the following in the coming months to initiate the project:
- Engage stakeholders to receive preliminary input on the scope, including institutions, council members, and op six members (March-April).
- Issue a request for proposals to identify a contractor to assist with the project (April).
- Engage institutions in a data review process and begin to identify options for making the data more publicly available (April-June)
- Contract the RFP (June/July).
- Identify preliminary options to incorporate findings into upcoming budget process where applicable.

Staff will be working with Council members in the coming months to receive additional input. Additionally, staff seeks any thoughts during the meeting given members' experience and roles given their experience in the business community, as members of boards of visitors, with legislators or in other areas that may be applicable.

Expanded financial aid for certain undocumented students

The 2021 session expanded prior legislation to allow certain students who previously were ineligible to have access to state financial aid programs beginning in 2022-23. Most state financial aid programs rely on the federal application (FAFSA) for determining financial need; however, this application is not available for students who will be newly eligible for state aid. As a result, a separate application is required.

Virginia is joining over a dozen other states who have created a separate application that mimics the FAFSA results so that these students can be seamlessly included in current state awarding procedures.

This legislative change will greatly improve access and affordability to the students and families who will become eligible for aid. However, it will require significant time and resources to implement a separate system for students. The following are a few key areas of engagement that the SCHEV will employ to ensure the success of the project.
- Leadership engagement: SCHEV is working closely with the Governor's office and institutions to make the financial aid experience for these students as close as possible as it is for others. SCHEV has briefed presidents, finance officers and provosts to raise awareness.

- Technology: An information technology (IT) contractor will identify potential options for Virginia based on a scan of practices in other states and existing technology solutions
- Partnerships: SCHEV staff is working with financial aid staff to work on the implementation and engaging other staff as needed including IT, admissions officers and others.

Staff will provide updates as the project proceeds. SCHEV staff also will seek Council support for additional funding that may be necessary for SCHEV operations and for additional students who may qualify for financial aid.

Simplify need-based financial aid

In addition to expanding access to need-based aid, SCHEV also identified in its prior review of financial aid the need to simplify how students receive state aid. The main challenge is that the state administers two need-based aid programs, making it difficult for students to understand the eligibility for each and for institutions to administer. This creates barriers to student awareness and requires additional staff resources to administer. Merging the two programs could create greater efficiencies and improve the quality of the program to meet student's financial needs.

This change would require changes to state code and budget language. Due to the pandemic, last year, this project was placed on hold. Staff has started meetings with financial aid officers at the institutions to begin working on this process.

Staff will provide updates and discuss changes to state code and budget that will be required during the upcoming 2022 session later this year. This will be included in the policy portion of the budget recommendations that SCHEV approves in October.

Access initiative

With the new funding to support increased access to postsecondary education, SCHEV is working on several initiatives in this area. This includes:
- Development of a statewide strategy and outreach initiative: SCHEV recently issued a request for proposals (RFP) to review other state efforts in this area and assess Virginia's strengths and areas of opportunities. In addition, the RFP requires that the contractor develop a branding strategy, including the development of a student-focused website to support this initiative.
- Creation of a shared goal and vision with the Virginia Department of Education (VDOE) and expanding partnerships with stakeholder groups: In addition, SCHEV staff and VDOE staff have established recurring and productive meetings focused on shared goals and projects. SCHEV also is working to strengthen and expand partnerships with other access providers.
- Alignment of Gaining Early Access to Undergraduate Programs (GEAR UP): SCHEV is in the final year of its current, seven-year federal GEAR UP grant and will apply for another grant this spring.

Transparency of data and development of affordability reports

To complement the activities listed above and support the updated measures of The Virginia Plan for Higher Education, SCHEV also is working closely to ensure that data is available on its website to support efforts related to the review of costs, financial aid

and need and equity. In addition, SCHEV is working on an affordability report to add additional context to its annual tuition and fees report.

SCHEV staff will seek input and feedback from Council members on these data as they become available and to identify methods to improve communications and outreach in this area.

Other projects of note
In addition, there are several other projects of note that SCHEV will briefly discuss during the committee meeting:
- Launch of the loan ombudsman course (expected in June/July)
- Simplification of financial aid awards letters (this is part 2 of the process focused on other private institutions)
- Updating the capital outlay review process

Materials Provided: None.

Financial Impact:

Specific project costs are identified in the budget and will be discussed during the meeting.

Timetable for Further Review/Action:

Projects will be presented at various times during the year.

Relationship to Goals of The Virginia Plan for Higher Education:

The projects support several goals of The Virginia Plan. The access initiative and expanded financial aid support the equitable goal. The cost study and simplification of financial aid support the affordable goal and the transparency of data support the transformative goal.

Resolution: None.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
JANUARY 11, 2021
DRAFT MINUTES

Ms. Connelly called the meeting to order at 9:45 a.m. Council members present: Ken Ampy, Rosa Atkins, Alexandra Arriaga, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

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

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

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

APPROVAL OF MINUTES

On a motion by Mr. Holloman and seconded by Ms. Webb, the minutes of the October 27, 2020, Council meeting were approved unanimously (13-0) in block after a roll call vote.

REMARKS FROM ANNE KRESS, PRESIDENT NORTHERN VIRGINIA COMMUNITY COLLEGE

Ms. Connelly welcomed Dr. Kress and emphasized part of Dr. Kress's biography, sharing she has served at virtually every level of higher education. Ms. Connelly stated that this experience gives Dr. Kress a unique perspective.

Dr. Kress remarks highlighted the size and diversity of the Northern Virginia Community College (NOVA). She discussed the institution's five "Es" strategy for addressing issues. NOVA seeks to look at all problems and plans through the following "Es": equity, excellence, empowerment, evidence and economic and social mobility. Among other things, this strategy has led NOVA to strengthen its student support systems, create more partnerships with local industry and use data to analyze the labor markets near their individual campuses.

After her remarks, Dr. Kress asked for questions from Council. When asked how SCHEV could support her work, she mentioned strengthening the dual enrollment programs at high schools.

RECEIPT OF REPORT FROM THE AGENCY DIRECTOR

Mr. Blake highlighted the following in his presentation:

Fall enrollment: In October, SCHEV released a report on college and university early enrollment estimates. We now have updated information for the four-year public institutions. Total undergraduate enrollment was down 494 students. First-time undergraduate enrollment fell more steeply – 3,302 students, or 8%. Overall, out-of-state enrollment is down more than in-state enrollment. We will have complete information for private colleges and two-year institutions in January. At that time, we will be able to provide a more comprehensive report on enrollment patterns.

Spring opening plans: Public institutions have delayed start dates and adjusted spring break schedules. They continue to offer a blend of in-person classes and remote learning. Institutions report that the number and type of offerings are similar to the fall semester. After being closed to students in the fall, Virginia State University will have students on campus in the spring.

General Assembly session. The 2021 General Assembly session begins January 13. Staff will provide a preview of the schedule, proposed legislation and the budget. Beverly Rebar provided members with a preview of expected legislation.

Meeting with legislators: Council chair Marge Connelly and I have been meeting with legislators who serve on the money committees and the money committees. We are providing information on The Virginia Plan and the Council's budget recommendations and seeking their input on priorities for the General Assembly session.

Meetings with advocacy groups: As part of our outreach related to The Virginia Plan revisions and the upcoming General Assembly session, we have been meeting virtually with leaders of advocacy groups that have an interest in matters related to higher education. Topics include student access, funding, financial aid (including for undocumented students), tuition and fees, remote learning, broadband access and transparency.

Outstanding Faculty Awards: On December 11, SCHEV and Dominion Energy announced the recipients of the 2021 Outstanding Faculty Awards. We will celebrate the recipients at a virtual event March 2 at 1 p.m.

Virginia Military Institute: During the 2021 Special Session, the Governor and General Assembly approved $1 million "to conduct an independent, third-party investigation of the culture, traditions, policies and practices of the Virginia Military Institute. The investigative team shall report its findings and recommendations to the State Council of Higher Education for Virginia." SCHEV staff is managing the procurement process and the contract with the entity that will conduct the investigation.

SCHEV Statement of Values: Over the last several months, SCHEV staff has been engaged in a conversation about its values. The conversations took on greater importance in light of the disruption and introspection brought about by the pandemic

and social justice activities. In December, under the leadership of Paula Robinson and a cross-agency workgroup, SCHEV adopted the following statement of values. The next steps involve aligning our policy and procedures with the values and upholding the commitments in our everyday work and interactions.

SCHEV aspires to be a great place to work. It is an environment of public servants committed to developing an educationally and economically sound, vigorous, progressive and coordinated system of higher education in Virginia. Values are the principles and ideals that help us make judgments about what is most important. As leaders and employees of the Commonwealth and SCHEV, we abide by the Commonwealth's Standards of Conduct for Employees and related policies and procedures as a starting place. Beyond that, **SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability**. To enact these values we are guided in our actions and decision-making by the following commitments:

- We fulfill all professional duties with honesty and integrity.
- We maintain a high standard of quality in our work and we embrace opportunities to improve.
- We recruit, hire, support and advance a diverse spectrum of individuals.
- We create a welcoming and inclusive environment where we celebrate the value and contributions of each person.
- We foster a culture that encourages growth through professional development, career pathways and collaboration.
- We encourage and support staff in maintaining a healthy and balanced life.
- We act equitably and work to remedy inequitable situations.
- We live and practice these values with transparency and accountability.

Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

Ms. Connelly asked for an endorsement from Council for SCHEV's work on the values statement. Dr. Moret motion for the endorsement and Dr. Atkins seconded the motion. On a voice vote, the Council expressed unanimous support.

Liberty University has suing over TAG grant changes: Liberty is challenging the exclusion of on-line students from TAG eligibility under an equal protection argument. The suit names the Governor and SCHEV.

REMARKS FROM SENATOR MAMIE LOCKE

Ms. Connelly welcomed Senator Mamie Locke and shared that Senator Locke serves as the chair of the Senate Rules Committee, chair of the Senate Democratic Caucus and is a member of the Education Committee. Senator Locke highlighted higher education in the Governor's introduced budget and discussed the upcoming general assembly session.

REPORT ON HIGHER EDUCATION FUNDING

Ms. Kang discussed the report on higher education funding. Ms. Kang provided a brief history of higher education in the state and a picture of the current funding practices.

Since 1993, state general fund support for higher education has declined. In total funding dollars, funding has not recovered completely from the 2008 recession. The stated cost share goal for the state is 67/33. The state has not met this goal and remains close to 50/50. The value of an education in Virginia is high. The state ranks 2nd in graduation rates in the country. Virginia's expenditures per degree awarded is lower than the national average.

Ms. Kang anticipates that staff will conduct a cost study this year.

ACTION ON THE VIRGINIA PLAN GOALS AND STRATEGIES

Ms. Salmon updated the Council on the status of the draft of The Virginia Plan strategies and goals. The participants discussed the draft process that started in July 2019 and the past approval of the three original goals. Ms. Salmon shared the results of the many stakeholders meeting conducted and the themes that emerged from those meetings. Throughout the meetings, Ms. Salmon described a desire to create bold and inclusive goals.

After discussion, Council members advocated for the inclusion of a statement that will encourage colleges and universities to create a culture of equality and inclusion on their campuses. Ms. Connelly urged the passage of the motion with the understanding that there would be continued edits and additions. On a motion by Ms. Harker and seconded by Ms. Webb, the resolutions were approved unanimously (13-0) after a roll call vote.

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the strategies recommended in support of the three goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on October 27, 2020.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop, in collaboration with constituents and stakeholders, a set of potential measures and targets as well as actions to support the approved strategies and provide an update to Council by March 22, 2021.

REPORT FROM COMMITTEES

Academic Affairs Committee

Action on Programs at Public Institutions

Mr. Ampy provided background information on the following doctoral programs. Dr. Ramsey seconded the motion and it was passed unanimously after a roll call vote (13-

0).

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 Business (CIP: 52.0201), effective fall 2021.

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 Computer Science (CIP: 11.0101), effective fall 2021.

Action on Provisional Private Postsecondary Certifications

Mr. Ampy presented the following two resolutions for approval. The motion was seconded by Ms. Harker and approved unanimously after a roll call vote (13-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies iGlobal University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 11, 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Catholic University of America to operate as a degree-granting postsecondary institution at a new location in Alexandria, effective January 11, 2021.

Action on Guidelines for the Development of Pathway Maps

Mr. Ampy presented the following resolution for approval. The motion was seconded by Ms. Harker and approved unanimously after a roll call vote (12-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the *Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps*, effective immediately.

Update on Transfer Virginia and the transfer portal

Dr. Patricia Parker updated the committee and provided the committee with a tour of the website and student portal. Dr. Parker highlighted that 1800 people had some hand in working on the project. Transfer Virginia expects to go live in the summer of 2021.

Update on Graduate Outcomes survey

Dr. Jim Ellis reported that they are now at the phase of the project where the surveys have been sent out and they are waiting for responses. Dr. Ellis hopes to receive 15,000 responses by the end of March and will complete his report in June.

<u>Resources and Planning Committee</u>

Action on Virginia Domicile Guidelines

Ms. Harker introduced the resolution and discussed the changes that Mr. Andes made based on Council suggestions from the October meeting. On a motion from Ms. Harker and seconded by Ms. Connelly, the following motion was approved unanimously (12-0) after a roll call vote to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed changes to the Domicile Guidelines and Addendum C. Council further authorizes staff to make any technical or formatting changes that may be necessary to place the document into its final form.

Discussion of 2019-20 Awards and Certificates

Mr. Massa provided current data for awards and certificates. Ms. Harker noted that there is concern on the committee that the pandemic will set the state back in the best educated state by 2030. The committee wants to release the data to a larger audience which will be accomplished through an Insights blog past and a press release. The committee would like to look at the data from other states.

Discussion the Governor's introduced budget

Ms. Kang reported that all financial aid funding was restored to pre-pandemic funding. SCHEV has pursued items in the budget for which funding was not provided. Mr. Allison provided an update on the federal stimulus funds.

Discussion of Fiscal Sustainability Reviews

The APA report is delayed but calls to several institutions indicate that they are feeling more stable than expected. This is in part to federal support, state support and cost-cutting.

<u>RECEIPT OF ITEMS DELEGATED TO STAFF</u>

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

<u>OLD BUSINESS</u>

None.

<u>NEW BUSINESS</u>

Ms. Connelly asked that the Virginia Chamber of Commerce video from their workforce conference be played for the Council.

RECEIPT OF PUBLIC COMMENT

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

MOTION TO ADJOURN

Ms. Webb adjourned the meeting at 12:35 p.m.

_____
Katharine Webb
Council Secretary

_____
Kristin Whelan
Interim Director, Executive and Board Affairs

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Program Modification Approved:** Add an online delivery format to the Master of Arts degree program in International Commerce and Policy (45.0901)	Spring 2021
George Mason University	**Facilitated Staff Approval:** Master of Science degree program in Kinesiology (31.0505)	Spring 2021
Germanna Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Dental Hygiene (51.0602)	Spring 2021
Longwood University	**Degree Designation Approval:** Change the existing Bachelor of Science (B.S.) degree program in Business Administration (52.0201) to a Bachelor of Science in Business Administration (B.S.B.A.) in Business Administration.	Summer 2021
Radford University	**Program Modification Approved:** Add an online delivery format to the Master of Science degree program in Literacy Education (13.1315)	Spring 2021
Virginia Commonwealth University	**New Degree Program Not Approved**: Doctor of Philosophy degree program in Bioscience (26.0101)	October 15, 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Initiate the following new Certificate Programs: • Post-Baccalaureate in English as a Second Language (13.1401) • Post-Professional in English as a Second Language (13.1401)	Spring 2021
College of William and Mary	**Program Modification Approved:** Add a face to face delivery format to the	Spring 2021

Institution	Degree/Program/CIP	Effective Date
	Graduate Certificate in Addictions Counseling (51.1501)	
George Mason University	**Program Modification Approved:** Add an online delivery format to the Graduate Certificate program in Advanced Biomedical Sciences (26.0102)	Spring 2021
George Mason University	**Program Discontinuance:** Discontinue the Graduate Certificate program in Conflict Resolution for Health Professionals (51.9999)	Spring 2021
George Mason University	Initiate the following new Certificate Programs: Undergraduate • Food and Beverage Management (19.0505) Graduate • Accounting for Government Contracts (52.0202) • Assistive Technology (19.0710) • Contemporary Dispute Resolution (30.2801) • Gifted Education (13.1004) • Secondary Education Licensure (13.1205) • Specialized Reading Instruction for Students with Specific Learning Disabilities (13.1011)	Spring 2021
George Mason University	**Certificate Program Not Acknowledged:** Graduate Certificate program in Orthopedic Physician Extender for Athletic Trainers (51.2311)	November 5, 2020
Thomas Nelson Community College	Initiate the following new Certificate Programs: • Dental Assisting (51.0601) • Practical Nursing (51.3901)	Spring 2021
University of Virginia	Initiate the following new Certificate Programs: • Post-Baccalaureate in Accounting (52.0301) • Graduate in Cyber-Physical Systems (14.9999)	Spring 2021
University of Virginia	**Program Discontinuances:** Discontinue the following Certificate Programs: • Undergraduate in Procurement and Contracts Management (52.0299) • Graduate in Digital Marketing (52.0208)	Spring 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures*

for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University	Rename the School of Music to the **Reva and Sid Dewberry Family School of Music**. The school has been re-named to honor the Dewberrys' legacy of financial support of the School of Music. The name change would also recognize Mr. Dewberry for his role in "gaining support from other community leaders to help build a world-class School of Music."	January 1, 2021
Old Dominion University	Rename the Department of Ocean, Earth, and Atmospheric Sciences to the **Department of Ocean and Earth Sciences**. ODU indicates that the rename will accurately reflect the focus of the department, "faculty research activities, "and "academic programming" offered by the department.	December 5, 2020
Virginia Commonwealth University's	Create the **Department of Endodontics and Oral Diagnostic Sciences** from the reorganization of the Department of Endodontics and the Department of Oral Diagnostic Sciences. The Department will reside in the School of Dentistry. The reorganization will allow for administrative efficiency and a decrease in operation cost. The establishment of one academic unit will "more efficiently and productively manage the department" and "result in a cost savings of $103,029 annually."	December 1, 2020

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following items were not approved as delegated to staff:

Institution	Change/Site	Effective Date
Old Dominion University	Change the name of the Department of Management to the Department of Management and Entrepreneurship	November 30, 2020
Virginia Commonwealth University	Change the name of the Department of Kinetic Imaging to the Department of Kinetic Imaging and Sound Art	October 22, 2020

John R. Broderick, Old Dominion University's eighth and longest-serving president, is a constant presence on campus, whether it's to escort a visitor, ride his bike or attend athletic and cultural events.

Under his leadership since 2008, Old Dominion has emerged as a research leader in fields from cybersecurity to bioelectrics, where the University is pioneering advances in cancer treatment and cardiac procedures.

The University established the Center for the Study of Sea Level Rise in 2010, elevating Old Dominion to the top tier in addressing a significant environmental problem. Since then, Old Dominion has broadened its approach with the creation of the multidisciplinary Resiliency Collaborative, the Commonwealth Center for Recurrent Flooding and Resiliency and the Institute for Coastal Adaptation & Resilience.

To improve academic achievement, Old Dominion constructed a $20 million Student Success Center and Learning Commons. In 2017, the University recorded the highest graduation rate in its history. The University also has the second-largest percentage of degrees awarded in STEM-H (science, technology, engineering, math and health care) fields among Virginia's research universities.

In 2018, Old Dominion launched an expansion of health sciences offerings at its Virginia Beach Higher Education Center, with an increase in nursing classes and the creation of a center focusing on the cutting-edge field of telehealth. Later phases will include a School of Public Health, primary care clinic and substance abuse prevention center. The University also plans a new $75 million health sciences building on its main campus in Norfolk.

The Board of Visitors also renamed the University's Diversity Champion Award for the president in 2013 to recognize his commitment to diversity and inclusion, which has helped create a vibrant, multicultural campus. In the fall of 2020, Old Dominion enrolled more than 7,000 African Americans, more than any other public four-year school in Virginia, as well as students from more than 100 countries. In 2019, Diverse Issues in Higher Education ranked ODU 14th in the nation in the number of African American students who graduate each year.

President Broderick has transformed his belief in community service into a centerpiece of University life. In 2011, he, his wife, First Lady Kate Broderick, and their relatives endowed the Evon-Broderick Award for Community Engagement and Service to recognize students who immerse themselves in service.

President Broderick, a former journalist, has had articles about sports, education and travel published in outlets such as The Washington Post, The Chronicle of Higher Education, The Baltimore Sun, Trusteeship (publication of American Governing Boards), Champion (publication of the NCAA), The Sporting News, The Boston Globe, The Richmond Times-Dispatch, The Virginian-Pilot and The Hartford Courant. He also has contributed several book chapters about higher education issues.

The Brodericks have three sons who all earned degrees from Old Dominion.

Dr. James F. Lane was appointed Virginia's 25th superintendent of public instruction by Governor Ralph S. Northam, effective June 1, 2018.

As state superintendent, Dr. Lane serves as the executive officer of the Virginia Department of Education, which is the administrative agency for the commonwealth's public schools. He also serves as secretary of the state Board of Education.

Prior to his appointment as the commonwealth's chief school officer, Dr. Lane served as a division superintendent in Chesterfield County, Goochland County and Middlesex County. He was recognized as the 2017 Virginia Superintendent of the Year for his leadership in Goochland County.

Dr. Lane was one of 100 superintendents in the nation selected to attend the 2014 ConnectEd Superintendents Summit at the White House in recognition of his leadership in the use of instructional technology by his schools.

In 2015, the national Data Quality Campaign awarded its annual Flashlight award to Goochland County in recognition of the division's achievements under Lane's leadership in using data to empower educators and communicate with parents and the public.

Dr. Lane holds a doctorate in education from the University of Virginia, a master's degree in school administration from North Carolina State University, and master's and bachelor's degrees in teaching from the University of North Carolina at Chapel Hill. Dr. Lane and his wife, Sarah, are the parents of two elementary school students in Chesterfield County.

For Immediate Release: February 9, 2021

State Superintendent Announces Virginia LEARNS Workgroup to Guide Reopening and Recovery

RICHMOND — Superintendent of Public Instruction James Lane today announced the formation of a workgroup of educators, school administrators, mental health professionals, parents and leaders of community organizations to assess the needs of students and support Virginia school divisions as they implement Governor Ralph Northam's directive to provide in-person instruction options for students by March 15.

Using the Virginia Department of Education's Recover, Redesign, Restart 2020 guidance document as its starting point, the Virginia LEARNS (Leading, Engaging, Assessing, Recovering, Nurturing and Succeeding) workgroup will develop recommendations and identify resources and best practices related to equity, curricula — especially in literacy and mathematics — remediation and intervention strategies, assessments, data analysis, and technology to support instruction.

Lane also charged the workgroup with creating and identifying resources and best practices to address the impact of the coronavirus pandemic on the mental health and social-emotional well-being of students, families and school employees.

"I want to thank the members of the Virginia LEARNS workgroup for accepting the challenge of helping the commonwealth's public schools navigate these extraordinary circumstances and meet the needs of students, especially those who have fallen behind while their schools have been unable to provide in-person instruction and support services," Lane said. "The workgroup will assist school divisions — regardless of their current status — chart a course for the remainder of the current school year, this summer and into 2021-2022."

Charlottesville Superintendent Rosa Atkins will serve as chair of the Virginia LEARNS workgroup. Smyth County Superintendent Dennis Carter, Franklin County Superintendent Bernice Cobbs, Chesapeake Superintendent Jared Cotton and Newport News Public Schools Chief of Staff Rashard Wright will also serve in leadership roles. The other members are as follows:

- James Angelo, assistant superintendent for instruction, Frederick County Public Schools
- Roxana Bandes-Muldoon, director, Office of Equity and Accountability, Stafford County Public Schools
- Kathy Burcher, deputy secretary of education, Office of the Governor
- Michelle Cottrell-Williams, 2018 Virginia Teacher of the Year, Arlington County Public Schools
- Pamela Brandon Croom, president-elect, Virginia PTA
- Pamela Davis-Vaught, member, Virginia Board of Education; principal, Highland View Elementary, Bristol Public Schools
- Lisa Dolan, lead school social worker, Spotsylvania County Public Schools
- James J. Fedderman, president, Virginia Education Association

(more)

- Timothy Healey, principal, Colgan High, Prince William County; president, Virginia Association of Secondary School Principals
- Carolyn Jackson, supervisor, Office of Equity and Excellence, Arlington County Public Schools
- Andrea Johnson, 2020 Virginia Teacher of the Year, Salem Public Schools
- Ernest Longworth, director of instructional innovation, Chesterfield County Public Schools
- Kassie Myers, elementary school counselor, Halifax County Public Schools
- Hayley Poland, assistant superintendent of equity and student services, Roanoke Public Schools
- Abigail Farris Rogers, president, YMCA of Greater Richmond
- Laura Saunders, instructional supervisor, Augusta County Public Schools
- Emily Solari, professor of reading education, School of Education and Human Development, University of Virginia
- Jennifer Suh, professor of mathematics education, George Mason University
- Sarah Summers, school psychologist, Gloucester County Public Schools
- Anthony Swann, 2021 Virginia Teacher of the Year, Franklin County Public Schools; member, Virginia Board of Education
- Janet Turner-Giles, president, Virginia School Boards Association
- Deborah White, chief financial officer, Goochland County Public Schools
- Frances Wilson, director of technology and testing, Lunenburg County Public Schools

"The workgroup members bring a diverse set of perspectives and experiences to the table," Lane said. "All regions of the commonwealth are represented. There are members from urban, rural and suburban divisions. And there are representatives of school divisions that have safely provided in-person instruction during most or all of the current school year while overcoming the challenges of COVID-19."

VDOE staff will support the Virginia LEARNS workgroup as it carries out its mission. The panel will conduct its first virtual meeting on Wednesday, February 17. The workgroup will then solicit input from various education stakeholder groups before producing a final report in late April.

#

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.F. Council – Remarks from Tom Harnisch, Vice President for Government Relations, State Higher Education Executive Officers Association

Date of Meeting: March 23, 2021

Presenter:
Tom Allison, Senior Associate for Finance & Innovation
tomallison@SCHEV.edu

Tom Harnisch, Vice President for Government Relations, SHEEO
tharnisch@sheeo.org

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

Background Information/Summary of Major Elements:

Dr. Tom Harnisch joined SHEEO in January 2020. As vice president for government relations, Dr. Harnisch is located in Washington, D.C., where his primary leadership responsibility is planning, implementing, and coordinating SHEEO's portfolio of federal relations, policy, communication, and advocacy work. He monitors new and potential federal action (legislation, rules, and other policies and actions) that have relevance for our membership. Dr. Harnisch is responsible for bringing these issues to the attention of SHEEO staff and SHEEO's membership and for articulating their potential impact on our members and the institutions and students they serve.

Dr. Harnisch will offer updates on how the Biden administration's personnel choices and policy proposals are impacting higher education, Congressional action on COVID and economic recovery, as well as trends in other states' higher education budgets and policies.

Materials Provided: None

Financial Impact: None

Timetable for Further Review/Action:

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.G. Council – Report of the Agency Director

Date of Meeting: March 23, 2021

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

**State Council of Higher Education
Director's report
March 23, 2021**

Fall enrollment: In October, SCHEV released a report on college and university early enrollment estimates. We now have updated information for all institutions. We have published an Insight on final fall enrollment figures, which can be found here.

General Assembly session. The 2021 General Assembly session concluded March 1. Staff previously sent Council members a summary of the budget. More details can be found in agenda item III.C. of the Resources and Planning Committee on page **64**. Included in this item is a list of legislation **(pages 112-119)** that the General Assembly passed as well as a table outlining SCHEV's new duties **(see pages 120-121)**. Staff will review this information at

Outstanding Faculty Awards: On December 11, SCHEV and Dominion Energy announced the recipients of the 2021 Outstanding Faculty Awards. We celebrated the recipients with a virtual awards ceremony March 2. Council member Ken Ampy introduced the recipients and Council chair Marge Connelly offered closing remarks. Thanks to the Council members who helped select the recipients, participated in the virtual event or who attended the pre-ceremony virtual reception.

General Professional Advisory Committee/Council of Presidents: The presidents continue having regular phone calls with much of the discussion related to COVID-19 preparations and responses, the recently completed legislative session and the 2021 gubernatorial campaign. We resumed our regular GPAC meetings in February. Council chair Marge Connelly led a discussion around The Virginia Plan, which the presidents endorsed. Also, Secretary of Finance Aubrey Layne and Secretary of Education Atif Qarni spoke about the Commonwealth's financial condition and upcoming priorities for higher education.

Virginia Military Institute: During the 2021 Special Session, the Governor and General Assembly approved $1 million "to conduct an independent, third-party investigation of the culture, traditions, policies and practices of the Virginia Military Institute. The investigative team shall report its findings and recommendations to the State Council of Higher Education for Virginia." SCHEV managed the procurement process and the contract with the entity that is conducting the investigation, Barnes & Thornburg. The firm issued its first report February 4 and its second report March 8. The reports can be found here.

Lumina Foundation equity grants. In February, Governor Northam announced that Virginia had received grant funds totaling $750,000 to advance more equitable postsecondary education outcomes in Virginia. Seven institutions and SCHEV received the grants. The grants are in addition to the Talent, Innovation and Equity award SCHEV received last year from Lumina.

Innovative Internship Fund and Program: After the announcement by the Chamber of Commerce of the new V-TOP branding, logo and website during the October Council meeting, the Chamber released the Virginia Employer Readiness Toolkit: A Blueprint to Develop Quality Internship Opportunities for Virginia's Talent Pipeline in December. Companies have expressed appreciation for the toolkit, and Virginia's colleges and universities are using it in their work with employer partners. The General Assembly approved additional funding for the program for next year, for a total of $2 million. SCHEV expects to use the funding for regional initiatives, new grant competitions and additional activities to support the readiness of companies, students and institutions. Finally, discussions are underway for the imminent launch of regional pilot initiatives in two GO Virginia regions: Region 2, which includes Roanoke, Blacksburg and Lynchburg, and Region 4, which is the Richmond Metro area. Additional information is included in the attached report, which can be found on **pages 122-127**.

The Virginia Plan update: Included with this report, starting on **page 128**, is a summary of activities that have occurred since the January Council meeting and next steps. Staff will review with Council at the March meeting.

Staff updates: We have named Sandra Freeman as Private Postsecondary Education Director. This unit deals with private and out-of-state public institutions that must be certified to operate in Virginia. She has been the interim director since Sylvia Rosa-Casanova retired last year. Ms. Rosa-Casanova has returned to SCHEV in a part-time role. We also recently added a part-time staff member, Sam Ratcliffe, in the newly renamed Strategic Planning and Policy Studies group. Dr. Ratcliffe will be working with the Innovative Internship program. We also will be employing our own intern to work in that unit, Carley Strausser, a student at Christopher Newport University.

Legislative Update
2021 Regular Session and Special Session I

Boards of Visitors Transparency

HB 2120 (Keam) Higher educational institutions, public; governing boards, meetings, input, and disclosures.

Requires the governing board of each public institution of higher education to establish and maintain on the institution's website (i) a listing of all board members, including the name of the Governor who made each appointment and the date of each appointment; (ii) a listing of all committees created by the board and the membership of each committee; (iii) a schedule of all upcoming meetings of the full board and its committees and instructions for the public to access such meetings; (iv) an archive of agendas and supporting materials for each meeting of the governing board and its committees that were held; and (v) an email address or email addresses that allow board members to receive public communications pertaining to board business. The bill requires such boards to solicit the input of representatives of the institution's faculty senate or its equivalent (a) at least twice per academic year on topics of general interest to the faculty and (b) in advance of decisions to be made on the search for the institution's new chief executive officer. The bill also requires the State Council of Higher Education for Virginia, in consultation with the Virginia Freedom of Information Advisory Council, to work with each public institution of higher education and with technology experts to develop a minimal uniform standard, to the extent practicable, for providing the public with real-time electronic access to meetings of the governing boards of public institutions of higher education.

Last Action: *Governor: Governor's Action Deadline 11:59*

p.m., March 31, 2021

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2120

COVID-19

HJ 549 (Guy)/SJ 308 (Lucas) COVID-19; JLARC to study the impact on Virginia's public schools, students, and school employees.

Directs the Joint Legislative Audit and Review Commission to study the impact of COVID-19 on Virginia's public schools, students, and school employees, including (i) examining and

determining reasons for barriers to student success in virtual and hybrid models as well as the overall impact of COVID-19 face-to-face learning restrictions on previously existing student achievement gaps, student achievement, and student well-being, including any disproportionate impact on at-risk populations; (ii) determining the impact of the COVID-19 pandemic on staffing levels, including the impact of teacher and school employee retirements and resignations on delivery of instruction and the ability of local school boards to fully staff their needs, employment levels, and local budgets; (iii) determining the short-term and projected long-term changes in student enrollment in response to the COVID-19 pandemic and the impact of such changes on funding levels; (iv) determining the impact of implementing COVID-19 health and safety measures in public schools; (v) evaluating public schools' level of emergency preparedness to face another pandemic or statewide crisis and making recommendations to help guide planning for such events and (vi) examining programs that can address learning loss and identifying barriers to implementing those programs, including resource gaps.

Last Action: *Bill text as passed Senate and House (SJ308ER)*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hj549/

https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sj308

Diversity, Equity and Inclusion

HB1993 (Askew) State agencies and their appointing authorities; diversity, equity, and inclusion strategic plans.

Requires state agencies to establish and maintain a comprehensive diversity, equity, and inclusion strategic plan in coordination with the Governor's Director of Diversity, Equity, and Inclusion.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1993

Finance and Administration

HB2177 (Torian) Capital outlay plan; repeals existing six-year capital outlay for projects to be funded.

Updates the six-year capital outlay plan for projects to be funded entirely or partially from general fund-supported resources.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2177

HB 1986 (Bulova)/SB 1204 (Barker) George Mason University; management agreement with the Commonwealth.

Provides a management agreement between the Commonwealth and George Mason University pursuant to the Restructured Higher Education Financial and Administrative Operations Act (§ 23.1-1000 et seq.).

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1986/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1204

SB 1134 (Howell) Refunding bonds; alters the principal and interest requirements.

Alters the principal and interest requirements, maturity date, and allowable discount for previously issued refunding bonds. The bill contains an emergency clause and has an expiration date of June 30, 2023.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1134

Financial Aid

HB 1980 (Reid) Enslaved Ancestors College Access Scholarship and Memorial Program; established, report.

Establishes the Enslaved Ancestors College Access Scholarship and Memorial Program, whereby Longwood University, the University of Virginia, Virginia Commonwealth University, the Virginia Military Institute, and The College of William and Mary in Virginia, with any source of funds other than state funds or tuition or fee increases, are required to annually (i) identify and memorialize, to the extent possible, all enslaved individuals who labored on former and current institutionally controlled grounds and property and (ii) provide a tangible benefit such as a college scholarship or community-based economic development program for individuals or specific communities with a demonstrated historic connection to slavery that will empower families to be lifted out of the cycle of poverty. The bill requires the State Council of Higher Education for Virginia to collaborate with such institutions to establish guidelines for the implementation of the Program and to annually

collect information on the implementation of the Program from such institutions and report such information to the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, the Senate Committee on Finance and Appropriations, and the Virginia African American Advisory Board.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1980

HB2204 (Filler-Corn)/SB 1405 (Saslaw) Get Skilled, Get a Job, Give Back (G3) Fund and Program; established.

Establishes the Get Skilled, Get a Job, Give Back (G3) Fund and requires the Virginia Community College System to establish the G3 Program for the purpose of providing financial assistance from the Fund to certain low-income and middle-income Virginia students who are enrolled in an educational program at an associate-degree-granting public institution of higher education that leads to an occupation in a certain high-demand field. The bill contains provisions for student eligibility, financial assistance award amounts, and data reporting.
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2204/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1405

HB 2123 (Lopez)/ SB1387 (Boysko) Students; eligibility for in-state tuition.

Provides that students who meet the criteria to be deemed eligible for in-state tuition regardless of their citizenship or immigration status shall be afforded the same educational benefits, including financial assistance programs administered by the State Council of Higher Education for Virginia, the State Board for Community Colleges, or a public institution of higher education, as any other individual who is eligible for in-state tuition. The bill has a delayed effective date of August 1, 2022, and directs the State Council of Higher Education for Virginia, in coordination with institutions of higher education in the Commonwealth, to promulgate regulations to implement the provisions of the bill. Public institutions of higher education; certain students; financial assistance programs.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2123/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1387

HB 1820 (Helmer) SNAP benefits program; eligibility for benefits, postsecondary education.

Adds participation in educational activities that lead to a post-secondary credential from an accredited institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education for Virginia to the list of activities to which a participant in the Virginia Initiative for Education and Work may be enrolled and directs the Board of Social Services to amend the Supplemental Nutrition Assistance Program (SNAP benefits program) to (i) establish broadbased categorical eligibility, (ii) set the gross income eligibility standard at 200 percent of the federal poverty guidelines, (iii) not impose an asset limit for eligibility, and (iv) increase opportunities for self-sufficiency through postsecondary education by allowing SNAP benefits program participants to satisfy applicable employment and training requirements through enrollment in an accredited public institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education for Virginia.
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1820

HB 1930 (Aird) Higher educational institutions, public; admissions applications criminal history questions.

Prohibits each public institution of higher education, with the exception of the Virginia Military Institute and a law school of a public institution of higher education that is accredited by the American Bar Association, from (i) utilizing an institution-specific admissions application that contains questions about the criminal history of the applicant or (ii) denying admission to any applicant on the basis of any criminal history information provided by the applicant on any third-party admissions application accepted by the institution. The bill permits each public institution of higher education to inquire into the criminal history of any individual who has been admitted to but has yet to enroll at the institution and withdraw an offer of admission to any individual whom the institution subsequently determines to have a criminal history that poses a threat to the institution's community. The bill has a delayed effective date of January 1, 2022.
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1930

HB 2031 (Aird) Facial recognition technology; authorization of use by local law-enforcement agencies, etc.

Provides that no local law-enforcement agency or campus police department shall purchase or deploy facial recognition technology, defined in the bill, unless such purchase or deployment is expressly authorized by statute. The bill prohibits a local law-enforcement agency or campus police department at a public institution of higher education currently using facial recognition technology from continuing to use such technology without such authorization after July 1, 2021.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2031

Workforce, Economic Development and Data Analytics

SB 1365 (Barker) Data Governance and Analytics, Office of; created.

Creates the Office of Data Governance (the Office) in the Office of the Secretary of Administration, to be directed by the existing Chief Data Officer of the Commonwealth. The Office is charged with overseeing general data governance in the Commonwealth, as well as developing and managing the Commonwealth Data Trust, a multi-stakeholder data exchange and analytics platform. A multi-level governance structure is established to govern the Trust. The bill also establishes the advisory Virginia Data Commission to advise the Office on issues relating to data sharing.

Last Action: *Title replaced 21200308D-H1*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1365

SB 1314 (Hashmi) Education and Labor Market Alignment, Office of; established.

Directs the Virginia Economic Development Partnership Authority to establish an Office of Education and Labor Market Alignment (the Office) to coordinate data analysis on workforce and higher education alignment and translate data to partners. The Office shall provide a unified, consistent source of information or analysis for policy development and implementation related to talent development and shall partner with the State Council of Higher Education for Virginia, institutions of higher education, the Virginia Department of Education, the Virginia Employment Commission, GO Virginia, and other relevant entities to offer resources and expertise related to education and labor market alignment.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1314

HB 1876 (Subramanyam) Workforce development; expands type of data sharing.

Expands the type of workforce development data that state agencies may share with the Virginia Workforce System to support workforce program evaluation and policy analysis. The bill removes the requirement that all personal identifying information be removed before being shared among other state agencies and with the Workforce Development System and instead requires the identifying attribute information necessary to match entities across programs, support the coordination of services, and evaluate outcomes to be shared among agencies that enter into the memorandum of understanding supporting the Virginia Workforce Data Trust.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1876

Academic Affairs

HB 1904 (Jenkins)/ SB 1196 (Locke) Teachers and other licensed school board employees; cultural competency.

The bill requires teacher, principal, and division superintendent evaluations to include an evaluation of cultural competency. The bill requires every person seeking initial licensure or renewal of a license from the Board of Education (i) to complete instruction or training in cultural competency and (ii) with an endorsement in history and social sciences to complete instruction in African American history, as prescribed by the Board. The bill also requires each school board to adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.
Last Action: *Governor: Approved by Governor-Chapter 23 (effective 7/1/21)* Bill
URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1904 /
https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1196

HB 2058 (Simonds) Virginia STEM Education Advisory Board; established, report.

Creates the Virginia Science, Technology, Engineering, and Mathematics (STEM) Advisory Board to create a unified vision regarding STEM education initiatives, language, and measures of success to promote a culture of collaboration for STEM programming in the Commonwealth. The Board shall develop the infrastructure for creating STEM Regional Hubs and naming STEM Champions in communities across the Commonwealth. Additionally, the Board shall report annually to the Governor and the General Assembly on STEM challenges, goals, and successes across the Commonwealth.

Last Action: *Enrolled Bill communicated to Governor on February 26, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2058

2021 General Assembly – SCHEV New Duties

Legislation/Budget Item	Description
Diversity, Equity and Inclusion Plans (HB 1993)	Report annually to the Governor on the impact of the plan on the populations served by the agency and on the agency's workforce and budget.
Enslaved Ancestors Scholarship Program (HB 1980)	SCHEV to collaborate with LU, VMI, UVA, VCU and W&M to establish guidelines no later than July 1, 2022.
Virginia STEM Advisory Board (HB 2058)	Director of SCHEV shall serve ex officio on the Board.
Governing Boards; Meetings, Inputs and Disclosures (HB 2120)	SCHEV to develop a minimum uniform standard, in consultation with the Virginia FOIA Council and technology experts, for providing the public with real-time electronic access to governing board meetings. SCHEV shall communicate recommended policy changes to Education committees by November 1, 2021.
Financial Aid Eligibility (HB 2123/SB 1387)	Develop and maintain an application portal for student eligible for in-state tuition regardless of their citizenship or immigration status [see budget item 152 #2c, appropriating $200,000]
Get Skilled, Get a Job and Give Back Program (G3) (HB 2204/SB 1405)	Council to collaborate with VCCS and others to make recommendations regarding high demand fields and collect and report data on enrollment, retention, etc.
Office of Education and Labor Market Alignment (SB 1314)	SCHEV to partner with VEDP to offer resources and expertise.
Guidance for Postsecondary Success (GPS) (Item 152 #1c)	An appropriation of $250,000 in FY21-22 supports this new initiative, the purpose of which is to increase student transitions from high school to postsecondary education and help students find the right fit for their future and in terms of costs. https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/1c/
Cost Study (Item 152 #3c)	The State Council of Higher Education, in consultation with representatives from House Appropriations Committee, Senate Finance and Appropriations Committee, Department of Planning and Budget, Secretary of Finance, and Secretary of Education, as well as representatives of public higher education institutions, shall review methodologies to

	determine higher education costs, funding needs, and appropriations in Virginia. A workplan is due by August 15, 2021, a preliminary report and any related recommendations are due by December 1, 2021, and a final report by July 1, 2022. https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/3c/
Financial Aid Portal (Item 152 #2c)	$200,000 to develop and maintain an application portal for student eligible for in-state tuition regardless of their citizenship or immigration status https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/2c/
Innovative Internship Program (Item 152 #1s)	$1.3 million restored funding to support the Innovative Internship Fund and Program https://budget.lis.virginia.gov/amendment/2021/2/HB1800/Introduced/CR/152/1s/

Innovative Internship Fund and Program – Update

Overview
At the October 2020 Council meeting, members were introduced to the new brand and logo created by the Virginia Chamber Foundation on behalf of SCHEV and the Innovative Internship Fund and Program. The theme aligns with Virginia's goals to be the top state for business and the top state for education. Simultaneously, the Virginia Chamber of Commerce showcased at the annual Workforce and Education Conference the brand, a new website and the new toolkit for employers interested in starting internship programs (Virginia Employer Readiness Toolkit: A Blueprint to Develop Quality Internship Opportunities for Virginia's Talent Pipeline).

Since then, SCHEV and the Chamber have highlighted the availability of the new resources and Virginia's colleges and universities are using the toolkit in their work with employer partners. The toolkit has been very well received.

Also in October, members received background information on activities since 2019 and plans for 2021.

Below is an update on V-TOP progress since October in the following areas:
- Budget
- New Part-Time Staff
- Policy and Employer Advisory Panel Membership
- Workgroups
- Regional Collaborative Pilot Programs

Budget
The current version of the state budget amendments includes an increase for V-TOP of $1.3 million, bringing the total to $2 million for FY2022. The amount for the current fiscal year is $700,000.

In this fiscal year, we have awarded approximately $100,000 in grants and expect to award $500,000 to the pilot regional collaboratives explained later in this update. The remaining amount will fund two part-time employees, additional activities in collaboration with the Chamber, and the first phase of procurement of a technology vendor capable of providing access to online training modules for students and employers.

Potential uses for future-year appropriations:
- ~ $1 million per year for nine regional collaboratives, after all are phased in and fully operational
- ~ $500,000 per year for new grant competitions
- ~ $500,000 per year for a variety of activities, including outreach & awareness, continued partnership with the Chamber, employer recruitment, training module delivery system, employer and student incentives/recognition, professional development scholarships, annual event showcasing statewide activities and best practices, etc.

The authorizing statute and budget language place the money in a non-reverting fund, meaning that any unspent money will carry over from year to year; this is essential for several reasons, including facilitation of the phased roll-out of the nine regional initiatives and to ensure adherence to best practices in grantmaking.

New Part-Time Staff
Earlier this month, SCHEV welcomed an intern and a subject matter expert to the V-TOP program.

Carley Strausser, Intern
- Junior at Christopher Newport University
- Communications major with minors in Psychology and Leadership Studies
- Involved on campus with residence life and freshman orientation

Sam Ratcliffe, Subject Matter Expert
- 35 years in career services at Virginia Military Institute (retired)
- As president of the National Association of Colleges and Employers (NACE), created and led the NACE Career Readiness Competency initiative
- Nationally recognized consultant for career services leadership and expertise in external review processes, professional standards, professional competencies, assessment and accountability in career services, leadership training and public policy advocacy

Workgroups
Staff formed six work groups in summer 2020. Each met twice by the end of the year. While no meetings have occurred in 2021, meetings are scheduled and work has continued.

Technology, Data and Measures of Success
SCHEV's Policy Analytics team extracted data related to credit-bearing internships for Academic Year 2019-2020 (summer 2019, fall 2019, spring 2020). Credit-bearing internships are one aspect of work-based learning. Other types of work-based learning are illustrated in Figure 1 and include non-credit internships, micro-internships, clinical and field experiences, etc.

Zero-credit internship courses are included in the data. Zero credit internship opportunities are a recent innovation. The goal is to relieve students of the per-credit tuition cost while continuing to validate the rigor of the experience and ensure that it appears on the student's transcript. Institutions sometimes charge a small fee to review the student's portfolio and other work products created during the internship.
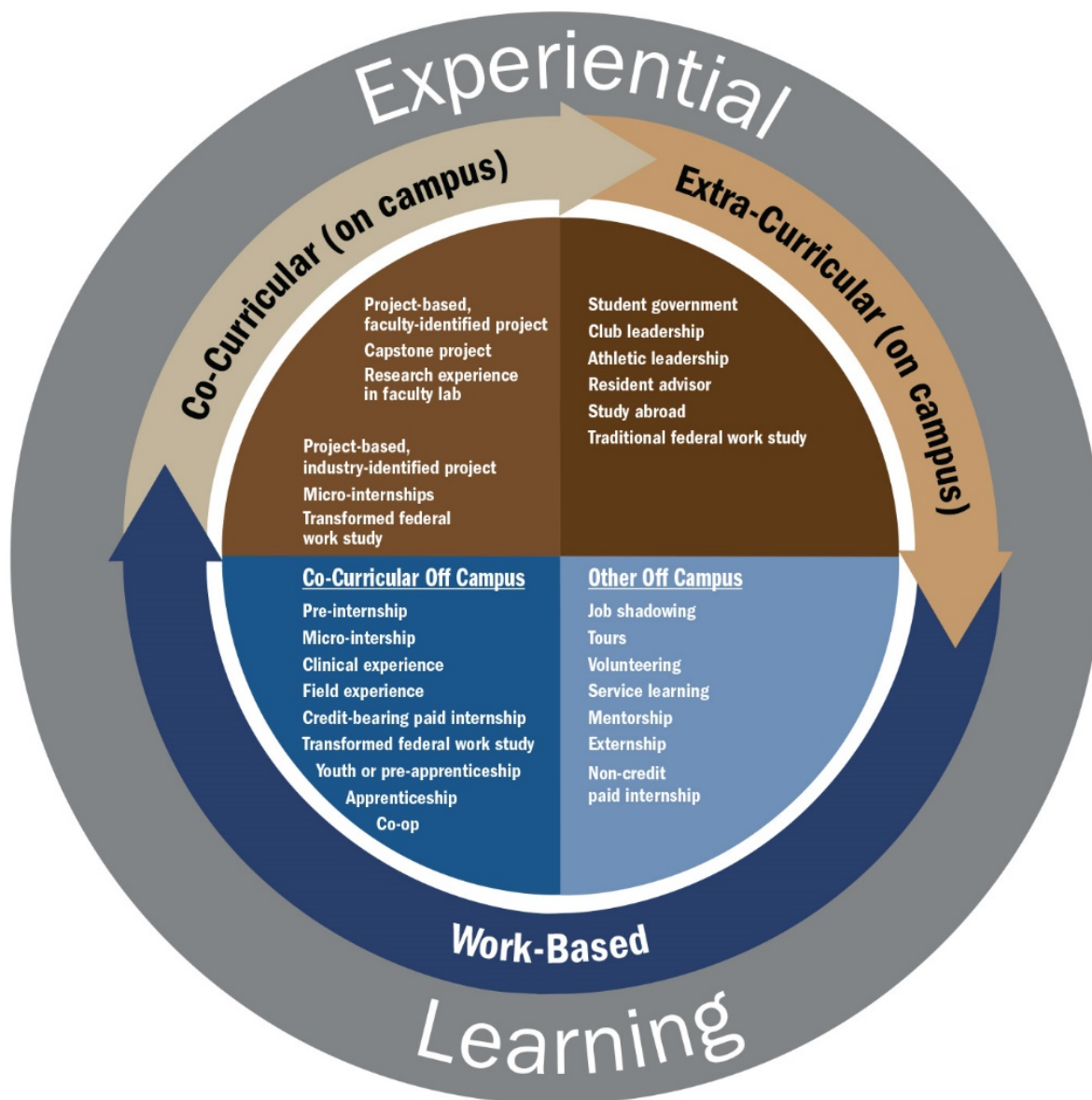
No data related to non-credit internships is available and, therefore, the scale of that activity is unknown and the ratio of for-credit to non-credit internships is likewise unknown. No conclusions can be drawn from the data on credit-bearing internships without knowing whether those comprise 90% of the total internships, 10% or some other ratio.

This workgroup has settled on six questions to be asked of graduating students to assist in determining the level of activity of non-credit internships in relation to for-credit internships. SCHEV will work with institutions to find ways to survey students, whether through existing surveys of graduating students or other methods.

Members of this workgroup have also expressed interest in learning more about companies that host interns. An employer survey could be one aspect of a future contract with the Chamber.

Finally, this work group will be integral to determining the best method for providing access to online training modules for employers and students.

Figure 1

The figure is a circular diagram titled "Experiential Learning" around the outer ring, divided into four quadrants:

Co-Curricular (on campus) (upper left, brown):
- Project-based, faculty-identified project
- Capstone project
- Research experience in faculty lab
- Project-based, industry-identified project
- Micro-internships
- Transformed federal work study

Extra-Curricular (on campus) (upper right, dark brown):
- Student government
- Club leadership
- Athletic leadership
- Resident advisor
- Study abroad
- Traditional federal work study

Co-Curricular Off Campus (lower left, dark blue):
- Pre-internship
- Micro-intership
- Clinical experience
- Field experience
- Credit-bearing paid internship
- Transformed federal work study
- Youth or pre-apprenticeship
- Apprenticeship
- Co-op

Other Off Campus (lower right, light blue):
- Job shadowing
- Tours
- Volunteering
- Service learning
- Mentorship
- Externship
- Non-credit paid internship

The lower arc is labeled "Work-Based".

Student Readiness and Work-Ready Experience Work Groups
The work of these two groups is closely aligned.

The student readiness group is assisting to design a program to ensure students are well prepared for their work-based learning experience. The group has determined that a focus on the eight work-ready competencies developed by NACE is appropriate for this effort.

The work-ready experience group is assisting to design an internship experience specifically for freshmen and sophomores. This also will focus on the eight competencies, such as critical thinking and problem solving, communication, teamwork, technology, leadership, professional/work ethic, career management, global/intercultural fluency.

Dr. Ratcliffe was president of NACE when these competencies were developed and defined, and he will lead the creation of these two new programs.

Employer Toolkit
Dr. Ratcliffe will work with this group to develop more support for companies that want to start hosting interns. SCHEV will turn the toolkit into engaging online modules that will lead companies step-by-step through the process outlined in the toolkit. People will be available at the regional level (starting with GO Virginia Regions 2 & 4, explained further below) to support and advise throughout the process, including assisting companies to develop an intern job description, register with Handshake, which is the platform most institutions offer to employers to post jobs and internships, and other steps.

Professional Development for Practitioners
This work group has determined that one aspect of institutional readiness, mentioned in the statute, is the competency of institutional faculty and staff to guide students through preparation for a work-based learning experience and through the experience itself. In addition, graduate students studying to become career services professionals would also benefit from exposure to more experienced professionals. Therefore, the work group is advocating a scholarship program for practitioners at all levels to attend conferences and join professional development organizations. A draft of a scholarship application has been developed and work will continue to finalize it and determine an annual budget.

Regional Collaborative Pilot Programs
Over the course of 2019 and 2020, as SCHEV was gathering stakeholder ideas and laying the groundwork for the statewide initiative described in the statute, one aspect became clear very quickly: one size does not fit all across the entire Commonwealth; regional variation is a necessity.

Discussions are underway for the imminent launch of regional pilot initiatives in two GO Virginia regions: Region 2, which is Roanoke/Blacksburg/Lynchburg, and Region 4, which is the Richmond Metro area.

In the Richmond region, partners include the GO Virginia-funded RVA NOW program at the Richmond Chamber of Commerce. In Region 2, the GO Virginia support organization (Virginia Tech Office of Economic Development) is spearheading the early planning. SCHEV expects these collaboratives to include existing PK-12 activities, such as the Go Virginia-funded Ignite program at the United Way of Southwest Virginia and Partnership for the Future in Richmond, along with significant contributions by the newly hired Regional Work-Based Learning Specialists at the Virginia Department of Education.

Each of the required Year 1 activities in these pilot regions arose from ideas generated by our partners. Required Year 1 activities include:

- Convene PK-12, public and private colleges and universities, regional chambers of commerce and economic development partnerships, industry groups, employers, and other relevant organizations which will vary by region
- Inventory the existing opportunities for employers to engage with students across public and private PK-12, colleges and universities, higher education centers, and other community organizations
- Begin to identify employer needs for engagement that are not on the list (this will be a continuing activity over time)
- Collaboratively prioritize which of the existing opportunities will be marketed to new employer partners over the first two to three years
- Create an implementation plan for Years 2 and 3 (there are required elements)
- In collaboration with the institutions who led a prior event, design a regional event for employers to connect with, interview, and hire interns (based on the Hire Virginia event in Hampton Roads organized by UVA)
- Schedule and offer orientation and other forums for employers to learn about all the new resources and recruit new employer partners for internships.

Stakeholders from both regions are working to develop their proposals for submission in April. Funding should be distributed by the end of May.
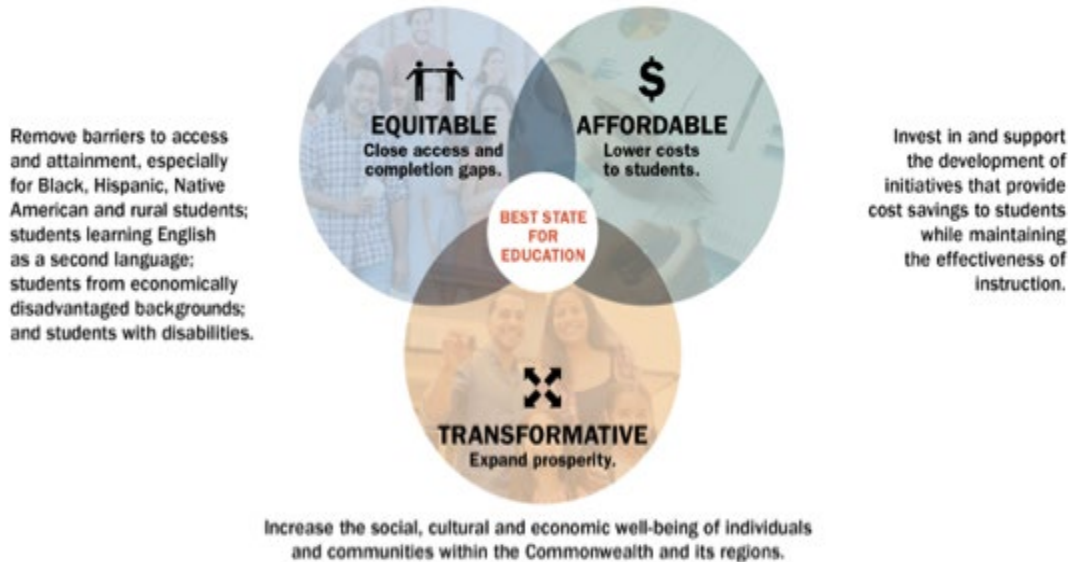
On the Horizon
Stakeholders have asked SCHEV to consider future activities that relate to Virginia's goals of maintaining our ranking of the best state for business and the top state for education and talent.

Indeed, the Virginia Business Higher Education Council, through the Growth4VA initiative, on its website suggests that in addition to work-based learning opportunities already under development such as internships and externships, Virginia needs innovative work-study options.

SCHEV will be convening new workgroups later in 2021 to examine:

- Transformation of federal work study (FWS) into structured internships on campus and off-campus at non-profits & local government
- Design of a state-funded work-study program that would be less restrictive than FWS, for potential consideration by the Administration and General Assembly in the 2023 session.

Pathways to Opportunity: The Virginia Plan for Higher Education

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

EQUITABLE
Close access and completion gaps.

AFFORDABLE
Lower costs to students.

BEST STATE FOR EDUCATION

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

TRANSFORMATIVE
Expand prosperity.

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

Since Council approved *Pathways to Opportunity: The Virginia Plan for Higher Education* in January, the following activities have transpired:

- Staff modified the verbiage of strategy 10, based on Council member comments. Staff also made other non-substantive edits
- Staff submitted the prior plan's 2020 Annual Report to the Governor and General Assembly.
- Marge Connelly, Emily Salmon and I presented the new plan at an all-staff Plan kick off meeting. Staff subsequently held a subsequent virtual office hour for additional discussion and questions. The intent to start conversations about how The Plan connects to staff's day-to-day activities, along with SCHEV's organizational commitment to diversity, equity and inclusion.
- Following refinement of the graphics and development of web content reflective of The Plan, we formally released *Pathways to Opportunity: The Virginia Plan* on February 16 via press release and a corresponding communications plan including ongoing social media outreach.
- Staff continues to communicate The Plan's three goals, 10 strategies and five measures to stakeholders. I discussed The Plan with the Virginia Business Higher Education Council. Marge Connelly joined Emily Salmon and me for a discussion with public-institution chief executives at the February 22 meeting with public college and university presidents.

- Presidents expressed their support of The Plan and its three interconnected goals; afterward, VCCS staff requested staff's GPAC slideshow presentation to incorporate in their planning processes.
- In late February, Emily Salmon and I also discussed the 18-month strategic planning process with doctoral students in the William & Mary School of Education.

Future activities include the following:
- **Complete measures supplemental document**: Work is underway by SCHEV's research staff to assist in the development of a supplemental document offering more in-depth information about The Plan's five measures. The supplement will: present baseline data for each measure; summarize methodology and sources; identify and explain the targets for each measure and provide some (not all) of the potential related indicators that will also be included in the to-be-developed Equity/Measures dashboard. Staff will present the supplement to Council in May.
- **Produce a historical supplement**: Staff is working on a supplement to The Plan that offers additional historical context. This work will be highly visual and build from the ONE Virginia Plan for Higher Education issued recently by Dr. Janice Underwood, Chief Diversity Officer for the Commonwealth. Staff will share this document with Council at the May meeting.
- **Update institutional six-year plans**: Staff member Jean Mottley is updating the templates/spreadsheets for public institutions' six-year plans to reflect The Plan's three goals and related components.
- **Develop action plans**: Staff continues to engage various advisory and advocacy groups and stakeholders about The Plan and to seek input on actions in support of The Plan's goals and strategies. Internal SCHEV engagement will occur via Virginia Plan Ambassadors – staff with expressed interest and/or expertise pertaining to one of the three goals: Equitable, Affordable and Transformative higher education. This internal opportunity will deepen subject-matter expertise and create shared ownership of The Plan through active engagement with it. Identification of such activities will assist to focus ongoing efforts and recalibrate previous plan-supporting initiatives. Proposed actions will replace the previous Plan's priority initiatives. Timeline: July action plan presentation to Council.

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.H. Council - Report from the Student Advisory Committee

Date of Meeting: March 23, 2021

Presenter:
Tom Allison
Senior Associate for Finance & Innovation
TomAllison@schev.edu

Reena Medavarapu, Virginia Tech (Co-Chair)
reenam@vt.edu

Anirban Mahanty, Virginia Commonwealth University (Co-Chair)
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Eric Munro, Virginia Military Institute
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Tiffany Williams, Old Dominion University
tsear004@odu.edu

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

Background Information/Summary of Major Elements:

As authorized by Virginia code, SCHEV convenes the Student Advisory Committee (SAC), consisting of student leaders from four-year public colleges and universities, the Virginia Community College System and Virginia's private institutions. Student members are nominated by their college presidents and confirmed by SCHEV.

The committee advises the Council on system-wide issues of concern to Virginia's college students. A code change in the 2020 General Assembly session granted more flexibility to how the SAC meets and operates. The shift to virtual meetings allowed for more meetings as students did not need to travel to Richmond. The SAC has already been able to meet five times this school year. Students also organized themselves into two subcommittees: Policy & Advocacy and Campus Engagement.

Students will update the Council on accomplishments this school year as well as enduring challenges related to college affordability, mental health on campus, students' basic needs, and mitigation of the COVID-19 pandemic.

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 23, 2021

Presenter: Peter Blake
Director
peterblake@schev.edu

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

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Degree Program Actions:
College of William and Mary
George Mason University
James Madison University
University of Virginia
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs:
George Mason University
University of Virginia
Virginia Polytechnic Institute and State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:

Mission Statement Change:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals:
Virginia Military University

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

<u>Full Cost Report:</u>

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	**Certificate Programs Approved:** Initiate the following new Certificate Programs: • Post-Professional in Special Education, 6-12 (13.1019) • Post-Professional in Special Education, K-6 (13.1017)	Fall 2021
George Mason University	**Facilitated Staff Approval:** Master of Science degree program in Finance (52.0801)	Fall 2021
George Mason University	**Program Name Change Not Approved:** Change the name of the Master of Science degree program from Telecommunications (11.0901) to Network Engineering (11.0901)	February 4, 2021
James Madison University	**Program Modification Approved:** Modify the credit hours of the Master of Science in Athletic Training degree program in Athletic Training (51.0913) from 72-73 credit hours to 60-61 credit hours	Summer 2021
James Madison University	**CIP Code Change Approved:** Change the CIP code of the Bachelor of Science degree program in Quantitative Finance from 52.0899 to 27.0305	Fall 2021
University of Virginia	**Facilitated Staff Approval:** Bachelor of Arts degree program in Applied Statistics (27.0601)	Fall 2021

Institution	Degree/Program/CIP	Effective Date
University of Virginia	**Certificate Program Approved:** Graduate Certificate in Special Education – General Curriculum (13.1001)	Spring 2021
Virginia Polytechnic Institute and State University	**Certificate Program Approved:** Graduate Certificate in Science, Technology, and Engineering in Policy (44.0501)	Summer 2021
Virginia Polytechnic Institute and State University	**CIP Code Changes Approved:** Change the CIP Code of the following programs: • Graduate Certificate in Applied Statistics from 27.0304 to 27.0601 • Graduate Certificate in Homeland Security Policy from 43.0302 to 43.0301 • Master of Arts in Data Analysis and Applied Statistics from 27.0304 to 27.0601	Summer 2021

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

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Program Discontinuances:** Discontinue the following degree programs: • Master of Arts in Computer Game Design (10.0304) [Council Approval: March 18, 2014] • Master of Arts in Graphic Design (50.0409) [Council Approval: January 12, 2010]	Summer 2021
University of Virginia	**Program Discontinuance:** Discontinue the Undergraduate Certificate in Accounting (52.0301)	Summer 2021
Virginia Polytechnic Institute and State University	**Program Discontinuance:** Discontinue the Graduate Certificate in Marriage and Family Therapy (42.2811)	Summer 2021

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following item is approved as delegated to staff:

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

Institution	Effective Date
Virginia Military Institute	February 8, 2021