

# Agenda Book

## September 19-20, 2022

Location:

University of Virginia  
Newcomb Hall  
Charlottesville, VA 22903





## September 19-20, 2022, Council Meeting Schedule of Events

University of Virginia  
Newcomb Hall  
Charlottesville, VA 22903

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### September 19, 2022

**11:30 – 12:30**      **New Council Member Orientation (Newcomb Hall, Commonwealth Room, #388)**  
[Section I on the agenda](#)  
Attendees: Mr. Curt, Dr. Harvey, Ms. Oldham, Mr. Ampy, Ms. Webb, Mr. Blake, Ms. Kang, Dr. Edwards, Dr. DeFilippo, Mr. Massa, Ms. Robinson, Ms. Boyd, Ms. Osberger, Ms. Rebar, Ms. Covello

**1:00 – 2:45**      **Academic Affairs Committee (Newcomb Hall, Commonwealth Room, #388)**  
[Section II on the agenda](#)  
Committee members: Alvin Schexnider (chair); Jeffrey Smith (vice chair); Mirza Baig; Jason El Koubi; William Harvey; Cheryl Oldham.

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**1:00 – 2:45**      **Resources and Planning Committee (Newcomb Hall, Ballroom, #350)**  
[Section IV on the agenda](#)  
Committee members: Victoria Harker (chair); John Broderick (vice chair); Katharine Webb; Thaddeus Holloman; Jennie O’Holleran; Walter Curt.

**3:00 – 5:00**      **Joint Meeting with Council of Presidents (Newcomb Hall, Ballroom, #350)**

**5:15 – 6:00**      **Reception (Upper West Oval Room, 2nd floor of the Rotunda)**

**6:00 – 7:30**      **Dinner (Dome Room, 3rd floor of the Rotunda)**

### September 20, 2022

**9:00 – 12:30**      **Council Meeting (Newcomb Hall, South Meeting Room, #374)**  
[Section V on the agenda](#)

**NEXT MEETING:** October 24-25, 2022 – Virginia Community College System (Richmond)



**Council Meetings – September 19-20, 2022**  
**Agenda**  
**University of Virginia**

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<b>I. New Council Members Orientation (UVA)</b> <b>Monday, September 19, 2022</b> <b>(Newcomb Hall, Commonwealth Room, #388)</b> (Mr. Curt, Dr. Harvey, Ms. Oldham, Mr. Ampy, Ms. Webb, Mr. Blake, Ms. Kang, Dr. Edwards, Dr. DeFilippo, Mr. Massa, Ms. Robinson, Ms. Boyd, Ms. Osberger, Ms. Rebar, Ms. Covello)	11:30 a.m.	Mr. Blake	<a href="#">5</a>
<b>II. Academic Affairs Committee (UVA)</b> <b>Monday, September 19, 2022</b> <b>(Newcomb Hall, Commonwealth Room, #388)</b>	1:00 p.m.		
II.A. Call to Order	1:00 p.m.	Dr. Schexnider	
II.B. Approval of Minutes from the July 19th Academic Affairs Committee	1:05 p.m.	Dr. Schexnider	<a href="#">28</a>
II.C Action on Private Postsecondary Institution Provisional Certification	1:10 p.m.	Dr. DeFilippo	<a href="#">30</a>
II.D. Update on Out-of-State Distance Education Certifications since July 1, 2022	1:30 p.m.	Dr. DeFilippo	<a href="#">35</a>
II.E. Review of Program Announcements from Public Institutions	1:50 p.m.	Dr. DeFilippo	<a href="#">37</a>
II.F. Discussion of New Framework for Transfer Associate Degree Programs at Virginia’s Community Colleges	2:25 p.m.	Dr. DeFilippo	<a href="#">110</a>
II.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:40 p.m.	Dr. DeFilippo	<a href="#">117</a>
II.H. Motion to Adjourn	2:45 p.m.	Dr. Schexnider	
<b>III. Resources and Planning Committee (UVA)</b> <b>Monday, September 19, 2022</b> <b>(Newcomb Hall, Ballroom, #350)</b>	1:00 p.m.		
III.A. Call to Order	1:00 p.m.	Ms. Harker	
III.B. Approval of Minutes from the July 19th Resources and Planning Committee	1:05 p.m.	Ms. Harker	<a href="#">120</a>
III.C. Discussion on Budget and Policy Recommendations for FY 2024	1:10 p.m.	Ms. Kang	<a href="#">123</a>

III.D. Discussion of the Cost and Funding Needs Study	1:40 p.m.	Ms. Kang/Mr. Allison	134
III.E. Discussion on Institutional Performance Standards	1:55 p.m.	Ms. Kang	143
III.F. Discussion of Student Enrollment Trends	2:10 p.m.	Mr. Massa/Dr. Edwards	147
III.G. Update on Six-Year Plans and Process for 2022	2:35 p.m.	Mr. Allison	162
III.H. Motion to Adjourn	2:45 p.m.	Ms. Harker	
<b>IV. Joint Meeting with Council of Presidents (See separate agenda) (Newcomb Hall, Ballroom, #350)</b>	3:00 p.m.		164
<b>V. Council Meeting (UVA) Tuesday, September 20, 2022 Newcomb Hall, South Meeting Room, #374)</b>			
V.A. Call to Order	9:00 a.m.	Mr. Ampy	
V.B. Approval of Minutes from July 19 Council Meeting	9:05 a.m.	Mr. Ampy	165
V.C. Remarks from James Ryan, President, University of Virginia	9:10 a.m.	Mr. Ryan	177
V.D. Update on Virginia Office of Education Economics (VOEE)	9:25 a.m.	Ms. McKay	178
V.E. Receipt of Report from Agency Director	9:45 a.m.	Mr. Blake	181
V.F. Discussion of Purpose, Duties and Responsibilities of Council	9:55 a.m.	Mr. Blake	185
Break	10:35 a.m.		
V.G. Update on Priority Initiatives Supporting the Statewide Strategic Plan, <i>Pathways to Opportunity</i>	10:45 a.m.	Ms. Salmon	209
V.H. Discussion of Remote Participation Bylaws Change	11:00 a.m.	Ms. Rebar	218
V.I. Action on Meeting Schedule and Locations	11:10 a.m.	Mr. Ampy/Ms. Osberger	232
V.J. Report of the Academic Affairs Committee	11:15 a.m.	Dr. Schexnider	
V.K. Report of the Resources and Planning Committee	11:30 a.m.	Ms. Harker	
V.L. Receipt of Items Delegated to Staff	11:45 a.m.	Mr. Blake	234
V.M. Old Business	11:50 a.m.	Mr. Ampy	
V.N. New Business	11:55 p.m.	Mr. Ampy	
V.O. Receipt of Public Comment	12:00 p.m.	Mr. Ampy	
V.P. Motion to Adjourn	12:05 p.m.	Mr. Ampy	
<b>NEXT MEETING:</b> October 24-25, 2022, VCCS System Office (Richmond)			

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

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

# State Council of Higher Education for Virginia Agenda Item

**Item:** #1. – New Council Member Orientation

**Date of Meeting:** September 19, 2022

**Presenter:** Peter Blake  
Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

Date:

Action:

**Purpose of Agenda Item:**

The purpose of this agenda item is to provide an overview of Virginia higher education, governance structures and Council operations. This session will take place prior to the start of the regularly scheduled meeting of the Council on September 19.

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

The General Assembly created the State Council of Higher Education for Virginia in 1956 at a time of rapid growth in higher education enrollment in Virginia and across the nation. Unlike in many states, SCHEV is established as a “coordinating body” rather than a “governing body.” In Virginia’s system, institutional governance is reserved to individual institutional boards whose members are appointed by the Governor and confirmed by the General Assembly. The boards, according to the Code of Virginia, “shall at all times be under the control of the General Assembly.”

The Council’s first duty in the Code is the same as it was in 1956: to develop a [statewide strategic plan](#) that reflects the goals of the Commonwealth. Other SCHEV duties are included in the Code as well as in the annual Appropriation Act. SCHEV also undertakes special studies and initiatives on its own but within the overall authority granted by the Governor and the General Assembly. More information about the Council’s duties and responsibilities can be found [here](#).

Virginia’s is one of the 10 largest systems higher education in the nation, with over 500,000 students enrolled in public and private, baccalaureate and associate-degree granting institutions. Last year, Virginia’s public and private institutions conferred over 127,000 degrees and certificates, the largest number ever. Total

appropriations in support of colleges, universities and affiliated agencies are about \$3 billion. In addition, appropriated nongeneral funds in support of operations, auxiliary enterprises and sponsored programs exceed \$8 billion. Capital appropriations, which vary by year, are separate and in addition to operating funds. More information about Virginia's higher education system can be found [here](#). SCHEV also maintains hundreds of data reports on its [research website](#).

The Council conducts its business through two committees, Academic Affairs and Resources and Planning. The chairs of the respective committees report out to the full Council on matters discussed or acted upon in committee. The full Council receives reports and action items that cross agency interests or do not fit neatly into either committee.

The Council meets six times a year. At the discretion of the Council, meetings are held in Richmond and at public and private institutions across the Commonwealth. Also at its discretion, the Council can meet for special purposes.

At the September meeting, Council staff will review basic Council functions and review other materials included in this item.

**Materials Provided:**

- Members of the State Council of Higher Education for Virginia (contact info)
- Agency Leadership Contact Info
- Agency Organizational Chart
- Administrative Details
- Policy on Council Travel
- Freedom of Information Act Basics (from FOIA Council)
- SCHEV Bylaws (amended version coming before Council on 9/20/22)

**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 FOR VIRGINIA

## Council Members 2022-2023

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<p><b>Victoria D. Harker</b> <b>Secretary</b> TEGNA, Inc. 7950 Jones Branch Drive McLean, VA 22107 <a href="mailto:vharker@tegna.com">vharker@tegna.com</a></p>	<p><b>Katharine Webb</b> <b>Vice Chair</b> 14 Bridgeway Rd. Richmond, VA 23226 <a href="mailto:katharinemwebb@icloud.com">katharinemwebb@icloud.com</a></p>
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# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

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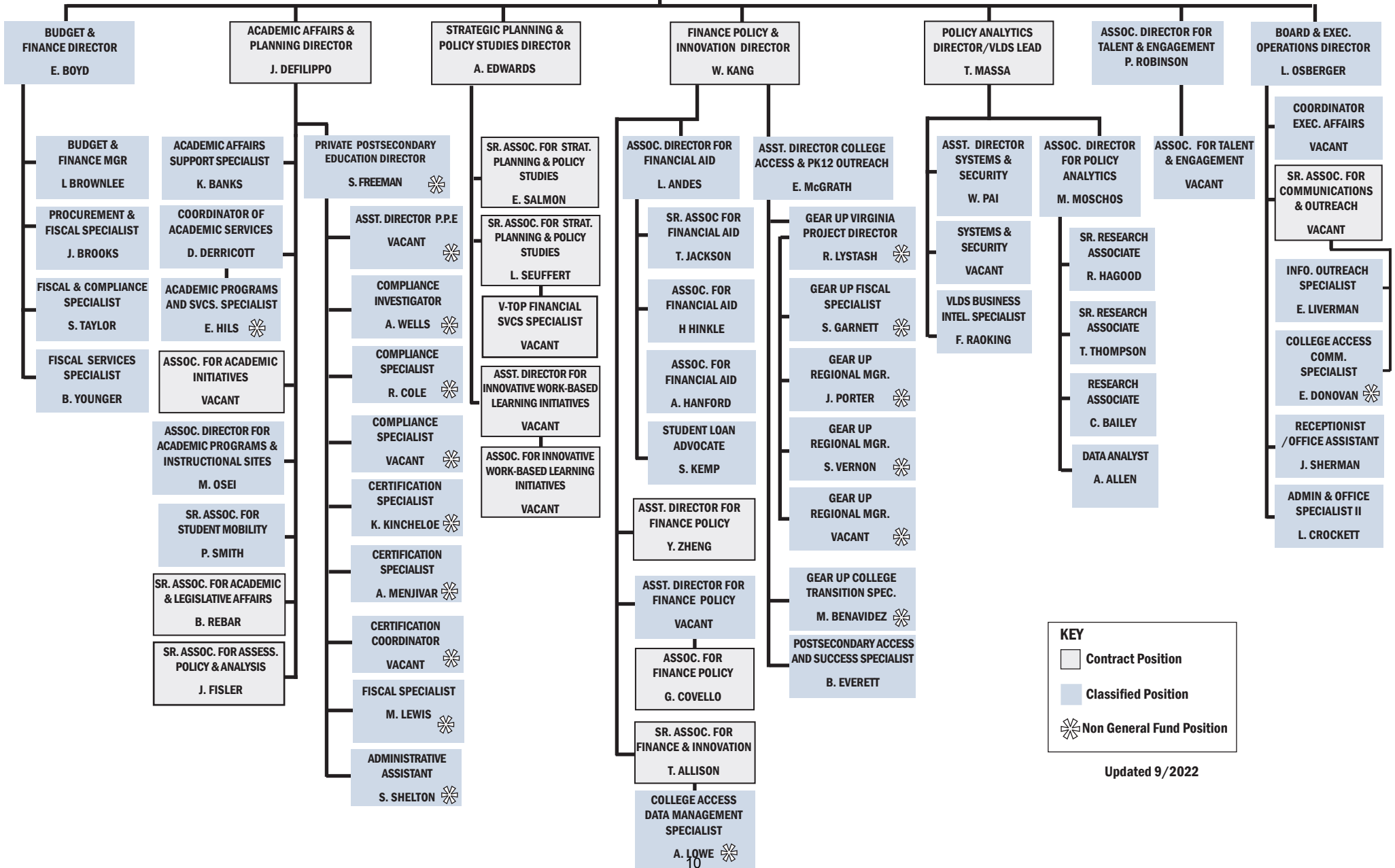
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**SCHEV COUNCIL**

**DIRECTOR  
P. BLAKE**



**KEY**

- Contract Position
- Classified Position
- ✳ Non General Fund Position

Updated 9/2022



## Administrative Details

### Meeting Schedule

The calendar of Council meetings is introduced at the July meeting and voted on at the September meeting for the following calendar year. The current schedule includes six regular meetings per year – usually on the third Monday/Tuesday in the months of January, March, May, July, September and October.

- Two of the meetings are scheduled in a one-day format rather than a day-and a half for the remaining meetings.
- The Council usually meets four times a year on a college campus on a rotating basis, including one meeting at a private institution.
- The remaining meetings are held in Richmond. Committees usually meet on Monday afternoon, followed by a group dinner. The full Council meets from approximately 9:00 – 12:30 on Tuesday following the Monday meetings, with the exception of the one-day format when committee meetings are held in the morning followed by the full Council meeting.
- The Council Chair may call additional meetings and/or planning sessions.
- A continental breakfast and boxed lunches are provided at most Council meetings.

### Travel Arrangements

When the meeting is scheduled at an out-of-town institution, that institution's president will host a dinner on Monday following the committee meetings. It is important that the Council be well represented at these functions. As mentioned above, when meetings are in Richmond, a dinner may also be scheduled on Monday evening following the committee meetings.

Staff will make hotel arrangements for all meetings and room, tax, and parking expenses are generally billed directly to SCHEV. Council members will be responsible for notifying the hotel or Laura Osberger in accordance with the hotel's established deadline if a cancellation is necessary. State accounting rules prohibit using state funds to pay for hotel expenses incurred as a result of late cancellations. Therefore, any such charges will be billed to the individual Council member. If a Council member prefers to

make his/her own hotel reservations, the bill may be submitted for reimbursement at the applicable state rate for the area in which the hotel is located.

### **Mailings**

The Council has moved to a paperless agenda system. As new members, you will receive an email to set up your account with OnBoard, our board portal platform. The agenda book and supporting materials will be available in the board portal approximately one week prior to the Council meetings. Training is available if requested. In addition, all materials will be posted on the SCHEV website one week prior to the meeting.

### **Parking in Richmond**

Parking is NOT available for Council members in the James Monroe building. However, for meetings held in Richmond, arrangements will be made for members to park in state parking deck #13, located across the street from the Monroe building loading dock. Parking passes will be mailed in advance of the meeting and should be posted from the rearview mirror. When entering the parking garage, members may use their SCHEV ID card to open the gate. If there is a problem, press the button and give the attendant your name and the number on your parking pass.

The Monroe building can be entered either from the street level on Franklin Street (near the loading dock) or from the main entrance on 14<sup>th</sup> Street. From either entrance, take the elevators to the first floor. Then take the middle set of elevators to the SCHEV offices on the ninth floor.

### **Security in the Monroe Building**

During normal business hours, there is a guard stationed at the street level (employee) entrance and at the first floor entrance. Show your ID to the guard at either entrance. If you do not have your ID with you, you will need to sign in as a guest and enter at the first floor entrance. Your ID will allow you to access the SCHEV offices by swiping it in the card reader at the ninth and tenth floor office entrances. If you do not have your ID, the receptionist will open the door.

## **Reimbursements**

Council members may elect to receive reimbursement for mileage when traveling to and from meetings. Reimbursement forms are provided to members at each meeting. You must return the original form with your signature in order to be reimbursed (faxed copies of reimbursements are not acceptable). ***Reimbursement funds must be distributed via direct deposit.*** Ms. Osberger will provide the appropriate forms that need to be completed. If you choose to decline state reimbursement, please notify Ms. Osberger.

## **Contact Information**

Please provide Ms. Osberger with your preferred contact information, as well as your assistant's name, phone number and email address, if applicable.

Of course, we are always available to answer any questions you may have, so please feel free to contact any of the SCHEV staff for assistance.

Peter Blake

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Laura Osberger

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(804) 387-5191 (cell)



### **SCHEV Policy on Council Travel**

The State Council of Higher Education for Virginia (SCHEV) is responsible for communicating state travel policies, regulations and procedures to all non-state employees who travel on state business. A non-state employee is any individual who is not employed by the state, but who is conducting official state business, including a member of any board or commission.

SCHEV recognizes official state business as that which is authorized by or affiliated with SCHEV.

All appointed members of SCHEV must receive prior, written authorization from the Chair or a resolution of full Council, in order to be reimbursed for travel expense not associated with routine business of the Council. Council members have a right to appeal by the full Council if in disagreement with the Chair over authorization of any travel issues.

Non-routine business of the Council is official state business that has not otherwise been previously assigned by the Chair, Vice Chair or full Council.

SCHEV's Director is hereby authorized to affect ant procedures necessary to implement this policy.



## **Virginia Freedom of Information Act (FOIA)**

The Virginia Freedom of Information Act (FOIA), located § 2.2-3700 et seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees.

A public record is any writing or recording -- regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format -- that is prepared or owned by, or in the possession of a public body or its officers, employees or agents in the transaction of public business. All public records are presumed to be open, and may only be withheld if a specific, statutory exemption applies.

The policy of FOIA states that the purpose of FOIA is to promote an increased awareness by all persons of governmental activities. In furthering this policy, FOIA requires that the law be interpreted liberally, in favor of access, and that any exemption allowing public records to be withheld must be interpreted narrowly.

### **[FOIA: An Easy Guide \(YouTube\)](#)**

A video that explains FOIA and provides information for BOV members.

### **[What Every Board Member Absolutely Has to Know about FOIA](#)**

Memo issued by the Attorney General's office regarding what BOV members need to know regarding FOIA.



STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA

# SCHEV Bylaws

Adopted:	September 17, 2003
Amended:	October 17, 2006
Amended and Restated:	January 8, 2008
Amended:	July 20, 2010
Amended:	October 29, 2013
Amended:	January 10, 2017
Amended:	January 14, 2019
<u>Amended:</u>	<u>September 20, 2022</u>

***Prepared by***

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# Preface

The original SCHEV Bylaws were adopted in 1986 and specify that the Bylaws be reviewed every four years. Changes were made in 2003, 2006, 2008, 2010, 2013, 2017, ~~and 2019~~ and 2022. This report is presented to the Council and recommends revisions that reflect the Council's current organizational structure and good-governance practices.

The major revisions to the Bylaws proposed are summarized as follows:

- Changed the Electronic Participation section to reflect changes made to legislation in the ~~2018~~ 2022 session.

# **Bylaws of the State Council of Higher Education for Virginia**

*Amended by Council ~~January 14, 2019~~ September 20, 2022*

## **SECTION ONE**

These Bylaws of the State Council of Higher Education for Virginia adopted ~~January 14, 2019~~ September 20, 2022, supersede all previous Bylaws of the Council. The Council acknowledges that it is guided in its operations by law, various state regulations and by its own standing orders.

## **SECTION TWO**

### ***Responsibilities of the Council***

The responsibilities of the Council of Higher Education shall be those specified in the Code of Virginia or assigned to the Council by the Governor or the General Assembly.

## **SECTION THREE**

### ***Council Officers and Method of Election***

- I. The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.
- II. Election of the chair and vice chair, and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year. Notification to all Council members of the date, time and place of the election meeting shall be made in writing at least two weeks prior to the meeting. The chair, vice chair, and secretary may be nominated by any member of the Council. Voting shall be by a voice vote or a show of hands. The nominee for each position receiving the majority of the votes cast by members attending the meeting shall be elected. No proxy voting shall be allowed.
- III. The number of consecutive years a member may hold the same office shall be limited to three. Committee chair terms are not so limited. A vacancy in the office of chair shall be filled by the vice chair.
- IV. A vacancy in the office of vice chair shall be filled by the secretary.
- V. The Council shall establish such other offices as it deems necessary from time to time.

- VI. The general duties of the chair shall include:
- A. Preside at all meetings of the Council.
  - B. Serve as the official spokesperson and representative of the Council. On policy issues on which Council has not taken an official position, the chair shall consult the Executive Committee or act at the request of the Council.
  - C. The chair may delegate all or part of these duties to other members of Council as permitted by law.
- VII. The general duties of the vice chair of the Council shall include:
- A. Perform those duties delegated by the chair.
  - B. Serve as acting chair in the chair's absence.
- VIII. The general duties of the secretary of the Council shall include:
- A. Perform those duties delegated by the chair.
  - B. Sign the official minutes of the Council.

## **SECTION FOUR**

### ***Membership of the Council***

The membership of the Council is specified in Section 23.1-200 of the Code of Virginia.

## **SECTION FIVE**

### ***Council Staff***

- I. The Council shall employ a full-time director to serve as its chief administrator.
- II. The duties of the director shall be specified by the Council. The director shall receive a performance evaluation at least annually in a manner specified by the Council. Except as specified in these Bylaws, the staff employees of the Council shall be supervised by the director. The director shall report to the Council. However, between Council meetings the director shall take guidance and direction from the chair on behalf of the Council.
- III. The director, with the consent of the Council, shall appoint a professional staff member whose responsibilities will include assisting the director in making arrangements for Council meetings and keeping minutes of all Council meetings.

## SECTION SIX

### *Council Meetings*

- I. The presiding officer of the Council shall be the chair who shall enforce the rules of procedure of the Council fairly and impartially. If the chair does not serve, the vice chair shall serve. If the vice chair cannot serve, the secretary will serve.
- II. The Council shall meet at least quarterly or on the call of the chair. A majority of the Council may also call a meeting.
- III. Written or oral notification of each meeting shall be given to each member of the Council or committee at least one week prior to the Council or committee meeting. A Council meeting may be called upon shorter notice by agreement of a majority of the members but must be in accordance with the open meeting requirements in the Freedom of Information Act.
- IV. A written agenda for the Council or committee meetings shall be sent to each member approximately one week prior to the meeting unless the meeting has been called on shorter notice by agreement of a majority of the members.
- V. Except as prescribed in these Bylaws, all Council meetings shall be conducted in accordance with the rules and procedures set forth in the most recent edition of Robert's Rules of Order. For purposes of interpretation of Robert's Rules of Order, Council meetings shall be considered a meeting of a "large" body. However, meetings of any committee of the Council shall be considered a meeting of a "small" body.

## SECTION SEVEN

### *Committees*

**Establishment and Appointments.** The Executive Committee shall be a standing committee of the Council and consist of the chair, vice chair and such other members as may be appointed by the chair. The Executive Committee shall make recommendations in all those areas concerning the internal management of Council operations, including the organization and effective functioning of the Council, its staff and its work. The Executive Committee shall act on behalf of the Council between meetings.

The chair may appoint such other standing committees or ad hoc committees from time to time as deemed appropriate or to ensure the efficient disposition of the Council's work. The chair shall specify the purpose and duration of any ad hoc committee.

**Terms of Office.** The term of office of members appointed to the Executive Committee, any other standing committee or any ad hoc committee shall be at the pleasure of the Council's chair.

**Quorum.** The presence of fifty percent of committee members shall constitute a quorum. For purposes of constituting a quorum of any committee, the Council's chair and/or vice chair, when present, shall be considered members of that committee, entitled to take action within that committee.

**Electronic Participation.** ~~If a member is unable to attend a Council meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance; or due to a personal matter and identifies with specificity the nature of the personal matter the member may participate in the Council's meeting by electronic means as permitted by Virginia Code § 2.2-3708.2 and enumerated in the Council policy regarding electronic participation.~~

A. Member Unable to Physically Attend

Pursuant to applicable law and guidance, the Council adopts the following practice and procedures for the participation of members of its body who cannot physically attend meetings for which public business will be conducted.

1. Prior to a scheduled Council meeting, a member must (1) notify the Chair or Board Liaison that he or she is unable to attend the meeting due to (a) a temporary or permanent disability or other medical condition that prevents physical attendance, (b) a family member's medical condition that requires the member to provide care for such family member thereby preventing the member's physical attendance, (c) a member's residence is more than sixty (60) miles from the meeting location identified in the notice, and (d) a personal matter that prevents physical attendance.
  - a. in the case of a personal matter, the member must identify with specificity the nature of the personal matter.
  - b. Participation by a member pursuant to a personal matter is limited each calendar year to two meetings or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.
2. A quorum of the Council members must be physically assembled at the primary or central meeting location for the Council to consider the participation of a remote member.
3. The Chair, or in the Chair's absence, the Vice Chair, shall recommend approval or disapproval of the participation to the Council member. If the Council approves the participation by majority vote, it must record in its meeting minutes
  - a. the fact of the remote participation;
  - b. the location of the remote participation (and the remote location need not be open to the public);
  - c. whether the remote participation is because of
  - d. a temporary or permanent disability or other medical condition, or
  - e. a personal matter; and
  - f. in the case of a personal matter, the specific nature of personal matter.
4. This policy must be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

5. The Council may deny participation for personal matters only if participation would violate this policy. If a member's participation is disapproved, the disapproval and the reason for the disapproval shall be recorded in the minutes with specificity.
6. The Council must plan for the voice of the remote participant to be heard by all persons at the primary or central meeting location.
7. Should the requirements of this policy not be met, the Council member will be allowed to listen into the proceedings through an electronic means, if available.
8. The Council will provide the public access to observe any meeting at which a member is permitted to participate by remote means. The Council will state in the notice for the meeting whether public comment will be taken at the meeting and will provide a means for submitting written comments.

**Manner of Acting.** The act of the majority of the committee members present at a meeting at which there is a quorum shall constitute the act of the committee.

**Operation of Committees and Authority.** Committees shall not have authority of the Council except where specifically authorized by the Council.

## **SECTION EIGHT**

These Bylaws shall be reviewed and revised, as necessary, at least every four years. Any member may propose amendments to the Bylaws at any time. Proposed amendments must be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. A three-quarters vote of the total membership shall be required to adopt any amendments to these Bylaws.

*The attached appendix is not part of the SCHEV Bylaws. It is included here as reference material.*

**Appendix A**  
**Code of Virginia**

**Chapter 2**

§ 23.1-200. State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § [23.1-301](#) and subsection A of § [23.1-1002](#). The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction. The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.



E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring other than by expiration of a term shall be filled for the unexpired term. No nonlegislative citizen member shall serve for more than two consecutive terms; however, a nonlegislative citizen member appointed to serve an unexpired term is eligible to serve two consecutive four-year terms. No nonlegislative citizen member who has served two consecutive four-year terms is eligible to serve on the Council until at least two years have passed since the end of his second consecutive four-year term. All appointments are subject to confirmation by the General Assembly. Nonlegislative citizen members shall continue to hold office until their successors have been appointed and qualified. Ex officio members shall serve terms coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council shall appoint a secretary and such other officers as it deems necessary and prescribe their duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public institution of higher education in its agenda. The chief executive officers shall present information and comment on issues of common interest and choose presenters to the Council from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of private institutions of higher education, in its agenda.

1956, c. 311, § 23-9.3; 1964, c. 597; 1970, c. 117; 1972, c. 210; 1974, c. 544; 1980, c. 728; 1991, c. 590; 2013, c. [605](#); 2016, c. [588](#); 2017, c. [314](#); 2018, c. [202](#).

## **Appendix B: Policies for All Virtual Meetings and Electronic Meetings Conducted During State of Emergency Declarations**

### **I. All Virtual Meetings**

The following practice and procedures for participation of members apply when a meeting is held in which all members participate electronically:

1. Upon the decision by the Chair or Majority of the Council membership that a Council meeting will be held in an all-virtual format, the Council will issue a required meeting notice and include a statement notifying the public that the all-virtual meeting format will be used. This notice should include a statement that should the meeting format change, that subsequent notice will be issued and in accordance with Virginia Code 2.2-3707.
2. The Council will provide for the general public to observe the all virtual meeting via electronic communications which allow the public to hear the Council members' deliberations, other than for any portion of the meeting that is closed pursuant to Virginia Code § 2.2-3711.
  - a. If audio-visual technology is used, the electronic communication means should allow the public to also see the public body.
  - b. The Council will provide the public access to observe all-virtual meetings.
  - c. The Council will state in the notice for the meeting whether public comment will be taken at the meeting or provide a means for submitting written comments.
3. A copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to the members of the Council for a meeting shall be made available to the public in electronic format at the same time that the materials are provide to the members of the Council.
4. No more than two members of the Council can be together or present in any one of the remote locations used during the all-virtual meeting unless that remote location is open to the public and physically accessible to the public.
5. The Council is limited in convening meetings in the all-virtual format to two meetings or 25 percent of the meetings held each calendar year rounded up to the next whole number, whichever is greater.
6. The Council may not hold meetings in the all-virtual format consecutively with another all-virtual public meeting.
7. The Council will provide a phone number or other live contact information so the public can alert the Council of the audio or video transmission issues that interfere with their access, participation or viewing of the public bodies meeting.
  - a. The Council will monitor such designated means of communication during the meeting.
  - b. Should access fail, the Council shall take a recess until public access is restored (subject to reasonable time limitations).
8. In the event the Council convenes a closed session during the all-virtual public meeting, transmission of the meeting to the public must resume before the public body votes to certify the closed meeting as required by subsection D of Virginia Code § [2.2-3712](#).

9. Minutes of all-virtual public meetings held by electronic communication means are taken as required by Virginia Code § 2.2-3707 and include the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held.

## II. Electronic Meetings Conducted During State of Emergency Declarations

When an emergency has been declared, pursuant to Virginia Code § 44-146.17 or where the locality in which the body is located has declared a local state of emergency pursuant to Virginia Code § 44-146.21, the Council must affirm that (i) the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location and (ii) the purpose of the meeting is to provide for the continuity of operations of the Council or the discharge of its lawful purposes, duties, and responsibilities.

In such cases, a physical quorum is not required for the conduct of public business.

In cases of emergency, the Council will:

1. Give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to members of the Council conducting the meeting;
2. Make arrangements for public access to such meeting through electronic communication means;
3. Provide the public with the opportunity to comment if public comment is customarily received at such meeting; and
4. Follow other mandates of this policy and law.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
JULY 19, 2022**

**DRAFT MINUTES**

Dr. Schexnider called the meeting to order at 10:04 a.m., at Germanna Community College. Committee members present: Alvin Schexnider, Jeffrey Smith, and Katie Webb (who was serving as Chair of the meeting and joined Academic Affairs to provide a quorum).

Committee members absent: Mirza Baig, Jason El Koubi, William Harvey, Cheryl Oldham.

Staff members present: Peter Blake, Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman and Beverly Rebar.

**APPROVAL OF MINUTES FROM THE MAY 16 ACADEMIC AFFAIRS COMMITTEE MEETING**

On motion by Ms. Webb and seconded by Mr. Smith, the minutes were approved unanimously (3-0).

Dr. Schexnider introduced and invited staff to present information on the following topics:

**ACTION ON PROPOSED DEGREE PROGRAM AT A PUBLIC INSTITUTION**

Dr. DeFilippo described the background of the proposed degree program to be initiated by George Mason University. The program responds to current needs including a Biden administration memorandum regarding enhancement of the national security workforce pipeline. Proposal lacks citations of specific demand for the program; however, Mason has supplemented with letters of support from a recent CIA director and director for national intelligence.

Virginia Tech lodged an objection to the program, which is included as an Appendix to the agenda item. Mason responded to the objection, making counter arguments based on a lack of curricular duplication and internship competition. Resource needs were determined to be adequate and Mason is not seeking state funds for the program.

On motion by Ms. Webb and seconded by Mr. Smith, the following resolution was unanimously (3-0) 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 Bachelor of Arts (B.A.)**

degree program in International Security and Law (CIP code: 45.0999), effective fall 2023.

### **DISCUSSION OF THE WORK OF THE ACADEMIC AFFAIRS COMMITTEE**

Dr. DeFilippo described the Academic Affairs committee and the range of topics that come before the committee. The work of the committee falls under two main categories, public and private postsecondary, respectively. Many items are related to specific SCHEV duties provided in the Code. Dr. DeFilippo reviewed bulleted lists of topics (agenda book at pages 8-10) that are commonly brought before the committee and described the committee's role and duties in relation to each topic.

### **DISCUSSION OF THE JUNE 2 DAY OF DIALOGUE ON CIVIC EDUCATION**

Dr. DeFilippo introduced Dr. Jodi Fislser, who made a presentation on SCHEV's duties with regard to assessment of student learning generally and support of civic learning and engagement specifically. She briefed the committee on recent work on this topic, including the *Day of Dialogue on Civic Learning and Engagement* that was held at James Madison University on June 2, 2022. Over 100 people from over 30 colleges and universities attended in-person, joined by many others virtually on livestream. Dr. Fislser presented some preliminary findings from the event and potential next steps.

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

Dr. DeFilippo commented on the work of Academic Affairs staff.

### **ADJOURNMENT**

Dr. Schexnider adjourned the meeting at 11:23 a.m.

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Alvin Schexnider  
Chair, Academic Affairs Committee

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Beverly Rebar  
Staff, Academic Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.C. – Academic Affairs Committee – Action on Private Postsecondary Institution Provisional Certification

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of this Agenda Item:**

The purpose of this agenda item is to present one postsecondary institution for provisional certification by Council, in accord with *Code of Virginia* §23.1-219.

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

This agenda item presents one application from an out-of-state institution of higher education for provisional certification to operate in Virginia.

Provisional certification is a specific category of authorization in the *Virginia Administrative Code* that allows the institution a one-year period within which it may advertise, complete necessary build-outs and renovations, hire staff, recruit students, and fulfill other requirements of certification.

The terms of provisional certification, and conditions for achieving full certification, are detailed in the resolution below regarding **Lincoln Memorial University**. The institution will be prohibited from instructing students at its planned new Virginia location until it meets the requirements for full certification, and authority is delegated to the SCHEV Director to confer full certification upon his determination that all necessary conditions have been met.

The one-year period of provisional certification is mandated by the *Virginia Administrative Code* and may not be “extended.” Any school failing to secure full certification within the one-year period must reapply for certification if it wishes to continue in that status.

**Materials Provided:**

- Lincoln Memorial University application summary

**Financial Impact:**

Lincoln Memorial University has submitted the required certification fee to operate as a postsecondary institution in Virginia.

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

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

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

**Resolution:** See the Application Summary.

## **Lincoln Memorial University** **Application Summary**

### **School Overview**

Lincoln Memorial University is a private, non-profit institution of higher education with its main campus located in Harrogate, Tennessee. It is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and has been chartered by the state of Tennessee since 1897. Lincoln Memorial University operates additional campuses in Kentucky and Florida. It now seeks certification to operate a site in Ewing, Virginia.

### **School Officers**

President – Dr. E. Clayton Hess

Director of Assessment – Dr. Carlton Larsen

EVP of Academic Affairs – Dr. Robert “Jay” Stubblefield

Dean of the School of Allied Health Sciences – Dr. Elizabeth Thompson

### **School Mission Statement**

Lincoln Memorial University’s mission statement is as follows:

*Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.*

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

Lincoln Memorial University will offer the following programs:

- Associate of Science in Veterinary Medical Technology
- Associate of Science in Veterinary Health Sciences
- Bachelor of Science in Veterinary Medical Technology
- Bachelor of Science in Veterinary Health Sciences
- Bachelor of Science in Veterinary Animal Science
- Bachelor of Science in Veterinary Health Industry

This location will also provide clinical rotations for the Doctor of Veterinary Medicine students attending the main campus located in Harrogate, Tennessee.

### **Proposed Location**

Lincoln Memorial University will operate at:  
203 DeBusk Farm Drive  
Ewing, VA 24248



After the College receives provisional certification, it will complete construction of a new Veterinary Education and Technology facility in Ewing, Virginia. A site visit by SCHEV staff will be required as a condition of full certification.

**Financial Stability Indicator**

SCHEV staff calculated Lincoln Memorial University’s financial composite score as 3.0 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

**Guaranty Instrument**

Lincoln Memorial University will not be instructing students at the Ewing location during the period of provisional certification and is therefore not required to secure a surety instrument at the present time. Submission of a surety instrument in the appropriate amount will be required as a condition of full certification.

**Evidence of Compliance**

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

**Staff Recommendation**

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

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

**Resolution**

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

- 1. that, during the period of provisional certification, Lincoln Memorial University shall be allowed to advertise and receive student applications, but not actually instruct students at the Ewing location;**
- 2. that, during the period of provisional certification, Lincoln Memorial University shall be allowed to recruit and hire faculty and staff;**

- 3. that, during the period of provisional certification, all publicity, advertisement, and promotional material related to the Ewing location must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;**
- 4. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;**
- 5. that, prior to the expiration of the period of provisional certification, Lincoln Memorial University shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;**
- 6. that, prior to the expiration of the period of provisional certification, Lincoln Memorial University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and**
- 7. that, Lincoln Memorial University's provisional certification shall lapse if conditions 4-6 are not fulfilled prior to September 20, 2023.**

**BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Lincoln Memorial University upon his determination, at a point in time prior to September 20, 2023, that Lincoln Memorial University has satisfied all *Virginia Administrative Code* requirements, including, but not limited to, conditions specifically enumerated above.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.D - Academic Affairs – Update on Out-of-State Distance Education Certifications since July 1, 2022.

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:** The purpose of this agenda item is to provide information on the approval process for out-of-state postsecondary schools that provide solely distance learning to Virginia residents.

**Background Information/Summary of Major Elements:** In 2020, HB 457 amended the *Code of Virginia* (§23.1-219[G]) by requiring that out-of-state institutions offering distance education to residents of Virginia either: (1) be certified; or (2) be participants in a reciprocity agreement to which the Commonwealth belongs. This new provision of law became effective July 1, 2022. Prior to the passage of HB 457, Virginia statute did not explicitly address the circumstance of out-of-state institutions offering solely distance education to students located in the Commonwealth. At present, Virginia is party to the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is the established national framework for interstate reciprocity of authorization, which allows member institutions to offer distance education nationally while satisfying US Department of Education regulations.

To meet the July 1, 2022, deadline, staff created an expedited certification process for schools seeking approval to offer distance education to Virginia residents. The process includes verification of the following:

- Accreditation as a degree-granting institution of higher education by an accreditor recognized by the U.S. Department of Education (USED).
- Authorization in the state where the institution has legal domicile.
- Financial statement to demonstrate minimum financial stability defined as a Federal responsibility Composite Score of 1.5 or above.
- Disclosures to Virginia residents.
- List of approved instructional programs.
- Certification application.

So far, the office of the Private Postsecondary Education has received, reviewed and approved 20 applications. Staff will continue to process applications as delegated items and will provide Council with a report of approved schools at future meetings. Below is a list of institutions approved since July 1, 2022:

<b>Institution name</b>	<b>City</b>	<b>State</b>
Academy of Art University	San Francisco	California
Alliant International University	Alhambra	California
Aspen University	Denver	Colorado
California Coast University	Santa Ana	California
Fuller Theological Seminary	Pasadena	California
Los Angeles Film School	Los Angeles	California
Pacific College of Health and Science	New York City	New York
Pacific Oaks College	San Jose	California
Palomar Community College	San Marcos	California
Pepperdine University	Los Angeles	California
Point Loma Nazarene University	San Diego	California
Saybrook University	Pasadena	California
The Chicago School of Professional Psychology	Chicago	Illinois
Ultimate Medical Academy	Clearwater	Florida
United States University	Chula Vista	California
University of Arizona Global Campus	Chandler	Arizona
University of California	Berkeley	California
University of Southern California	Los Angeles	California
University of St. Augustine for Health Sciences	Austin	Texas
Walden University	Minneapolis	Minnesota

**Materials Provided:** (see above)

**Financial Impact:** N/A

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

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

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: 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.E – Academic Affairs Committee – Review of Program Announcements from Public Institutions

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

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

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

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

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

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

**Materials Provided:**

*Table of Program Announcements*

*Appendix: Program Announcements from Public Institutions, September 2022*

**Financial Impact:** None.

**Timetable for Further Review/Action:**

For programs announced here, proposals may be submitted after a one-month period to allow for feedback from other institutions.

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

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

**Resolution:** None.

**Table of Program Announcements**

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

	<b>Insti- tution</b>	<b>Program</b>	<b>CIP</b>	<b>Institutions with Similar Programs</b>	<b>Page</b>
1	GMU	Doctor of Philosophy in Geology	40.0601	VT	1
2	GMU	Doctor of Philosophy in Social Work	44.0701	NSU, VCU	5
3	JMU	Bachelor of Fine Arts in Architectural Design	04.0201	UVA, VT	9
4	JMU	Bachelor of Arts/Bachelor of Science in Communication Sciences and Disorders	51.0201	LU, ODU, RU, UVA	12
5	JMU	Bachelor of Arts in Dance	50.0301	ODU, RU, VCU	17
6	JMU	Doctor of Education in Education	13.0411	RU, UVA, VCU, VSU, VT, W&M	21
7	JMU	Bachelor of Arts/Bachelor of Science in Environmental Erath Science	03.0104	CNU, GMU, LU, ODU, UVA, UVA-W, VCU, VT, UMW, W&M,	26
8	JMU	Bachelor of Fine Arts in Graphic Design	50.0409	GMU, LU, ODU, RU, VCU, VSU, VT	33

9	JMU	Bachelor of Science in Health Sciences	51.9999	GMU, ODU, RU	38
10	JMU	Bachelor of Science in Industrial Design	50.0404	VT	44
11	JMU	Bachelor of Arts in Musical Theatre	50.0509	CNU, GMU, VCU	49
12	JMU	Bachelor of Arts in Women's, Gender and Sexuality Studies	05.0207	GMU, ODU, UMW, UVA, W&M	54
13	NVCC	Associate of Fine Arts in Music	50.0901		59
14	UMW	Bachelor of Science in Data Science	30.7001	GMU, VT, W&M	63
15	UVA-W	Master of Science in Nursing	51.3801	GMU, JMU, ODU, RU, UVA, VCU	67

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Geology and Earth Sciences
CIP code	40.0601
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	May 5, 2022

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

•

**Core Courses: 24 credits**

Geology and Earth Science Foundational Courses: 12 credits

GEOL 503: Geochemistry (3 credits)\*

GEOL 532 Paleoclimatology (3 credits)

GEOL 541: Great Events in Earth History (3 credits)

GEOL 601: The Lithosphere (3 credits)

Quantitative Techniques Courses: 6 credits

GEOL 525: Modeling Earth Signals and Systems (3 credits)

GEOL 540: Modern Methods of Geology (3 credits)

Geology and Earth Science Seminars: 6 credits

GEOL 536: Paleontology Seminar (2 credits), repeat up to 3 times

GEOL 792: Seminar in Earth Systems Science, Geology, Earth Science (1 credit), repeat up to 6 times

**Restricted Electives: 12 credits**

Students select at least twelve (12) credits from the following courses.

GEOL 500: Selected Topics in Modern Geology (1-3 credits)

GEOL 501: Selected Topics in Modern Geology (1-3 credits)

GEOL 504: Sedimentary Geology (4 credits)

GEOL 506: Soil Science (3 credits)

GEOL 510: Advanced Structural Geology (3 credits)

GEOL 512: Invertebrate Paleontology (4 credits)

GEOL 513: Hydrogeology (3 credits)

GEOL 521: Geology of Energy Resources (3 credits)

GEOL 525: Modeling Earth Signals and Systems (3 credits)

GEOL 534: Vertebrate Paleontology (4 credits)

GEOL 535: Quantitative Stratigraphy (3 credits)

GEOL 553: Field Mapping Techniques(3 credits)

GEOL 563: Coastal Morphology/Processes (3 credits)

GEOL 565: Paleoceanography(3 credits)



GEOL 720: Bayesian Methods in Geology and Earth Sciences\* (3 credits)  
GEOL 734: Paleobiology\* (3 credits)  
GEOL 741: Isotopes in Geology\* (3 credits)  
GEOL 751: Geoscience in Academia\* (2 credits)  
GEOL 996: Doctoral Reading and Research, repeat up to 24 credits (1-6 credits)\*

**Electives: 12 credits**

Students select 12 additional credits from the list of restricted electives or other relevant coursework. All elective coursework must be approved by the Graduate Coordinator.

**Dissertation: 24 credits**

GEOL 998: Doctoral Dissertation Proposal (3 credits), minimum 12 credits\*  
GEOL 999: Doctoral Dissertation (1-12 credits), minimum 3 credits\*

**Total: 72 credit hours**

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

Students will be able to:

- Demonstrate a breadth of knowledge of geology and earth sciences across the subfields of geology and earth sciences, including their area(s) of specialization.
- Exhibit expertise in research methods, analytical techniques, and interpretation of findings applicable to a variety of geologic research questions.
- Conduct critical reviews of relevant scientific literature.
- Incorporate appropriate ethical standards in all research activities.
- Produce original, reproducible research that contributes to the knowledge base of geology and earth sciences.
- Communicate research results to both scientific peers and general audiences.
- Develop proposals for research funding.
- Implement a research program including a research laboratory.
- Design instructional strategies that facilitate student learning in higher education.

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

Graduates of the proposed program will be prepared to:

- Identify and solve geologic problems based on scientific principles using scientific tools to analyze and model observations.
- Communicate research and findings to peers as well as the general public via scientific publications and presentations, popular writings, audio and visual media.
- Procure resources and funding from governmental and nongovernmental sources to support research and training activities.
- Conduct field work to collect both data and samples including physical specimens (fossils, rocks, minerals, soils etc.), mapping, and resource exploration.
- Supervise and conduct research projects, including building and directing a research laboratory which can support physical analyses, computer and statistical analyses, and *in silico* simulations of geologic processes.

- Plan, develop, and teach undergraduate and graduate geology courses.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Tech	PhD Geosciences, CIP code: 40.0601	8.6

**VI. Labor Market Information.**

**Labor Market Information: Bureau of Labor Statistics, 2020-30 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education
Geoscientists	29,000	31,000	7%, 2,000	Bachelor's degree
Atmospheric, etc. Teachers, Postsecondary	13,600	14,500	6%, 900	Doctoral

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

Occupation Title	Base Year Employment	Projected Employment	Total % Change and #'s	Annual Change #	Education
Geoscientists...	344	360	4.65%, 16	2	Bachelor's degree
Atmospheric, etc Teachers, Postsecondary	487	505	3.69%, 18	2	Not applicable

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026 - 2027
1.	Projected Enrollment (Headcount)	8 (4 in state, 4 out of state)	13 (6 instate, 7 out of state)
2.	Projected Enrollment (FTE)	6	10
3.	Estimated Tuition and E&G Fees for Students in the Proposed Program <sup>1</sup>	\$12,479 in state \$28,463 out state	\$12,479 in state \$28,463 out state

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
4.	Projected Revenue from Tuition and E&G Fees Due to the Proposed Program	\$163,768	\$274,115
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	See below	See below

George Mason University's College of Science will fund five (5) teaching assistantships for students in the proposed PhD degree program. Additional students will be funded by Geology faculty research grants.

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

Currently, Virginia offers only one PhD degree program in Geology, Earth Sciences and Geoscience. Virginia will need additional doctoral-level geoscientists in the future to train other geoscientists, to lead at government agencies, and to staff museums and other informal educational positions. The proposed degree program is intended to respond to the growing demand for experts with knowledge in critical minerals exploration, ice sheet dynamics and sea level change, renewable energy resources and technologies, and the evolution of Earth surface systems on a warming planet. The proposed program addresses the need for trained professionals in the Earth sciences. The proposed program emphasizes a research-oriented, global systems approach to studying the Earth and its systems: the atmosphere, the hydrosphere, and the lithosphere, including their interrelationships with the biosphere. Emphasis is on the observation, measurement, and analysis of Earth's systems. The need for Earth scientists in Virginia is expected to increase due to needs for mineral resources (particularly for electronics), energy resources, and due to increased threats of coastal erosion and erosion due to changes in precipitation patterns due to climate change. George Mason University can help meet these needs with this proposed doctoral program.

**I. Basic Program Information**

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Social Work
CIP code	44.0701
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	May 5, 2022

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

•

**Core Courses: 12 credits**

GCH 700: Social and Ecological Determinants of Health (3 credits)

SOCW 801: Epistemological Approaches in Social Work (3 credits)\*

SOCW 802: Theory-Driven Conceptual Model-Building (3 credits)\*

SOCW 810: Technology Innovations to Power Social Change (3 credits)\*

**Research Courses: 15 credits**

GCH 804: Biostatistics for Public Health (3 credits)

GCH 851: Advanced Research Designs and Analysis for Social and Behavioral Health Sciences (3 credits)

SOCW 820: Multivariate Statistical Methods for Social Work Research (3 credits)\*

SOCW 830: Social Work Applied Research Practicum I (3 credits)\*

SOCW 831: Social Work Applied Research Practicum II (3 credits)\*

**Faculty Preparation: 0 credits**

Students may opt to repeat the faculty preparation course for zero (0) credit hours at no tuition cost.

HHS 850: Teaching Practicum in Public Health (0 credits)

**Focus Area: 9 credits**

In consultation with a faculty advisor, students select at least 9 credits of courses in a specific method, theory, practice, or sub-field.

**Dissertation Requirements: 12 credits**

Students must complete a minimum of 3 credits of SOCW 998 and a minimum of 9 credits of SOCW 999.

SOCW 998: Doctoral Dissertation Proposal (1-3 credits)\*

SOCW 999: Doctoral Dissertation (1-9 credits)\*

**Reduction of Credit: 30 credits**

Students must enter the program with a Master of Social Work (MSW) degree or other closely related master's degree from an accredited institution, which allows for a reduction of up to 30 credits for previous coursework that closely corresponds with doctoral program requirements.

Students receiving a reduction of credit of less than 30 credits will complete the remaining credits through additional courses in their focus area chosen in consultation with a faculty advisor.

**Total credit hours: 78 credit hours**

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

By completing the required coursework, social work PhD students will be able to:

- Defend the relevance of their research to social work as a profession.
- Analyze theories, policies, practices, and research in the field of social work.
- Apply knowledge in the field to appropriate social issues that advance social justice.
- Advance the science linking social work research, education, and practice.
- Apply the highest ethical principles of the discipline in the conduct of scientific inquiry, teaching, and practice.
- Demonstrate classroom management and teaching skills to become effective social work educators.

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

Graduates of the proposed PhD in Social Work will be able to:

- Advance evidence-based solutions to improve community health and well-being
- Conduct research studies with community partners
- Teach students to become social work practitioners and researchers
- Develop evidence-based programs and policies that will improve the health and well-being of children, youth, families and communities
- Test conceptual models that explain social problems
- Translate research findings to improve social work practice and policy
- Apply a variety of multidisciplinary technologies, digital innovations, and computing techniques to advance social work practice

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

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
NSU	PhD, Social Work, 44.0701	2.75 (4-yr average)
VCU	PhD, Social Work, 44.0701	3.6

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Social work teachers, postsecondary	16,600	18,100	9%, 1,500	PhD

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Social Work Teachers, Postsec	305	326	6.88%, 21	2	Not applicable

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2024- 2025	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	6	19
2	Projected Enrollment (FTE)	4	13
3	Estimated Tuition and E&G Fees	13,500	13,500
4	Projected Revenue from Tuition and E&G Fees	81,000	256,500
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)		

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

A recent workforce assessment found a severe shortage of behavioral health (BH) professionals in Virginia. The report noted that “Virginia’s BH programs do not graduate enough BH professions to maintain even the current inadequate supply, let alone address the tremendous growth in demand” (Virginia Health Care Foundation, 2022, p.9). The report recommends recruitment, production, and retention of more BH professionals. PhD-trained social workers not only contribute to the BH workforce, but they also train new BH workforce professionals, conduct research, and develop, implement and evaluate evidence-based policies and programs to improve the public’s health. PhD-trained social workers are distinctively prepared to address the complex and growing needs of the BH workforce crisis in Virginia, which is exponentially increasing due to the pandemic. Depression, anxiety, and suicide rates were already increasing in the years before the pandemic, and have grown into a significant public health crisis, particularly for youth (MHA, 2021; Yard et al., 2021), military veterans (Hill et al., 2021), other vulnerable Virginians such individuals with substance use disorders. The alarm has caused the U.S. Surgeon General to issue an Advisory on Protecting Youth

Mental Health (DHHS, 2021), and both the American Academy of Pediatrics and the American Academy of Child and Adolescent Psychiatry have declared a national mental health emergency. More PhD-trained social workers are needed nationally and in Virginia to train the next generation of highly-skilled social workers who can meet the demands of these growing social challenges.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Fine Arts (B.F.A.)
Degree Program Name	Architectural Design
CIP code	04.0201
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	September 23, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours****Core Coursework – 69 Credit Hours***Foundations – 18 Credit Hours*

ART 102: 2D Design (3 credits)

ART 104: Drawing I (3 credits)

ART 106: 3D Design (3 credits)

ART 108: Drawing II (3 credits)

ARTH 205: Survey of World Art I (3credits)\*

ARTH 206: Survey of World Art II (3 credits)\*

*Architectural Design Courses – 51 Credit Hours*

ARCD 200: Architect Design Studio I (6 credits)

ARCD 202: Architect Design Studio II (6 credits)

ARCD 208: Portfolio Review (0 credits)

ARCD 220: CAD I: 3D Modeling (3 credits)

ARCD 300: Architect Design Studio III (6 credits)

ARCD 302: Architect Design Studio IV (6 credits)

ARCD 330: Materials and Methods I (3 credits)

ARCD 370: History of Architecture (3 credits)

ARCD 376: Modern Architecture (3 credits)

ARCD 400: Architect Design Studio V (6 credits)

ARCD 402: Architect Design Studio VI (6 credits)

ARCD 440: Professional Design Practices (3 credits)

ARCH 496: Internship (0 credits)

**Restricted Electives – 9 Credit Hours**

Select 9 credits from any ARCD, ARTH, ART, GRPH, or INDU-prefix course

**Electives – 1-4 Credit Hours****Total Credits for Degree Program: 120 credits****III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)



Upon completion of the degree, students will be able to:

- Draw building and site elements at a professional entry level.
- Identify key components of the built environment and their function.
- Write rigorous purpose statements and research questions.
- Prepare portfolios and other professional communication.
- Use appropriate representation and communication techniques based on outcome.
- Create and design projects that accurately address the needs of clients and society.
- Research and summarize relevant historical precedents in architectural design.
- Implement design strategies for meeting the project statement.
- Participate in the development of professional projects including client meetings, design sketching and thinking, and design execution.

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

Graduates of the proposed Bachelors of Fine Arts in Architectural Design will be able to:

- Develop appropriate architectural drawings and documents for professional projects
- Provide support for project teams in the development of architectural project design
- Plan appropriate strategies to meet the design goals of any architectural project.
- Track and maintain appropriate records of architectural project progress
- Adapt and modify design documents as the architectural project changes.
- Work collaboratively with other workplace professionals
- Communicate effectively with superiors, clients, team members, and building officials as well as other appropriate entities as necessary for architects
- Explore research topics, create research agendas, actively conduct research, and complete research on selected architectural topic(s).

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
UVA	Architecture, Bachelor of Science, 04.0201	61
Virginia Tech	Bachelor of Architecture, 04.0902	115

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Architect	126,700	130,600	3%, 3,900	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
Architect	3,350	3,590	7.1%, 240	24	Bachelor's

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2023 - 2024</b>	<b>Program Full Enrollment Year 2026 – 2027</b>
1	Projected Enrollment (Headcount)	32	130
2	Projected Enrollment (FTE)	32	130
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$500,832	\$2,095,689
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)

Degrees in architectural design prepare students for elevated levels of the building and construction industry due to executive functioning skills and high level performance required. The BFA is distinct from the BA in that it focuses on studio-based learning experiences needed in the architectural design workplace. A BFA is one of the most valued design degrees because of the rigorous and comprehensive demands of the architectural studio setting. The BFA provides students with a broader understanding of the methods of project completion and workplace demands required in the workplace.

The proposed degree program is best suited as a stand-alone program rather than a major under art due to workplace expectations and industry standards. JMU's studios provide distinct experiences from other fine arts studios, relating to professional licensing standards for the architecture profession. The National Center for Educational Statistics recognizes architecture and related degrees with a distinct category, separate from Art.

There is a need for education that focuses primarily on design skills and training in the visual aspects of artful design production to meet the needs for entry-level workers in the architectural design profession. Data indicate architects in Virginia will increase by 7% over the next 10 years. Architectural offices expect a variety of skill levels to keep costs in line with the design services market. The proposed BFA in architectural design will prepare students with advanced skills through a workplace internship. The degree program will prepare students for entry-level positions or continuation to graduate studies, which leads to licensure.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)
Degree Program Name	Communication Sciences and Disorders
CIP code	51.0201
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June 24, 2021

**II. Curriculum Requirements.****General Education Requirements: 41 credit hours****University Bachelor of Arts Degree Requirements: 3-17 credit hours\***

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

**Or****University Bachelor of Science Degree Requirements: 6 credit hours\***

Quantitative requirement (in addition to General Education) (3 Credits)

Scientific Literacy requirement (in addition to General Education) (3 Credits)

**Core Coursework: 33 credits**

CSD 200: Introduction to Communication Disorders (3 credits)

CSD 207: Phonetics (3 credits)

CSD 208: Anatomy and Physiology of the Ear and Voice Mechanism (3 credits)

CSD 209: Acoustics of Hearing and Speech (3 credits)

CSD 300: Language Development (3 credits)

CSD 301: Audiology (3 credits)

CSD 314: Phonological and Language Disorders (3 credits)

CSD 318: Aural Rehabilitation (3 credits)

CSD 412: Professional Issues and Multicultural Considerations in Communication Disorders (3 credits)

CSD 415: Neuroanatomy and Neurogenic Communication Disorders (3 credits)

CSD 416: Organic Disorders in Communication Sciences and Disorders (3 credits)

**Additional Requirements for the Bachelor of Arts Degree Students: 21-23 credits***Foundational Requirements: 12 credits*

PSYC 101: General Psychology (3 credits)

PSYC 160: Life Span Human Development (3 credits)

EXED 200: Foundations of Exceptional Education (3 credits)

MATH 220: Elementary Statistics (3 credits)

*Methods and Observation Requirement: 3 credits*

Students choose one course from the following.

CSD 470: Methods and Observation (3 credits)

CSD471: Methods and Observation in Audiology (3 credits)

*Basic Science Requirements: 6-8 credits*

Students complete a minimum of 3 credits in biological sciences and a minimum of 3 credits in chemistry or physics.

BIO: (3-4 credits)

PHYS or CHEM: (3-4 credits)

*University Electives: 6-22 credits*

**Additional Requirements for the Bachelor of Science Degree Students: 27-29 credits**

*Foundational Requirements: 12 credits*

PSYC 101: General Psychology (3 credits)

PSYC 160: Life Span Human Development (3 credits)

EXED 200: Foundations of Exceptional Education (3 credits)

MATH 220: Elementary Statistics (3 credits)

*Methods and Observation Requirement: 3 credits*

Students choose one course from the following.

CSD 470: Methods and Observation (3 credits)

CSD471: Methods and Observation in Audiology (3 credits)

*Basic Science Requirements: 6-8 credits*

Students complete a minimum of 3 credits in biological sciences and a minimum of 3 credits in chemistry or physics.

BIO: (3-4 credits)

PHYS or CHEM: (3-4 credits)

*Restricted Electives: 6 credits*

Students complete a minimum of 6 total credits choosing from the following options.

BIO: (3 credits in addition to the CSD Science requirement) (Examples: BIO 150, BIO 240)\*

MATH: (3 credits in addition to MATH 220) (Examples: MATH 103, MATH 105, MATH 107, MATH 268)\*

CSD 420: Introduction to American Sign Language (3 credits)

SOCI: (3 credits) (Examples: SOCI 110, SOCI 140, SOCI 318)

\*Core and required courses may also fulfill the university degree requirements

*University Electives: 16-19 credits*

**Total Degree Program: 120 Credit Hours**

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

- Demonstrate foundational scientific knowledge in normal communication and swallowing processes.
- Describe features of expressive/receptive language and speech across the life span.
- Describe basic components of normal hearing process, including anatomical/physiological, acoustic, psychological, and cultural correlates.
- Describe the neurological basis of speech, language, cognitive-communication and swallowing.
- Recognize symptomology of disordered speech, language, and/or hearing impacting functional communication.
- Demonstrate knowledge and basic skills with clinical management and consideration for language, speech, hearing, and swallowing.
- Demonstrate knowledge of standards of ethical conduct.
- Describe contemporary professional issues, including, but not limited to, interprofessional collaboration and diversity, equity, and inclusion.
- Demonstrate functional communication skills in a foreign language.

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

- Apply foundational knowledge and skills in entry-level graduate education and training for audiology or speech-language pathology or a relevant area of study (e.g., psychology, education).
- Apply foundational knowledge gained in communication sciences and disorders to support successful and effective interpersonal and professional communications.
- Describe components of communication in functional contexts and recognize barriers to and/or solutions for enhanced communication.
- Apply basic knowledge and skills in behavioral data collection.
- Apply principles of ethical conduct and professionalism.
- Demonstrate basic knowledge and apply principles and skills in working with culturally and linguistically diverse individuals.
- Contribute and engage in inter-professional/interdisciplinary work
- Engage in life-long learning.
- Apply awareness of communication as a human right and principles of advocacy in practical contexts.
- Apply functional communication skills in a foreign language. (B.A. degree students)
- Apply awareness and knowledge of scientific inquiry in analytical thinking. (B.S. degree students)

**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)
LU	Bachelor of Science (BS), Communication Sciences and Disorders, CIP code: 51.0204	22

ODU	Bachelor of Science (BS), Speech Language Pathology & Audiology, CIP code: 51.0204	55
RU	Bachelor of Arts (BA)/ Bachelor of Science (BS), Communication Sciences and Disorders, CIP code: 51.0201	19
UVA	Bachelor of Science in Education (BSEd), Speech Communication Disorders, CIP code: 51.0204	34

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Audiologist	13700	15892	16% (2192)	Doctor of Audiology (Au.D)
Speech-Language Pathologist (SLP)	158100	203949	29% (45849)	Master's
SLP Assistant	100500	111000	11% (10500)	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
Audiologist	510	630	23% (120)	12	Doctor of Audiology (Au.D.)
Speech-Language Pathologist	3250	4100	26% (850)	85	Master's
SLP Assistant	1310	1390	6% (80)	8	Bachelor's degree

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>				
<b>Informational Category</b>		<b>Program Initiation Year 2023 - 2024</b>	<b>Program Full Enrollment Year 2026 - 2027</b>	
1	Projected Enrollment (Headcount)	55	70	
2	Projected Enrollment (FTE)	55	70	

Cost and Funding Sources to Initiate and Operate the Program			
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$860,805	\$1,128,437
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 minimum qualification for employment as an audiologist is a professional doctoral degree and for speech-language pathologists (SLP) is a master’s degree. The proposed B.A. and B.S. degree programs provide important foundational education for students pursuing audiology or SLP. Both professions play important roles in several areas of health and quality of life objectives associated with Healthy People 2030. Notably, Virginia’s population over 65 was 15.93% in 2020 as compared to 12.21% in 2010, and it is projected to reach 18.89% in 2030 (The Virginia Public Access Project). Further, Virginia’s Diversity Index has risen to 61.1% in 2020 vs. 54.9% in 2010 (United States Census Bureau state data). Thus, continued preparation of the future workforce in audiology and SLP, starting at the undergraduate level, is necessary as graduates would contribute to the state workforce with knowledge and skills responsive to changing demographics in the Commonwealth.

Additionally, the American Speech-Language-Hearing Association (ASHA) Academic Affairs Board report *The Role of Undergraduate Education in Communication Sciences and Disorders (CSD)* (June 30, 2015, <https://www.asha.org/academic/reports/>) highlights many relevant career paths that require the application of foundational knowledge and skills acquired through a CSD undergraduate degree. Examples include support personnel (e.g., SLP assistant), education, health care, psychology, and aspects of neuroscience and technology that relate to cognition and language.

Related to the above, the B.A. degree provides an important pathway for students who seek to specialize in aspects of language and related human services (e.g., bilingual SLP, education, language science, technology utilizing language science).

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.)
Degree Program Name	Dance
CIP code	50.0301
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June, 24, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours****Bachelor of Arts Degree Requirements: 3-17 credit hours**

Foreign Language classes (intermediate level required) 0-14 credits

Philosophy Course (in addition to General Education courses) 3 credits

**Core Courses: 46-47 credit hours**

STAD 171: Performance Production (3 credits)

STAD 250: The Collaborative Artist: Sophomore Studio (3 credits)

*Dance*

DANC 245. Dance Improvisation (2 credits)

DANC 248. History of Dance (3 credits)

DANC 320. Anatomy and Somatic Studies for the Dancer (3 credits)

DANC 345. Dance Composition I (3 credits)

DANC 445. Dance Composition II (3 credits)

DANC 449. The Dance Professional (3 credits)

DANC 479. Methods of Teaching Dance (3 credits)

*Techniques*

DANC 240. Intermediate Modern Dance I (2 credits - taken twice for a total of 4 credits)

DANC 242. Intermediate Ballet I (2 credits)

DANC 340. Intermediate Modern Dance (2 credits - taken twice for a total of 4 credits)

DANC 342. Intermediate Ballet II (2 credits)

DANC 440. Advanced Modern Dance (2 credits)

*Ensembles*

DANC 110. Associate Group Dance Repertory I (1 credit)

DANC 210. Associate Group Dance Repertory II (1 credit)

DANC 211. Contemporary Dance Ensemble Repertory I (2 credits)

DANC 311. Contemporary Dance Ensemble Repertory II (2 credits)

**Restricted Electives: 2-3 credit hours**

DANC 142. Elementary Ballet (2 credits)



DANC 143. International Folk Dance (2 credits)  
DANC 144. Ballroom Dance (2 credits)  
DANC 147. Tap Dance (2 credits)  
DANC 303. Topics in Dance (2 credits)  
DANC 325. Dance in the Community (3 credits)  
DANC 390. Directed Projects Credits: (1-3 credits)  
THEA 251. Acting 1: Basic Acting (3 credits)

**University Electives: 12-28 credit hours**

**Total: 120 Credit Hours**

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

- Develop an individual choreographic voice. Demonstrate creative potential as a performer through training which emphasizes the integration of technical and expressive skills.
- Demonstrate rehearsal and performance skills through participation in works by self, peers, faculty, and guest choreographers.
- Analyze and evaluate dance.
- Apply foundational anatomical knowledge of the body to work in dance.
- Integrate and critique the historical, philosophical, and cultural dimensions of dance past and present, including people, places, and events that have influenced the development of dance as an art form, and the varying roles of dance and dance artists in society.
- Experience a wide range of dance perspectives.
- Apply theoretical knowledge and hands-on experience in technical dance production areas.
- Develop individual career goals and acquire professional skills.

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

- Create, produce and direct professional dance concerts.
- Communicate effectively in a variety of professional settings.
- Collaborate through choreographic processes and dance performances.
- Demonstrate leadership qualities.
- Understanding of instructional practices in select dance genres
- Demonstrate adaptability and flexibility in different roles and responsibilities as a choreographer, dancer and teacher.
- Demonstrate technology and marketing skills in grant and resume writing, and digital portfolio design.
- Apply critical thinking skills to theoretical and practical applications.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
ODU	Bachelor of Arts (B.A.), Theatre and Dance, CIP code: 50.0501	12
RU	Bachelor of Arts (B.A.), Dance, CIP code: 50.0301	14
VCU	Bachelor of Fine Arts (B.F.A.), Dance and Choreography, CIP code: 50.0301	16

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Dancers	9,000	11,700	30% (2,700)	“Most entrants into college programs have previous formal training.”
Choreographers	4,600	6,100	32% (1,500)	“Most entrants into college programs have previous formal training.”
Instructional Coordinator	109,400	208,900	10% (18,400)	Master’s Degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Dancer	9,000	11,700	30% (2,700)	270	Bachelor’s Degree, Work Experience
Choreographer	600	580	-3.3% (-20)	-2	Experience, Fine Arts Degree
Art, Drama, and Music Teachers, Postsecondary	109,300	120,300	10% (11,000)	1,100	Master’s or PhD, Experience

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2023 - 2024</b>	<b>Program Full Enrollment Year 2026 - 2027</b>
1	Projected Enrollment (Headcount)	20	80
2	Projected Enrollment (FTE)	20	80
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$313,020	\$1,289,642
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)

Obtaining a bachelor’s degree in dance provides the experience and skills needed to successfully find employment as a dance artist. Much of the dance training taking place outside of a university setting does not adequately prepare students for a professional career in the field of dance. Coursework at the college level not only requires technical training but also emphasizes the art of choreography, methods of teaching, critical thinking through the study of dance history, injury prevention and anatomy, and the importance of collaboration with artists in other disciplines, such as actors, directors, designers (lighting, costume, sound and scenery). The skills generated from this coursework develop creativity, critical thinking, collaboration, self-discipline, which are not only important in the field of dance, but are essential for any career path in the 21st century.

In Virginia, there is an increased demand for certified dance educators in the public schools and there are not enough qualified dance instructors to fill the positions. The proposed B.A. in Dance degree program with an optional concentration in Teaching Licensure in Dance provides a pathway by which students can meet VA dance teacher licensure requirements to become certified dance educators in the public schools. The dance education program includes strong content preparation for teaching in schools and communities, including: dance pedagogy, choreography, improvisation, dance history, technique, and performance production. The program promotes graduates who are: 1) professional dance educators; 2) articulate arts educators; and 3) reflective artists, teaching artists and scholars.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Doctor of Education (Ed.D.)
Degree Program Name	Education
CIP code	13.0411
Anticipated Initiation Date	Summer 2023
Governing Board Approval Date (actual or anticipated)	April 22, 2022

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

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

**Core Courses: 12 credits**

CIEE 701: Curriculum Assessment and Evaluation (3 credits)\*

CIEE 705: Change Leadership in Education (3 credits)\*

CIEE 709: Politics, Identity, and Education (3 credits)\*

LEIL 704: Statistics for Educators (3 credits)\*

**Concentration Areas: 18 credits**

All students select a concentration area.

Curriculum, Instruction and Educational Equity

Students select six courses from the following.

CIEE 711: Philosophies of Education (3 credits)\*

CIEE 715: History of U.S. American Education (3 credits)\*

CIEE 719: The Construction of Race in Educational Practice (3 credits)\*

CIEE 729: Culturally Responsive Schools (3 credits)\*

CIEE 731: Digital Learning and Pedagogy (3 credits)\*

CIEE 735: Social Justice Leadership (3 credits)\*

CIEE 737: Learning Theories (3 credits)\*

Leadership, Equity, Innovation and Learning

Students complete all courses below.

LEIL 702: Education Law and Equity (3 credits)\*

LEIL 706: Budgeting and Fiscal Oversight, Implications, and Management (3 credits)\*

LEIL 712: Data Analytics and Data Informed Leadership for Equity (3 credits)\*

LEIL 716: Leadership and Policy Analysis in the Digital Age (3 credits)\*

LEIL 722: Equity Leadership and Change in P-12 Education (3 credits)\*

LEIL 726: Strategic Organizational Design in P-12 Education (3 credits)\*

**Restricted Electives: 6 credits**

Students select two courses from the following.

ADSU 640: The Fundamentals of Educational Administration (3 credits)

ADSU 641: School Law (3 credits)

ADSU 642: Leadership for School-Community Relations (3 credits)

ADSU 644: Supervision and Development of Personnel (3 credits)  
AHRD 575: Diversity and Ethics in AHRD (3 credits)  
CIEE 791: Independent Readings in Education (3 credits)\*  
EDUC 613: Issues in Education (3 credits)  
EXED 600: Instructional Methods in Special Education (3 credits)  
EXED 601: Collaboration and Supervision to Support Exceptional Learners (3 credits)  
EXED 605: Trends and Issues in Exceptional Education (3 credits)  
EXED 607: Program Development and Planning in Special Education (3 credits)  
EXED 617: Strategies for Inclusive Classrooms (3 credits)  
EXED 618: Evidence-based Practices (3 credits)  
EXED 660: Curriculum and Instruction in Gifted Education (3 credits)  
LED 665: Organization and Supervision of Reading Programs (3 credits)  
LTLE 560: Foundations of Educational Technology (3 credits)  
LTLE 565: Educational Technology Management (3 credits)  
LTLE 622: Professional Development in Educational Technology (3 credits)  
LTLE 650: eLearning Design (3 credits)  
MSSE 550: Foundations of Instructional Methods (3 credits)  
MSSE 607: Curriculum Theory in a Diverse Society (3 credits)  
MSSE 625: Assessment of and for Learning (3 credits)  
TCLD 640: Management and Problem Solving in Schools (3 credits)  
TCLD 650: Leadership and Communication Skills in Schools (3 credits)  
TCLD 660: Collaborating, Teaming and Leading in Schools (3 credits)  
TCLD 670: Leading Curriculum Revision and Implementation (3 credits)  
TESL 570: Instructional Strategies for Teaching English as a Second Language (3 credits)  
TESL 628: Assessment and Curriculum Development in ESL (3 credits)  
TESL 682: Professional Development, Partnership and Advocacy (3 credits)

**Additional Requirements: 12 credits**

Research Requirements (6 credits)

LEIL 708: Research Methods (3 credits)

LEIL 710: Research Design (3 credits)

Qualifying Experiences (6 credits)

Two performance-based comprehensive exams/qualifying experiences are completed via two 6 credit courses from the restricted electives list above. Students can complete this requirement in one of three ways:

- Option 1: Complete two additional courses (6 credits) from the restricted electives list.
- Option 2: Complete an innovative/project-based experience (i.e. submission of a manuscript in a peer-reviewed journal).
- Option 3: A combination of Option 1 and Option 2

**Dissertation Requirements: 12 credits**

LEIL 890: Professional Seminar in Education (3 credits)

LEIL 900: Doctoral Dissertation (9 credits)

**Total: 60 Graduate Credit Hours**

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

- Evaluate and develop alignment of curriculum, instruction, and assessment with a lens on equity, access, and inclusion.
- Develop processes for teaching and learning systems aligned with educational justice.
- Synthesize theoretical knowledge, historical/contemporary understandings of the field to recommend innovation and change.
- Analyze, develop and influence public education policy and practice.

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

- Provide executive-level educational leadership in P-12 organizations.
- Develop and execute instructional leadership and educational equity in P-12 organizations.
- Evaluate policy and practice in curriculum, assessment, and evaluation.
- Reflect upon individual, collective, and organizational identity with implications for political leadership in educational settings.
- Analyze data through an empirical lens to influence organizational change in educational settings.

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

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
W&M	Doctor of Education (EdD), Education Policy Planning & Leadership, CIP code: 13.0499	27
RU	Doctor of Education (EdD), Education, CIP code: 13.0401	0
VCU	Doctor of Education (EdD), Leadership, CIP code: 13.0401	24
VT	Doctor of Education (EdD), Curriculum and Instruction, CIP code: 13.0301	19
VT	Doctor of Education (EdD), Educational Leadership & Policy Studies, CIP code: 13.0499	22
VSU	Doctor of Education (EdD), Educational Administration and Supervision, CIP code: 13.0401	9
UVA	Doctor of Education (EdD), Administration and Supervision, CIP code: 13.0401	5
UVA	Doctor of Education (EdD), Curriculum and Instruction, CIP code: 13.0301	7

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Education Administrators, K-12	270,200	291,300	7.8% 21,200	Master's degree
Instructional Coordinators	190,400	208,900	9.7% 18,400	Master's degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Education Administrators	6,875	7,123	3.61% 248	25	Master's degree
Instruct. Coord's	5,771	6,212	7.64% 441	44	Master's degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026 - 2027
1	Projected Enrollment (Headcount)	24	72
2	Projected Enrollment (FTE)	12	36
3	Estimated Tuition and E&G Fees	In state: \$4,999 Out of state: \$11,822	In state: \$5,787 Out of state: \$13,685
4	Projected Revenue from Tuition and E&G Fees	\$80,457	\$558,828
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 U.S. Bureau of Labor Statistics reported in 2021 those with doctoral or professional degrees earn the highest median income and represent the lowest unemployment rates. Elementary and secondary school administrators hold more than 460,000 jobs in the United States, as of 2020, with an increase in 39,000 more jobs by the year 2030. The Virginia Employment Commission reports 13,000 job increase in educational administration by 2028. Current job ads (2022) for executive/senior-level curriculum and/or administrator positions demonstrate 100% need for doctoral degree preferred. Educator retention in Virginia is a key

strategy to ensure longevity in the profession. With opportunities for advancement, educators stay the course and develop leadership capacity over systems, teaching and learning, serving as superintendents, deputy superintendents, or school/division-level leaders. Virginia Department of Education licensure regulations for school personnel, specifically for the Superintendent license, states as the first pathway to Superintendency is an earned doctorate in educational leadership. While it is still possible for a Superintendent (or aspiring Superintendent who may serve as a leader at the Central Office) to achieve a position with a master's degree, an analysis of sitting Superintendents across 144 public local Virginia education agencies (school division, school, or alternative site), indicate that 105 (73%) have an earned doctoral degree, demonstrating the preference for top leaders to attain. There is need to strengthen the pipeline in Virginia especially post pandemic, where organizational changes in educational equity, teaching and learning, innovation, and educator development has changed drastically.



**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)
Degree Program Name	Environmental Earth Science
CIP code	03.0104
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June 24, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours\*****University Bachelor of Arts Degree Requirements: 3-17 credit hours**

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

**Or****University Bachelor of Science Degree Requirements: 6 credit hours<sup>+</sup>**

Quantitative requirement (in addition to General Education) (3 Credits)

Scientific Literacy requirement (in addition to General Education) (3 Credits)

**Bachelor of Arts (B.A.):****Core Courses – 22 credit hours**

GEOL 211 Oceanography (3 credits)

GEOL 230 Evolution of Earth Systems (4 credits)

GEOL 291 Writing and Communicating in the Geosciences (1 credit)

GEOL 320 Meteorology (3 credits)

GEOL 367 Genesis of Solid Earth Materials (4 credits)

GEOL 377 Earth Surface Processes (3 credits)

GEOL 477 Contemporary Issues in the Geosciences (4 credits)

**Cognate Courses – 14-15 credit hours**

BIO 350 Paleobiology (4 credits)

CHEM 131/131L – Introductory Chemistry AND Lab (4 credits) \*

MATH 220 Elementary Statistics (3 credits)<sup>\*+</sup> **Or**MATH 229 Statistics with R (3 credits)<sup>\*+</sup>MATH 205 Introductory Calculus I (3 credits)<sup>\*+</sup> **Or**MATH 232 Calculus with Functions II (3 credits)<sup>\*+</sup> **Or**MATH 235 University Calculus I (4 credits)<sup>\*+</sup>**Required Courses – 9 credit hours**GEOL 102 Environment Earth (3 credits) \* **Or**GEOL 110 Physical Geology (3 credits) \* **Or**

GEOL 115 Earth Systems and Climate Change (3 credits) \*

GEOL 110L Physical Geology Laboratory (1 credit)\* **Or**  
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit)\*  
GEOL 167 History & Philosophy of the Geosciences (3 credits)  
GEOL 491 Geological Literature and Research (2 credits) **Or**  
GEOL 494 Internship in Geology (2 credits) **Or**  
GEOL 497 Problems in Geology (2 credits)

**Restricted Electives – 0-14 credit hours**

CHEM 353 Environmental Chemistry (3 credits)  
GEOL 304 Environmental Mineralogy (3 credits)  
ASTR 220 General Astronomy I: The Night Sky (3 credits) **Or**  
GEOL 307 Planetary Geology (3 credits)  
GEOL 355 Geochemistry of Natural Waters (3 credits)  
GEOL 360 GIS for the Geoscientist (3 credits)  
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)  
GEOL 390 Laboratory Techniques in Geology (3 credits)  
GEOL 398 - Topics in Geology (1-3 credits)  
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)  
GEOL 430 Environmental Soil Science (3 credits)  
GEOL 440 Geophysics (3 credits)  
GEOL 442 Field Geophysics (3 credits)  
GEOL 460 Hydrogeology (3 credits)  
GEOL 489 Quantitative Methods in Geology (3 credits)

**Required Minor – 18-25 credit hours**

Students must select one minor from the following options:

Environmental Humanities – 18 credit hours  
Environmental Information Systems – 25 credits  
Environmental Science – 24-25 credits  
Environmental Studies – 21-24 credits  
Another minor approved by the program director

**Electives – 0-12 credit hours**

**Total Credit Hours for Bachelor of Arts Degree Program: 120 credit hours**

**Bachelor of Science (BS):**

**Core Courses – 22 credit hours**

GEOL 211 Oceanography (3 credits)  
GEOL 230 Evolution of Earth Systems (4 credits)  
GEOL 291 Writing and Communicating in the Geosciences (1 credit)  
GEOL 320 Meteorology (3 credits)  
GEOL 367 Genesis of Solid Earth Materials (4 credits)  
GEOL 377 Earth Surface Processes (3 credits)  
GEOL 477 Contemporary Issues in the Geosciences (4 credits)

**Cognate Courses – 17-19 credit hours**

BIO 350 Paleobiology (4 credits)  
CHEM 131/131L – Introductory Chemistry AND Lab (4 credits)\*  
MATH 220 Elementary Statistics (3 credits)<sup>\*+</sup> **Or**  
MATH 229 Statistics with R (3 credits)<sup>\*+</sup>  
MATH 205 Introductory Calculus I (3 credits)<sup>\*+</sup> **Or**  
MATH 232 Calculus with Functions II (3 credits)<sup>\*+</sup> **Or**  
MATH 235 University Calculus I (4 credits)<sup>\*+</sup>  
PHYS 140 Introductory Physics or 140/150LS Introductory Physics AND Lab (3-4 credits)\*

**Required Courses – 10 credit hours**

GEOL 102 Environment Earth (3 credits)\* **Or**  
GEOL 110 Physical Geology (3 credits)\* **Or**  
GEOL 115 Earth Systems and Climate Change\* (3 credits)  
GEOL 110L Physical Geology Laboratory (1 credit)\* **Or**  
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit)\*  
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)  
GEOL 491 Geological Literature and Research (2 credits) **Or**  
GEOL 494 Internship in Geology (2 credits) **Or**  
GEOL 497 Problems in Geology (2 credits)

**Restricted Electives – 9 credit hours**

CHEM 353 Environmental Chemistry (3 credits)  
GEOL 167 History & Philosophy of the Geosciences (3 credits)  
GEOL 304 Environmental Mineralogy (3 credits)  
ASTR 220 General Astronomy I: The Night Sky (3 credits) **Or**  
GEOL 307 Planetary Geology (3 credit hours)  
GEOL 355 Geochemistry of Natural Waters (3 credits)  
GEOL 360 GIS for the Geoscientist (3 credits)  
GEOL 390 Laboratory Techniques in Geology (3 credits)  
GEOL 398 - Topics in Geology (1-3 credits)  
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)  
GEOL 430 Environmental Soil Science (3 credits)  
GEOL 440 Geophysics (3 credits)  
GEOL 442 Field Geophysics (3 credits)  
GEOL 460 Hydrogeology (3 credits)  
GEOL 489 Quantitative Methods in Geology (3 credits)

**Required Minor – 21-25 credit hours**

Students must select one minor from the following options:<sup>#</sup>

Environmental Information Systems – 25 credits  
Environmental Management – 22-25 credits  
Environmental Science – 24-25 credits  
Environmental Studies – 21-24 credits  
Pre-Professional Secondary Education – 23 credits  
Another minor approved by the program director

**Electives – 0-7 credit hours**

**Total Credit Hours for Bachelor of Science Degree Program: 120 credit hours**

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

- Comprehend and apply Earth and environmental science principles, facts, and concepts in authentic settings
- Skillfully apply methodologies (data collection & management, analysis, instrumentation use, etc.) in the laboratory and field
- Demonstrate that the Earth & Environmental sciences are fundamentally interdisciplinary
- Accept, prefer, and commit to scientific values in professional and personal choices in professional working environments and vocational activities
- Communicate with and advise non-scientific audiences on dynamic Earth and environmental processes that affect individuals and communities
- Integrate knowledge and skills in the geosciences in the societal, ethical, and moral context in which these knowledge and skills will be employed.

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

- Connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices
- Develop interdisciplinary connections between sciences and mathematics, especially between the Earth and life sciences, to appropriately represent environmental science to non-scientific audiences
- Determine data collection methods for research projects, investigations, and surveys
- Collect and compile environmental data from samples of air, soil, water, food, and other materials for scientific analysis
- Analyze samples, surveys, and other information to identify and assess threats to the environment
- Provide information and guidance to government officials, businesses, and the general public on possible environmental hazards and health risks

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

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
VCU	Bachelor of Science (BS), Environmental Studies, CIP code: 03.0103	61
CNU	Bachelor of Science (BS), Environmental Studies, CIP code: 03.0103	7

GMU	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	26
LU	Bachelor of Science (BS), Integrated Environmental Science, CIP code: 03.0104	36
UVA	Bachelor of Arts (BA) / Bachelor of Science (BS), Environmental Sciences, CIP code: 03.0104	80
VT	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	36
UVA-W	Bachelor of Arts (BA) / Bachelor of Science (BS), Environmental Science, CIP code: 30.0101	29
W&M	Bachelor of Science (BS), Interdisciplinary Studies Environment & Sustainability Science track, CIP code: 30.9999	152
ODU	Bachelor of Science (BS), Ocean & Earth Science, CIP code: 40.0699	10
UMW	Bachelor of Science (BS), Environmental Science, CIP code: 40.9999	29

## VI. Labor Market Information.

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Environmental Scientists and Specialists, Including Health	87,100	94,400	8.4% (7,300)	Bachelor's Degree
Environmental Science and Protection Technicians, Including Health	34,200	37,800	10.5% (3,600)	Bachelor's Degree
*Secondary School Teachers,	998,800	1,077,000	7.8% (78,200)	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
Enviro. Scientists	3,500	3,560	6.3% (210)	390	Bachelor's Degree
...					
Enviro. Science	1,050	1,120	6.7% (70)	140	Bachelor's Degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
and Protection Tech's.					
*Secondary School Teachers	26,100	26,880	3.0% (780)	1,930	Bachelor's Degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 20 23 - 20 24	Program Full Enrollment Year 20 26 - 20 27
1	Projected Enrollment (Headcount)	15	60
2	Projected Enrollment (FTE)	15	60
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$313,020	\$967,232
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 Commonwealth continues to experience persistent shortages of graduates in the environmental sciences. These shortages are manifested in two particular ways: (1) the relative lack of experience with Earth science concepts among graduates of environmental science programs, and (2) the documented lack of qualified teachers of Earth and environmental science for secondary school classrooms.

Most environmental science programs in the Commonwealth provide students with a solid preparation in the biotic factors of ecological systems, but provide limited experiences with abiotic factors and the complexity of Earth systems. As a result, current issues in the Earth system such as catastrophic rainfalls, extended droughts, and the negative impacts from extractive industries, are incomplete in those curricula that examine the consequences of environmental change with minimal focus on Earth's physical environment as a key factor of environmental change. Providing the Commonwealth with professionals who can advise on climate and environmental resilience policies and prepare students to engage in graduate research in these areas is a pressing need.

In secondary school curriculum, Virginia provides students with two options for Earth-related learning experiences, Earth science and environmental science, while only specifying licensure for Earth science. Thus, there are no established course competencies for teachers of environmental science. Currently, few of the graduates from environmental science programs in the Commonwealth would be qualified to teach Earth science without substantial additional coursework. The proposed program of study will provide all content requirements for Earth science licensure, while ensuring a cadre of teachers competent to teach environmental science.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Fine Arts (B.F.A.)
Degree Program Name	Graphic Design
CIP code	50.0409
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	September 23, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours****Core Courses – 51 Credit hours***Foundation Courses*

- ART 102. Two-Dimensional Design (3 credits)
- ART 104. Drawing I (3 credits)
- ART 106. Three-Dimensional Design (3 credits)
- ART 108. Drawing II (3 credits)
- ARTH 205. Survey of World Art I: Prehistoric to Renaissance (3 credits)
- ARTH 206. Survey of World Art II: Renaissance to Modern (3 credits)
- ARCD 303. History of Design Credits (3 credits)
- GRPH 101. Digital Media Design I (3 credits)
- GRPH 200. Image Making (3 credits)
- GRPH 201. Digital Media Design II (3 credits)
- GRPH 206. Typography I (3 credits)
- GRPH 208. Portfolio Review (0 credits)
- GRPH 306. Typography II (3 credits)
- GRPH 312. Web Design (3 credits)
- GRPH 313. Interactive Media (3 credits)
- GRPH 408. Brand Identity (3 credits)
- GRPH 497. Graphic Design Senior Capstone (6 credits)

**Required Art Studio Courses – 12 Credit Hours**

Students select four of the following courses.

- ART 220. Introductory Ceramics: Potter's Wheel (3 credits) **Or**
- ART 222. Introductory Ceramics: Handbuilding (3 credits)
- ART 232. Introduction to Fiber Arts: Structures (3 credits)
- ART 234. Introduction to Fiber Arts: Surfaces (3 credits)
- ART 240. Metal and Jewelry (3 credits)
- ART 252. Introductory Painting (3 credits)
- ART 260. Introductory Photography: Black and White (3 credits)
- ART 270. Printmaking: Screenprint (3 credits) **Or**
- ART 272. Printmaking: Relief and Intaglio (3 credits) **Or**
- ART 274. Printmaking: Lithography (3 credits)
- ART 276. Introductory Book Arts: Materials and Structures (3 credits)



ART 280. Sculpture (3 credits)

**Restricted Electives – 15 Credit Hours**

*Graphic Design Electives – 6 credits*

GRPH 300. Illustration (3 credits)

GRPH 301. Digital Media Design III (3 credits)

GRPH 304. Package Design (3 credits)

GRPH 375. Letterpress (3 credits)

GRPH 376. Intermediate Book Arts: Concept, Content, Form (3 credits)

GRPH 380. Wayfinding, Signage, Exhibit Design (3 credits)

GRPH 390. Independent Study in Graphic Design (1-3 credits)

GRPH 392. Topics in Graphic Design (3 credits)

GRPH 496. Internship in Graphic Design (1-6 credits)

*Art and Design Electives – 6 Credit Hours*

Students select 6 credits from any architectural design, art education, graphic design, industrial design, studio, studio assistant and internship courses, except art history courses and ART 200.

*Art History Electives – 3 Credit Hours*

Students select 3 credits from any 300- or 400-level art history courses except ARTH 490, ARTH 495 and ARTH 499.

**Electives: 1 Credit Hour**

**Total Credits for Degree Program: 120 Credit Hours**

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

- Articulate ideas and understand the fundamental elements and principles of graphic design while using correct terminology pertinent to the field.
- Demonstrate a working knowledge of artistic methods, craft and formal structure as vehicles to enhance a solutions communicative value.
- Demonstrate proficiency in both traditional and digital ways of making.
- Develop diverse problem-solving methodologies that combine theory, research, analytical skills and conceptualization to create effective graphic design solutions.
- Develop a professional graphic design portfolio reflective of one's knowledge and abilities that encompasses the contemporary design market.

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

- Work within a creative team to design client-driven collateral, attend client meetings, present ideas, and finalize design projects.
- Articulate an understanding of the elements and principles of graphic design and implement them innovatively.
- Provide an advanced working knowledge of the methods, process, craft and technology as a graphic designer.

- Implement problem-solving skills as an opportunity to theorize, hypothesize, intellectualize, and conceptualize to create unique graphic design.
- Analyze, define and clarify a target market, audience, and client.
- Work collaboratively with other workplace professionals such as account executives, copy writers, editors and photographers.
- Communicate effectively with superiors, clients, and team members as well as other appropriate entities as necessary for graphic designers.
- Explore research topics, create research agendas, actively conduct research, and complete research on selected graphic design problems.
- Manage behavior that demonstrates an understanding of professional and intellectual training as well as awareness of the people and personalities instrumental to success as dictated by the field of graphic design.

**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	Arts and Visual Technology, B.F.A. concentration graphic design, CIP code: 50.0101	90
LU	Graphic and Animation Design, B.F.A., CIP code: 50.0409	18
ODU	Art, B.F.A., concentration graphic design, CIP code: 50.0703	48
RU	Art, B.F.A. concentration graphic design, CIP code: 50.0701	49
VCU	Graphic Design, B.F.A., CIP code: 50.0409	71
VSU	Visual Arts, B.F.A. concentration graphic design, CIP code: 50.0101	7
VT	Art, B.F.A., CIP code: 50.0701	52

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Graphic Designer	254,100	261,400	3% (7,300)	Bachelor’s Degree
Art Director	98,500	109,300	11% (10,800)	Bachelor’s Degree with work experience
Web developers...	199,400	224,900	13% (25,500)	Bachelor’s Degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Graphic Designer	6,480	6,780	4.6% (300)	30	Bachelor's Degree
Art Director	1,240	1,240	0% (0)	0	Bachelor's Degree with experience
Web developer	4626	5328	15.2% (702)	70	Bachelor's Degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026 - 2027
1	Projected Enrollment (Headcount)	125	200
2	Projected Enrollment (FTE)	125	200
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$1,956,375	\$3,224,106
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)

Research shows the need for graphic designers in Virginia will increase by 4.6% over the next 10 years. Professional graphic design offices need a variety of skill-levels to keep costs in line with the market of design services. A BFA in graphic design is one of the most valued design degrees in the variety of job descriptions for graphic design due to the rigorous demands of the studio setting and curriculum which teach market ready, workplace competencies, skills and standards.

According to *Graphic Design Degree Hub*, a graphic design degree not only increases an individual's chances of getting a design job, it also increases their level of income.

*While it is possible to perform as a graphic designer without an advanced degree, it is easier to find and acquire top jobs with top design firms with one than without one. Typically, designers with advanced degrees in Graphic Design will be more successful getting jobs in larger and more reputable companies. For example, the median salary of a graphic designer is \$48,800 a year, but graphic designers working at companies*

*like Apple can expect a median salary of \$96,000 a year. Hands down, it is worth it to invest in a graphic design degree.*

Graphic design degree programs are designed to prepare graduates for real world projects. The degree gives employers and clients more confidence in the graduate's skills and dedication. According to *Indeed*, the Bachelor's degree is also necessary to qualify for senior-level positions which result in a better salary.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Health Sciences
CIP code	51.9999
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June 24, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours****University Bachelor of Science Degree Requirements: 6 credit hours**

Quantitative requirement (in addition to General Education) (3 Credits)\*

Scientific Literacy requirement (in addition to General Education) (3 Credits) \*

**Core Coursework: 38 credits**

HTH 100. Personal Wellness (3 Credits)

HTH 150. Introduction to Health Sciences (3 Credits)

HTH 210. Medical Terminology (3 Credits)

HTH 231. Population Health Determinants (3 Credits)

HTH 245. Foundations of Infectious Disease (3 Credits)

HTH 255. Chronic Disease and Disabilities (3 Credits)

HTH 320. Statistical Methods for Health Science Research (3 Credits)

HTH 351. Health Behavior Change (3 Credits)

HTH 354. U.S. and Global Health Care Systems (3 Credits)

HTH 408. Health Research Methods (3 Credits)

HTH 423. Ethics and Critical Thinking in Health (3 Credits)

HTH 450. Epidemiology (3 Credits)

MATH 220. Elementary Statistics (3 Credits)

**Chemistry Requirement – 3-4 credits**

Select one of the following courses or groups of courses:

CHEM 120. Concepts of Chemistry (3 Credits)

CHEM 131. General Chemistry I (3 Credits) **And**

CHEM 131L. General Chemistry Laboratory (1 Credits)

CHEM 132. General Chemistry II (3 Credits) **And**

CHEM 132L. General Chemistry Laboratory (1 Credits)

**Restricted Electives – 16 credits**

Select 16 credits from the following courses/groups of courses:

BIO 140. Foundations of Biology I (3 Credits) **And**  
BIO 140L. Foundations of Biology I Laboratory (1 Credits)

BIO 150. Foundations of Biology II (3 Credits) **And**  
BIO 150L. Foundations of Biology II Laboratory (1 Credits)

BIO 240. Genetics (3 Credits) **And**  
BIO 240L. Genetics Laboratory (1 Credits)

BIO 245. General Microbiology (3 Credits)<sup>1</sup> **And**  
BIO 245L. General Microbiology Laboratory (1 Credits)<sup>1</sup>

BIO 324. Human Genetics (3 Credits)

BIO 370. Animal Physiology (4 Credits)

CHEM 241. Organic Chemistry I (3 Credits) **And**  
CHEM 241L. Concepts of Organic Chemistry Laboratory (1 Credits)

CHEM 242. Organic Chemistry II (3 Credits) **And**  
CHEM 242L. Organic Chemistry Laboratory (2 Credits)

CHEM 260. Concepts of Biochemistry (3 Credits)

HTH 441. Biomechanics for the Healthcare Professional (3 Credits)

KIN 302. Exercise Physiology (3 Credits)<sup>2</sup> **And**  
KIN 302L. Exercise Physiology Laboratory (1 Credits)<sup>2</sup>

NUTR 280. Nutrition for Wellness (3 Credits)

PHYS 140. College Physics I (3 Credits) **And**  
PHYS 140L. General Physics Laboratory (1 Credit)

PHYS 150. College Physics II (3 Credits) **And**  
PHYS 150L. General Physics Laboratory (1 Credit)

PSYC 101. General Psychology (3 Credits)

PSYC 160. Life Span Human Development (3 Credits)

PSYC 250. Introduction to Abnormal Psychology (3 Credits)<sup>3</sup>

**Restricted Biology Electives – 8 Credits**

Select 8 credits from the following groups of courses:

BIO 245. General Microbiology (3 Credits) **And**  
BIO 245L. General Microbiology Laboratory (1 Credit)

BIO 270. Human Physiology (3 Credits) **And**  
BIO 270L. Human Physiology Laboratory (1 Credit)

BIO 290. Human Anatomy (3 Credits) **And**  
BIO 290L. Human Anatomy Laboratory (1 Credit)

**Electives – 7-8 credits**

**Total Credits to Degree Program: 120 Credits**

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

- Demonstrate an interdisciplinary, foundational knowledge and understanding of health threats and the contexts in which they occur.
- Develop a broad familiarity with allied health areas of practice including medicine, dentistry, optometry, occupational therapy, physical therapy, pharmacy, public health, physician assistant studies, athletic training, and veterinary medicine.
- Understand causes of specific diseases and disease etiology at both the systems (environmental/social) and individual level (pathophysiological).
- Demonstrate knowledge of the scientific basis and methodologies for analysis of health concerns at both the systems (epidemiological) and individual level (research methods).
- Understand how policy guides public health-based interventions and distinguish those approaches from direct patient care delivery.
- Apply strategies for promoting health and wellness for communities and individuals derived from evidence-based practice principles as grounded in the established basic and epidemiological research.

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

- Assess environmental, social, microbial, and chronic disease threats to the health of individuals and communities.
- Implement both community and client centered health education interventions to improve health and wellbeing of individuals and communities.
- Use the scientific method and evidence-based practice to provide health and preventive care at both the individual and community level
- Interpret data and provide predictive insights into community level health threats.
- Provide an understanding of national and global health challenges within the paradigm of professional ethics and the use of policy to address such challenges.
- Provide clear, concise communication, and work as a team with technical agility in an ever-changing information and technology environment.

**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	Bachelor of Science (B.S.), Community Health, CIP code: 51.2208	189
GMU	Bachelor of Science (B.S.), Health Administration, CIP code: 51.9999	130
ODU	Bachelor of Science in Health Sciences (BSHS), Health Sciences, CIP Code: 51.9999	118
RU	Bachelor of Science (B.S.), Health Sciences, CIP code: 51.9999	23

## VI. Labor Market Information.

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Health Education Specialists...	125,200	161,000	17% (35,800)	Bachelor's Degree
Environmental Scientists...	87,100	94,000	8% (6,900)	Bachelor's Degree
Medicine (Physicians and Surgeons)	727,000	751,800	3% (24,800)	Doctorate/Professional Degree
Occupational Therapist	131,600	154,600	17% (23,000)	Master's Degree
Physician Assistant	129,400	169,500	31% (40,100)	Master's Degree
Physical Therapist	239,200	288,300	21% (49,100)	Doctorate/Professional 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 Ed. Spec's	1,290	1,420	9% (130)	13	Bachelor's Degree
Comm. Health Workers	850	940	9% (90)	9	Bachelor's Degree
Enviro. Scientists...	3,350	3,560	9% (210)	21	Bachelor's Degree
Medicine	10,557	11,524	9% (967)	97	Doctorate/Professional Degree



Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Occ. Therapists	3,155	3,692	17% (537)	54	Master's Degree
Physician Assistant	2,572	3,411	33% (839)	84	Master's Degree
Physical Therapist	6,905	8,382	21% (1,477)	148	Doctorate/Professional Degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026 - 2027
1	Projected Enrollment (Headcount)	1450	1600
2	Projected Enrollment (FTE)	1375	1520
3	Estimated Tuition and E&G Fees	\$13,372 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$21,520,125	24,503,206
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

The proposed Bachelor of Science in Health Sciences degree program will prepare students for direct entry into the job market in high-demand community and allied health programs. Virginia demonstrates a projected 16% job increase in the next 10 years in this area, with new job postings averaging 16/month in recent months, and entry-level salaries ranging from \$48,000-\$80,000.

The proposed degree program also provides the pre-requisites for admission to allied health professional graduate and medical school programs. Students pursuing allied health professions or medical schools must complete a bachelor's degree prior application. The proposed degree program aligns closely with admission requirements to medical schools and allied health programs, efficiently preparing students for these programs. Matriculants to medical schools, according to the Association of American Medical Colleges (AAMC), are very well prepared and represented by the specialized health sciences area with GPA and MCAT scores on a par with the biological sciences (<https://www.aamc.org/media/6061/download>). Further, four out of five of the fastest-growing occupations according to both National and Virginia's Labor market information are occupations that will be well-served by the proposed Health Sciences degree program.

The AAMC notes the average applicant spends 2-3 years and 16 application attempts getting into medical school. The proposed degree program provides the graduates with skills and knowledge for entry plus provides employment opportunities in allied health during the matriculation process. Roughly, fifty percent of graduates from the proposed degree program will seek entrance into allied health/medical programs. The remaining students will enter directly into the job market.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Industrial Design
CIP code	50.0404
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	September 23, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education – 41 Credit Hours****University B.S. Degree Requirements – 6 Credit Hours**

- Quantitative Requirement (3 Credits in addition to General Education courses)
- Scientific Literacy Requirement (3 Credits in addition to General Education courses)

**Core Coursework – 39 Credit Hours***Foundation Courses (9 credits)*

- ART 102. Two-Dimensional Design (3 credits)
- ART 104. Drawing I (3 credits)
- ART 106. Three-Dimensional Design (3 credits)

*Design Courses (21 credits)*

- INDU 200. Introduction to Design (6 credits)
- INDU 202. Industrial Design Studio (6 credits)
- INDU 208. Portfolio Review (0 credits)
- INDU 220. CAD 3D Modeling (3 credits)
- INDU 380. Materials & Processes (3 credits)
- GRPH 101. Digital Media Design 1 (3 credits)

*Art & Design History Courses (9 credits)*

- ARTH 205. Survey of World Art I: Prehistoric to Renaissance (3 credits)\*
- ARTH 206. Survey of World Art II: Renaissance to Modern (3 credits)\*
- ARCD 303. History of Design Credits (3 credits)

**Advanced Studios – 24 credits**

Students choose 4 of the following courses. Courses may be repeated if content changes significantly.

- INDU 300. Product Design (6 credits)
- INDU 302. Transportation (6 credits)
- INDU 400. Systems & Services (6 credits)
- INDU 402. Social Innovation & Social Entrepreneurship (6 credits)
- INDU 404. Advanced Special Topics Studio (6 credits)
- INDU 406. Senior Thesis Studio (6 credits)

- INDU 408. Swing-Studio Option (6 credits)

**Art & Design Electives – 6 credit hours**

Art and design electives may include any School of Art, Design, and Art History studio-based courses from industrial design, graphic design, architectural design, studio art, studio assistantships, and internships. Excludes courses taken to fulfill the concentration courses, advanced studios, and art and design history. Excludes ART 200, ART 205, ART 304, and ART 305.

**Interdisciplinary Electives – 9 credit hours**

*Society and Culture (3 credits)*

- ANTH 195. Cultural Anthropology (3 credits)\*
- ANTH 205. Buried Cities, Lost Tribes (3 credits)\*
- ANTH 323. Anthropology and Photography (3 credits)
- SOCI 311. Sociology of the Environment (3 credits)
- SOCI 315. Technology and Society (3 credits)
- SOCI 337. Sociology of Gender (3 credits)

*Engineering and Technology (3 credits)*

- ENGR 231. Engineering Design I (2 credits)
- ENGR 232. Engineering Design II (2 credits)
- ENGR 280. Projects in Engineering (1 – 4 credits)
- ENGR 498. Advanced Topics in Engineering (Innovation) (3 credits)
- ENGR 498. Advanced Topics in Engineering (Realization) (3 credits)
- ENGR 498. Advanced Topics in Engineering (Human Centered Design) (3 credits)
- ENGR 498. Advanced Topics in Engineering (Innovation Exchange) (3 credits)
- ENGR 498. Advanced Topics in Engineering (Systems Design and Placemaking) (3 credits)
- ENGR 480. Advanced Projects in Engineering (1 – 4 credits)
- ISAT 211. Issues in Modern Production Systems (3 credits)
- ISAT 330. Sustainable Manufacturing Systems (3 credits)

*Business, Marketing and Entrepreneurship (3 credits)*

- COB 318. Legal and Ethical Environment of Business (3 credits)
- MKTG 380. Principles of Marketing (3 credits)
- MGT 472. New Venture Creation (3 credits)
- MGT 305. Management and Organizational Behavior (3 credits)
- MGT 310. Business Fundamentals for Entrepreneurs (3 credits)

**Electives – 0-1 Credit Hours**

**Total Credits for Degree Program: 120 Credit Hours**

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

- Understand and apply current theoretical and technical practices of Industrial Design (design for mass manufacturing, product design, service design, systems design, social innovation).

- Apply principles of industrial design and “design thinking” (Problem Discovery, Defining the Problem, Developing Solutions, and Delivering Solutions) to identify and develop appropriate solutions based on project scope and end-user criteria.
- Identify, analyze, and synthesize complex end-user criteria and product development challenges.
- Create professional 2D, 3D, and 4D visual and/or physical representations of concepts and solutions.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in Industrial Design practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to Industrial Design.

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

- Employ diverse creative problem-finding and solving skills.
- Utilize design theory, history, and research to understand user culture, context, needs, and requirements.
- Demonstrate a working knowledge of industry practices, 2D, 3D, and 4D conceptualization skills, and problem-solving.
- Design and articulate complex solutions that are aesthetically and culturally appropriate, effective, and efficient.
- Exhibit proficiency in both traditional and digital ways of making.
- Have a fundamental knowledge of user experience, human factors, applied ergonomics, contextual inquiry, end-user criteria, and usability assessments.
- Critique and contextualize designs to cultivate ideas and meaningful solutions.
- Have a functional knowledge of professional design practices and processes including, but not limited to ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights.
- Understand basic business practices and their relationship to industrial design, as well as the ability to investigate and reconcile the needs related to entrepreneurship, marketing, engineering, manufacturing, servicing, and ecological and social responsibility in the process associated with specific design projects.
- Collaborate and have the ability to work effectively in interdisciplinary or multidisciplinary teams.
- Create a professional industrial design portfolio reflective of one’s knowledge and abilities that encompass current expectations in the professional practice of industrial design.

**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)
VT	Bachelor of Science (B.S.), Industrial Design, CIP code: 50.0404	32.8

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Commercial and Industrial Design	31,500	33,300	6% (1,800)	Bachelor

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Art and Design Workers	19054	19358	1.596% (304)	30	N/A
Commerc./ Industrial Designers	221	216	-2.262% and -5	0	Bachelor's
Designers, All Other	129	126	-2.326	0	Bachelor's

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026- 2027
1	Projected Enrollment (Headcount)	65	65
2	Projected Enrollment (FTE)	65	65
3	Estimated Tuition and E&G Fees	\$13,092 In-state \$30,152 Out-of-state	\$13,484 In-state \$31,056 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$1,017,315	\$1,047,834
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)

“Industrial Design is a strategic problem-solving process that drives innovation, builds business success, and leads to a better quality of life through innovative products, systems, services, and experiences... It is a transdisciplinary profession that harnesses creativity to resolve problems and co-create solutions with the intent of making a product, system, service, experience, or a business, better. At its heart, Industrial Design provides a more optimistic way of looking at the future by reframing problems as opportunities. It links innovation, technology, research, business, and customers to provide new value and competitive advantage across economic, social, and environmental spheres.” Industrial Designers “are strategic stakeholders in the innovation process and are uniquely positioned to bridge varied professional disciplines and business interests.” Organizations that embrace design increase their revenue by 32% and experience 56% more shareholder returns on average. Graduates from industrial design programs are employable in high wage-earning positions. The National Endowment for the Arts showed that “among salaried workers, industrial designers number less than graphic designers, merchandise-display designers, floral designers, and interior designers — but they earn more than most design workers.”

To help support and grow the Virginia economy, we need to increase the number and caliber of workforce ready industrial designers. The proposed degree program in Industrial Design is only the 2<sup>nd</sup> professional Industrial Design program in Virginia. Graduates can bolster business’s reach and productivity and amplify business growth by helping increase revenue and stakeholder earnings in the Commonwealth.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.)
Degree Program Name	Musical Theatre
CIP code	50.0509
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June 24, 2021

**II. Curriculum Requirements.****General Education Requirements: 41 credit hours****University Bachelor of Arts Degree Requirements: 3-17 credit hours**

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

**Core Courses: 35 credit hours**

DANC 146: Jazz Dance (2 credits)

DANC 246 Intermediate Jazz I (2 credits)

DANC 346 Intermediate Jazz II/Musical Theatre Styles (2 credits)

MUAP 114 Group Voice for Musical Theatre (2 credits – two enrollments of 1 credit each)

MUAP 214 Private Voice for Musical Theatre (4 credits – four enrollments of 1 credit each)

MUS 100 Keyboard Skills (1 credit)

MUS 101 Keyboard Skills II (1 credit)

MUS 140 Introduction to Music Theory and Aural Skills (4 credits)

THEA 251 Acting I: Basic Acting (3 credits)

THEA 253 Musical Theatre Laboratory (2 credits – two enrollments of 1 credit each)

THEA 351 Acting II: Intermediate Acting (3 credits)

THEA 353 Music Theatre Performance (2 credits)

THEA 357 Music Theatre History and Analysis (3 credits)

THEA 454 Advanced Music Theatre Performance (2 credits)

THEA 455 Auditioning for Musical Theatre (2 credits)

**Required Courses – 19 credit hours**

STAD 171 Performance Production (3 credits)

STAD 250 The Collaborative Artist: Sophomore Studio (3 credits)

THEA 208 or THEA 308 Theatre Practicum: Performance (1 credits)

THEA 211 Performance Analysis (3 credits)

THEA 273 Design Aspects of Performance (3 credits)

THEA 315 World Theatre Histories, Texts and Performances I (3 credits)

THEA 316 World Theatre Histories, Texts and Performances II (3 credits)

**Restricted Electives – 8 credit hours**



*Dance*

Students choose one of the following – 2 credit hours

DANC 140 Elementary Modern Dance (2 credits)

DANC 142 Elementary Ballet (2 credits)

DANC 143 International Folk Dance (2 credits)

DANC 144 Ballroom Dance (2 credits)

DANC 147 Tap Dance (2 credits)

DANC 245 Dance Improvisation (2 credits)

*Theatre*

Students choose three of the following – 3 credit hours

THEA 204 or THEA 304 Theatre Practicum: Scenery (1 credit)

THEA 205 or THEA 305 Theatre Practicum: Lights (1 credit)

THEA 206 or THEA 306 Theatre Practicum: Costumes (1 credit)

THEA 207 or THEA 307 Theatre Practicum: Management (1 credit)

*Seminar*

Students choose one of the following – 3 credit hours

THEA 441 Senior Seminar in Theatre (3 credits) **Or**

THEA 442 Senior Seminar (1 credit) **And**

THEA 499 Honors in Theatre (2 credits)

**Electives – 0-14 Credit hours**

**Total Credits for Degree Program: 120 Credit Hours**

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

- Establish expertise in specific techniques that are unique to musical theatre performance to include singing, dancing, acting, song interpretation, and collaborative skills that are necessary for musical theatre artists to work productively and sensitively in creative and collaborative processes.
- Exhibit rehearsal and performance skills through regular participation in musical theatre and theatrical productions.
- Integrate history, literature, and analysis of musical theatre, opera and other allied music areas as they relate to musical theatre performance and its role in society.
- Analyze music for genre, style, mood, structure, character, and dramatic action.
- Excavate the text of a song and libretto of a musical for objective meaning, subtext, and dramatic action.
- Incorporate **analysis** and **research** into practical performance work.
- **Evaluate** and comment upon their own, and their peer's performance work.
- Achieve proficiency in the fundamental principles of music theory and musicianship as they pertain to music theater performance.
- **Cultivate** the ability to critically examine professional practices within a contemporary context, and through the lens of personal ideals, point of view, and aesthetics.
- Develop individual career goals and acquire professional skills required to pursue careers in musical theatre and related entertainment areas.

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

- Collaborate in musical theatre performances and theatrical processes employing creative, collaborative, and innovative problem solving.
- Communicate effectively in a variety of professional settings.
- Exhibit leadership qualities and effective communication skills throughout the artistic process.
- Demonstrate technology and marketing skills in the creation of digital portfolios.
- Apply critical thinking skills to theoretical and practical applications.
- Navigate the professional musical theatre landscape in order to sustain a career.

**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)
There are currently <u>no</u> 4-year state colleges or universities offering a degree in Musical Theatre (50.0509) in the Commonwealth of Virginia. The 4-year state colleges or universities offering any sort of intentional curriculum in Musical Theatre are:		
CNU	Bachelor of Arts (B.A.), Fine and Performing Arts, Major: Theatre. Concentration: Music Theatre-Dance, CIP code: 50.0101	40
GMU	Bachelor of Fine Arts (B.F.A.), Theatre, Concentration Musical Theatre Performance, CIP code: 50.0501	29
VCU	Bachelor of Fine Arts (B.F.A.) Theatre. Concentration Musical Theatre Performance. CIP code: 50.0501	46

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Actor	51,600	68,300	32% (16,700)	Experience, Some Bachelor’s Degree
Producer and Director	131,000	162,500	24% (31,600)	Bachelor’s Degree
Talent Director	131,000	146,600	15% (15,600)	Bachelor’s Degree
Musicians and Singers	157,300	174,800	11% (17,500)	Experience, Many Bachelor’s Degree

Musical Directors and Composers	48,100	51,100	6% (3,000)	Bachelor's Degree
Dancers	9,000	11,700	30% (2,700)	"Most entrants into college programs have previous formal training."
Choreographers	4,600	6,100	32% (1,500)	"Most entrants into college programs have previous formal training."
Art, Drama, Music Teachers, Postsecondary	109,300	120,900	11% (11,600)	Master's Degree, PhD, Experience

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Actor	940	980	4%	40	Experience, Some Bachelor's degree
Producers and Directors	2,550	2,610	2%	60	Bachelor's Degree and Work Experience
Talent Director	2,550	2,610	2%	60	Bachelor's Degree and Work Experience
Musicians and Singers	1,260	1,410	2%	150	Experience, Many Bachelor's Degree
Dancer	9,000	11,700	30%	2,700	Bachelor's Degree and Work Experience
Choreographer	600	580	-3.3%	-20	Experience, Fine Arts Degree

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2023 - 2024</b>	<b>Program Full Enrollment Year 2026 - 2027</b>
1	Projected Enrollment (Headcount)	16	64
2	Projected Enrollment (FTE)	16	64
3	Estimated Tuition and E&G Fees	\$13,092 in-state	\$13,092 in-state

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
		\$30,152 out-of-state	\$30,152 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$250,416	\$1,031,714
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)

Obtaining a Bachelor’s Degree in Musical Theatre provides the skills needed to secure employment as a performing artist and collaborative content creator in musical theatre and the allied fields of theatre, music, film, dance, production, and education. Employment outcomes for those who possess the skills developed through the study of Musical Theatre are projected to increase Nationally by 20% and in the Commonwealth of Virginia by 6% between 2020-2030. The Bachelor of Arts Degree in Musical Theatre is uniquely positioned to provide students the opportunity to develop their talents and skills in order to be prepared for a wide range of careers in the performing arts.

Coursework in Musical Theatre at the college level not only includes skills-based technical training, but also emphasizes the unique and complex requirements of integrating music, theatre, dance, and visual design elements into a unified production that is inclusive as well as responsive to the diverse needs of society in the 21st-century. These include critical thinking and collaborative skills through the study of musical theatre history, the analyzing of the materials for production (script, musical score, embodied communication), and cooperation with artists in other disciplines, including actors, directors, designers (lighting, costume, sound and scenery), writers, musical directors, and technicians. Musical Theatre coursework inspires innovative problem solving, self-discipline, the capacity to work in teams, and the ability to meet project deadlines. These skills are not only important in the field of Musical Theatre, but are essential for any career path.

**I. Basic Program Information**

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.)
Degree Program Name	Women's, Gender and Sexuality Studies
CIP code	05.0207
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	April 16, 2021

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**General Education Requirements: 41 credit hours****University Bachelor of Arts Degree Requirements: 3-17 credit hours**

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

**Core Courses: 21 credit hours**

HIST 321 European Women's History (3 credits)

WGSS 200 Introduction to Women's, Gender and Sexuality Studies (3 credits)

WGSS 305 Methods and Theories in WGSS (3 credits)

WGSS/SOCI 347 Queer Theories of Gender Inequality (3 credits)

WGSS/SCOM 348 Gender and Communication (3 credits)

WGSS/ANTH 376 Anthropology of Reproduction (3 credits)

WGSS/POSC 383 Women and Politics in Comparative Perspectives (3 credits)

**Restricted Electives: 12 credit hours**

Students are required to select from the following elective courses:

ANTH 360. Medical Anthropology (3 credits)

ANTH 370. Topics in the Anthropology of Gender (3 credits)

ENG 327. Gothic Literature (3 credits)

ENG 423. Advanced Studies in Gender and Sexuality in Literature (3 credits)

HIST 319. Women at Work in U.S. History (3 credits)

HIST 320. Women in U.S. History (3 credits)

HIST 326. The Automobile in 20th Century America (3 credits)

HIST 327. Technology in America (3 credits)

HIST 448. Gender in Latin America and the Iberian World (3 credits)

HIST 449. Women and Fascism (3 credits)

JUST 311. Women, Crime and Criminal Justice (3 credits)

JUST 341 Gender and Justice (3 credits)

JUST 385. Disability and Justice (3 credits)

JUST 386. Sexual Orientation, Law and Justice (3 credits)

PSYC 310. The Psychology of Women and Gender (3 credits)

REL 306. Women and Gender in Islam (3 credits)

REL 315. Women and Religion (3 credits)

SOCI 336. Race and Ethnicity (3 credits)  
SOCI 354. Social Inequality (3 credits)  
SPAN 455. Women in Hispanic Literatures (3 credits)  
WGSS 300. Special Topics in Women's, Gender and Sexuality Studies (3 credits)  
WGSS 301. Feminist Blogging: Writing for Shout Out! JMU (3 credits)  
WGSS 302. Third Wave Ecofeminism (3 credits)  
WGSS 325. Gender and Violence (3 credits)  
WGSS 337. Sociology of Gender (3 credits)  
WGSS 350. The Philosophy of Feminism (3 credits)  
WGSS 355. American Women At War (3 credits)  
WGSS 368 Women's Literature (3 credits)  
WGSS 369. Feminist Literary Theory (3 credits)  
WGSS 370. Queer Literature (3 credits)  
WGSS 400. Issues and Research in Women's, Gender and Sexuality Studies (3 credits)  
WGSS 417. Women's Global Health and Human Rights (3 credits)  
WGSS 420. Feminist Rhetorics (3 credits)  
WGSS 466. Advanced Studies in Women's Literature (3 credits)  
WGSS 485. Gender Issues in Science (3 credits)  
WGSS 490. Special Studies in Women's, Gender and Sexuality Studies (3 credits)  
WGSS 492. Internship in Women's, Gender and Sexuality Studies (1-3 credits)  
WGSS 495. Special Topics in Women's, Gender and Sexuality Studies (3 credits)

**Electives: 29-43 credit hours**

**Total Credit for Degree Program: 120 credit hours**

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

- Promote gender-based equality and social justice
- Demonstrate interdisciplinary knowledge of women, gender, and sexuality
- Communicate about gender and sexuality with sensitivity and using appropriate terminology
- Demonstrate intersectional awareness of how gender-based oppression relates to other systems of oppression
- Integrate personal experience into broader understanding of oppressive systems

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

- Gather, analyze, and interpret relevant data about gender and sexuality
- Apply interdisciplinary knowledge of the history and impact of structural inequality on women, gender, and sexuality to contemporary problems and
- Propose attainable solutions to instances of social injustice
- Analyze data and situations from an intersectional awareness that considers how other salient identity markers (such as race, economic class, disability, and age) intersect with gender and sexuality
- Write, speak, listen and otherwise communicate about gender and sexuality with cultural competency and sensitivity

- Educate and advocate for gender equality and social justice
- Practice self-reflexivity through understanding one’s social location and how it informs unconscious bias.

**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	Bachelor of Arts (B.A.), Integrative Studies, CIP code: 24.01999	79*
ODU	Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), Women’s Studies, CIP code: 05.0207	8.4
UMW	Bachelor of Arts (B.A.), General Liberal Arts and Studies, CIP code: 24.0101	52*
UVA	Bachelor of Arts (B.A.), Interdisciplinary Studies, CIP code: 30.9999	51*
VCU	Bachelor of Arts (B.A.), Gender, Sexuality and Women’s Studies, CIP code: 05.0207	27
W&M	Bachelor of Arts (B.A.), Interdisciplinary Studies, CIP code: 30.9999	52*

\*Includes all majors falling under this degree program. Actual graduates in the gender studies-associated areas are: GMU: unknown, UVA: 46, UWM: 5, WM: unknown.

**VI. Labor Market Information.**

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Counselors (other)	54,300	59,100	9% (4,800)	Master’s degree
Compliance Officers	348,700	370,300	6% (21,600)	Bachelor’s degree
Community and Social Services Specialist (not counselors)	95,500	108,200	13% (12,700)	Bachelor’s degree
Educational Instruction and Library Workers	157,000	169,500	8% (12,500)	Bachelor’s degree
Social Science	40,400	43,800	8% (3,400)	Bachelor’s degree

Research Assistant				
Management Analysts	907,600	1,032,000	14% (124,400)	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
Counselors (other)	850	940	10% (90)	9	Master's degree
Compliance Officers	8,960	9,530	6% (570)	57	Bachelor's degree
Commun. and Social Services Specialist	2,920	3,240	9% (320)	32	Bachelor's degree
Soc.Sci. Research Assistant	980	1,070	8% (90)	9	Bachelor's degree
Management Analyst	61,910	70,810	14% (8,900)	890	Bachelor's degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2026 - 2027
1	Projected Enrollment (Headcount)	14	58
2	Projected Enrollment (FTE)	14	58
3	Estimated Tuition and E&G Fees	\$13,092 In-state \$30,152 Out-of-state	\$13,485 In-state \$31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$219,114	\$934,991
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 U.S. continues to experience gender inequities as can be seen through recent events. The COVID-19 pandemic “she-cession” laid bare the reality that, a half-century after the passage of the Equal Employment Opportunity Act of 1972, a secure and rewarding place in the



workforce remains elusive for many women. Workforce segregation, the devaluation of women's paid and unpaid labor, the motherhood penalty, and the second shift continue to contribute to the gender wage gap. Gender-based violence remains a serious threat to women's physical and mental health, and to their short- and long-term economic security. Intimate partner violence during the COVID-19 pandemic intensified, and homicide was again the leading cause of death during pregnancy in 2020. The viral #MeToo movement raised awareness again of sexual harassment, and on college campuses, sexual assault remains an urgent concern, as universities struggle to change campus cultures and navigate changing policy. The field of healthcare faces numerous gender-related challenges including the black maternal health crisis, artificial reproductive technologies, health and gender inequities during the pandemic, the politicization of transgender healthcare, and the fallout from the decision in *Dobbs v. Jackson*. This proposed program will equip its graduates with the knowledge and skills to identify and assess areas of inequality, and to promote greater awareness, enact change, and achieve equality for women and members of the LGBTQ community in the workplace and broader society. Graduates in gender studies are in demand as employers across Virginia continue to develop, implement, and assess DEI policies and practices.

**I. Basic Program Information**

Institution (official name)	Northern Virginia Community College
Degree Program Designation	Associate of Fine Arts
Degree Program Name	Music
CIP code	50.0901
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	January 27, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**Semester 1**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
MUS 111	Music Theory I <sup>1</sup>	4
MUS 141	Class Piano I	2
MUS 1XX	Ensemble <sup>2</sup>	1
MUS 1XX	Applied Instruction on Major instrument <sup>3</sup>	2
SDV 100	College Success Skills	1
ENG 111	College Composition I	3
MTH 154	Quantitative Reasoning	3

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SEMESTER TOTAL	16
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**Semester 2**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
MUS 112	Music Theory II	4
MUS 142	Class Piano II	2
MUS 1XX	Ensemble <sup>2</sup>	1
MUS 1XX	Applied Music <sup>3</sup>	2
ENG 112	College Composition II	3
_____	Science w/Lab Elective	4

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SEMESTER TOTAL	16
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**Semester 3**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
MUS 211	Advanced Music Theory I	4
MUS 241	Advanced Class Piano I	2
MUS 221	History of Music I	3
MUS 1XX	Ensemble <sup>2</sup>	1
MUS 2XX	Advanced Applied Musict <sup>3</sup>	2
_____	Social Science Elective	3

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SEMESTER TOTAL	15
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**Semester 4**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
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MUS 212	Advanced Music Theory II	4
MUS 242	Advanced Class Piano II	2
MUS 222/225	History of Music II OR Jazz History	3
MUS 1XX	Ensemble <sup>2</sup>	1
MUS 2XX	Advanced Applied Music <sup>3</sup>	2
MUS 298	Seminar and Project: Capstone Recital	1
ENGXXX	English Literature Elective	3
<hr/> SEMESTER TOTAL		16

<sup>1</sup> Music Theory students are expected to have a basic understanding of reading sheet music notation. Students will take a content review exam during the first week of classes in Music 111. Students not ready for MUS 111 should take MUS 101. The nature of the field of study is that some students will be ready for 111 and some will not.

<sup>2</sup> Approved Music Ensemble must be taken from the following:

- MUS 135 - Jazz Ensemble
- MUS 137 - Chorus Ensemble
- MUS 146 - Percussion Ensemble
- MUS 148 - Orchestra Ensemble
- MUS 237 - Chorus Ensemble
- MUS 248 – Orchestra

<sup>3</sup> Applied Music Electives must be taken from the following:

- MUS 136 - Applied Music - Voice
- MUS 145 - Applied Music – Keyboard
- MUS 147 – Applied Music - Composition
- MUS 155 - Applied Music - Woodwinds
- MUS 165 - Applied Music - Strings
- MUS 175 - Applied Music - Brass
- MUS 185 - Applied Music - Percussion
- MUS 236 - Advanced Applied Music – Voice
- MUS 243 – Advanced Applied Music - Composition
- MUS 245 - Advanced Applied Music - Keyboard
- MUS 255 - Advanced Applied Music - Woodwinds
- MUS 265 - Advanced Applied Music - Strings
- MUS 275 - Advanced Applied Music - Brass
- MUS 285 - Advanced Applied Music – Percussion

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

- Render a performance that is musically expressive and technically accurate
- Perform pieces, exercises, scales, and progressions accurately.
- Perform effectively in a group.

- Analyze the musical structure of a composition.
- Provide an overview of the history of music.

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

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

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

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (2020 and 2030) to reflect the most recent 10-year projections. Add rows as necessary.

**Labor Market Information: Bureau of Labor Statistics, 2020-30 (10-Yr)**

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

**Labor Market Information: Virginia Employment Commission, 2020-30 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	120	160
2	Projected Enrollment (FTE)	20	25
3	Estimated Tuition and E&G Fees	\$5,565 in-state T&F for full-time student (\$185.50 per credit * 15	\$5,565 in-state T&F for full-time student (\$185.50 per credit * 15

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
		credits * 2 semesters)	credits * 2 semesters)
4	Projected Revenue from Tuition and E&G Fees	\$ 111,300	\$ 139,125
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$	\$

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

The AFA degree program with a major in Music will create a more seamless transfer process for NOVA graduates because students will be significantly better prepared for the competitive admission process at four-year institutions than those who are currently enrolled in the Associate of Arts and Associate of Applied Arts music programs. Bachelor of Music degrees are professional degrees with the preponderance of coursework in all four years focusing on the knowledge, skills, and abilities required to be successful in the profession. The first two years of a Bachelor of Music degree includes applied coursework intended to develop students' skills and provide them with an immersive experience in the major. Students placed in Associate of Art and Associate of Science degrees comprised primarily of general education courses do not receive applied instruction parallel to the freshman and sophomore years in most Bachelor of Music programs. Associate of Art and Associate of Science music graduates often find themselves at a disadvantage because all of their general education credits do not count toward the baccalaureate. Although they are associate degree completers, these students may transfer as freshman or sophomores, thus adding to time and cost of completion and risking loss of financial aid.

Students not planning to transfer may be prepared for opportunities in related areas that do not necessarily require additional education beyond the associate degree, such as music directors, composers, musicians and singers.

**I. Basic Program Information**

Institution (official name)	University of Mary Washington
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	August 2024
Governing Board Approval Date (actual or anticipated)	Anticipated February 17, 2023

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:**Core Courses (34 credits)**

DATA 101 – Introduction to Data Science (3)  
 DATA 219 – Foundations for Data Science (3)  
 CPSC 225 – Software Development Tools (1)  
 CPSC 350 – Applications of Databases (4)  
 MATH 121 – Calculus I (4)  
 MATH 122 – Calculus II (4)  
 MATH 300 – Linear Algebra (3)  
 STAT 180 – Introduction to Statistics (3)  
 STAT 280 – Statistical Methods (3)  
 STAT 320 – Applied Regression Analysis (3)  
 STAT 381 – Probability and Statistical Inference (3)

**Restricted Electives**

Students select one from the following courses.

DATA 401 – Applied Machine Learning (3)  
 DATA 419 – Data Mining (3)

Students select one from the following courses.

DATA 426 – Digital Libraries (3) \*  
 DATA 420 – Modeling and Simulation (3)

Students select two from the following courses.

STAT 382 – Probability and Statistical Inference (3)  
 STAT 420 – Applied Multivariate Statistics (3)  
 DATA 402 – Analytics Applications and Development (3)  
 STAT 470 – Resampling Methods (3)  
 DATA 461 – Data Visualization (3) \*  
 DATA 470 – Natural Language Processing (3)

**Additional requirements**

DATA 491 – Individual Study in Data Science (3)

**Total Credit Hours: 49 credit hours**

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

- Write computer programs incorporating state-of-the-art libraries to perform machine learning tasks such as classification, regression, and clustering.
- Apply the components of data-based decision making, including data collection, data analysis, modeling and inference.
- Understand basic statistical theory, including the foundations based on probability theory.
- Consume and produce data in a variety of common formats, including text-based and binary files, relational and NoSQL databases, and programmatic APIs.
- Reason probabilistically and correctly about a data set and a model.
- Produce numerical and graphical summaries of data and use these results to determine appropriate models and methods of analysis to address research questions.
- Recognize sources of variation in a data set and how sources that are not accounted for within the data could influence or bias the results of a model or method of analysis.
- Recognize the limitations of data collection and modeling and be able to assess the underlying distributional and other data requirements of the methods they apply.
- Choose from a broad selection of methods of analysis, including resampling and nonparametric methods.
- Communicate the results of their analyses, including the research questions their analyses address as well as summaries of the numeric and graphical results they produce.
- Understand and apply ethical practices for conducting data analyses.

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

- Learn and understand the role of existing data in an organization, including how it is used to make decisions.
- Recognize sources of bias and inaccuracies in data, and develop strategies for correcting them.
- Discern what additional data sources might enable an organization to make more informed decisions.
- Develop practices for the long-term maintenance of data in an organization, including how such data can be queried and analyzed over time.
- Write computer programs in Python and R which incorporate state-of-the-art libraries. Such programs will load, clean, and transform data, and perform machine learning tasks such as classification, regression, and clustering.
- Consume and produce data in a variety of common formats, such as text-based and binary files, relational and NoSQL databases, and programmatic APIs.
- Understand the legal and ethical issues surrounding data governance.
- Draw correct probabilistic conclusions from a data set.
- Work competently in a setting featuring diverse technologies, including both command-line-based and graphical-user-interface-based tools.
- Connect remotely to Cloud-based data sources and computing resources, and make intelligent decisions about applying those resources to computationally-intensive algorithms.

- Choose appropriate technologies (languages, platforms, libraries, integration tools) for a particular data setting, based on factors such as performance, cost, staff competencies and user needs.
- Communicate well, in both writing and in speech, about a project's goals, a data source's contents, and the results of a statistical analysis, including identifying its caveats and weaknesses.

**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)
VT	BS, Computational Modeling and Data Analytics, CIP code: 30.7001	No data available
VT	BSBIS, Business Information Technology, 52.1391	393 (5-yr average)
W&M	BS, Data Science, CIP Code: 30.7001	8 (data only available for 1 year)
GMU	BS, Computational and Data Sciences, CIP code: 30.0801	18.5 (4-year average, data only available 2019-2021)

**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, 2020 -2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer & information research scientists	33000	40200	22% 7200	Master’s or higher degree in computer science or a related field

**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	2857	3298	15.436% 441	44	Doctoral or professional degree



**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2024 - 2025</b>	<b>Program Full Enrollment Year 2025 - 2026</b>
1	Projected Enrollment (Headcount)	20	60
2	Projected Enrollment (FTE)	18	54
3	Estimated Tuition and E&G Fees	\$8938	\$8938
4	Projected Revenue from Tuition and E&G Fees	\$160884	\$482652
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	none	none

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

If the Commonwealth is to maintain its status as a leading center of technological innovation in government and industry, it is vital to foster a growing workforce fluent in the theory and techniques of data analytics. The nationwide shortage of trained workers in this area has been attested to regularly.

Moreover, Virginia in particular is home to many think tanks, government agencies, lobbyists, and policy institutes, and these kinds of organizations are among those who benefit the most from using data science. Additionally, the area surrounding the I-95 corridor through Fredericksburg is saturated with Department of Defense branches and contractors, with whom UMW has close contacts. These institutions regularly express frustration at their inability to find enough graduates with data science skills to staff key initiatives. We believe UMW is well-positioned to fill these needs with graduates from a Data Science curriculum shaped in part by input from those very institutions.

Finally, state institutions such as UVA, ODU, and GMU have recently created exciting new graduate degrees in Data Science, and we envision some of our students following a "pipeline" to those programs upon graduation. By working together with government and industry partners, and with complementary graduate programs like these, we believe the UMW Data Science program will do a great deal to further the interests of the Commonwealth and those who live and work here, by providing a stream of data-savvy practitioners that are in such high demand.

**I. Basic Program Information**

Institution (official name)	The University of Virginia's College at Wise
Degree Program Designation	Master of Science in Nursing
Degree Program Name	Master of Science in Nursing – Family Nurse Practitioner Track
CIP code	51.3801
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	December 9, 2022

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

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<u>Master of Science in Nursing</u>	
<u>Core Degree Requirements:</u>	
*NUR 5000 Physiology and Pathophysiology for Advanced Nursing Practice	4
*NUR 5010 Improvement Science in Health care and Evidence-Based Practice	3
*NUR 5015 Transition to Advance Nursing Practice and Interprofessional Collaboration	3
*NUR 5020 Pharmacology for Advanced Nursing Practice	3
*NUR 5025 Physical Assessment and Differential Diagnosis	3
*NUR 5030 Health Promotion and Disease Prevention from Rural Appalachia to Global Populations	<u>3</u> 19
Family Nurse Practitioner Track Requirements:	
*NUR 6000 Advanced Nursing Practice in Maternal and Child Health Care	3
*NUR 6010 Women's and Pediatric Health Practicum	2
*NUR 6020 Advanced Nursing Practice in Adult Health and Geriatrics	3
*NUR 6025 Advanced Nursing Practice Lab	1
*NUR 6030 Adult Health and Geriatrics Practicum	5
*NUR 6035 Advanced Nursing Practice in Adult Health and Geriatrics Seminar	1
*NUR 6040 Advanced Nursing Practice Synthesis	6
*NUR 6045 Advanced Nursing Practice Synthesis Seminar	1
*NUR 6050 System-based Practice, Case Management, Information Technology, and Leadership	<u>3</u> 25
Elective: *NUR 5050 Financial issues in Private Practice	2
The proposed Master of Science in Nursing requires successful complete of 44 credit hours. This is a non-thesis program with a concentration in Family Nurse Practitioner. Students may enroll as a full-time or part-time students. The full-time option may be completed in 5 semesters of full-time study and the part-time option can be completed in 7 consecutive semesters. The program will be offered in person and online via streaming of the face-to-face classes. Graduates of the program will be eligible to take the Family Nurse Practitioner certification exam administered by AANPBC or ANCC.	

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

1. Synthesize, translate, apply, and disseminate evidence in health science and nursing science to improve health and health outcomes in advanced nursing practice.
2. Utilize ethical and legal principles to design, lead, and consult with interprofessional teams on changes in health care delivery and policies focusing on diversity and health equity, social determinants of health; systems-based practice; quality and safety; and informatics and technology for individuals, communities and populations.
3. Implement advanced nursing practice interventions to manage person and family centered care within a framework of professional accountability, collaborative disposition and comportment that reflects nursing's characteristics and values.
4. Utilize a systematic decision-making process to provide person-centered care and care management that focuses on individuals and families; integrating evidence-based practice to improve health outcomes, health promotion, and disease prevention.
5. Participate in activities and self-reflection that fosters personal health, resilience and well-being and foster ongoing professional practice and clinical expertise expected of the Advanced Practice Nurse.

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

1. Work as a primary health care provider for individuals across the lifespan in community-based primary care settings including but not limited to: private or group practice, community health centers, health departments, schools, clinics (not-for-profit and for profit), and other ambulatory care facilities
2. Conduct physical assessment and health histories, order and analyze diagnostic tests to diagnose, treat, and manage acute and chronic illness and make referrals to other healthcare providers as appropriate. This includes prescribing drugs and making referrals to Physicians, Physical Therapy, Occupational Therapy, etc. based on health and physical assessment and test results
3. Create individualized treatment, health promotion and disease prevention plan for individuals and families across the life span and with diverse populations based on scientific data, standards of care, and professional practice regulations and guidelines
4. Perform procedures in primary care settings (e.g., ingrown toenail removal, suturing, wound debriding, etc.)
5. Collaborate with other health care professionals to maintain and author policies and procedures that improve access and health care equity
6. Conduct and disseminate practice quality improvement and epidemiological research to improve personal and health care practices
7. Utilize health care technology to monitor and analyze population health care trends and create health promotion and primary treatment plans
8. Maintain knowledge of state, national, and certification regulations for Nurse Practitioner practice.

**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.

**Note:** Programs provide number of graduates based on Degree not program tracks. Data for programs include all graduates from the degree regardless of program track.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average – 2016-2021)
GMU	MSN, 51.3801	194
JMU	MSN, 51.3803	140
ODU	MSN, 51.3801	275
RU	MSN, 51.3805	39
UVA	MSN, 51.3818	598
VCU	MSN, 51.3818	464

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (2020 and 2030) to reflect the most recent 10-year projections. Add rows as necessary.

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Nurse Anesthetists., Nurse Midwives and Nurse Pract's	271,900	393,300	45% / 121,400	MSN or DNP
Nurse Practitioner	220,300	335,200	52% / 114,900	MSN or DNP

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Nurse Practitioner	4880	6380	31% / 1500	150	Minimum of a Master degree; or DNP

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2023 - 2024</b>	<b>Program Full Enrollment Year 2025 - 2026</b>
1	Projected Enrollment (Headcount)	10	35
2	Projected Enrollment (FTE)	9	9
3	Estimated Tuition and E&G Fees	\$659	\$659
4	Projected Revenue from Tuition and E&G Fees	\$105,440	\$475,917
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$925,563	\$925,563

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

**Lack of Equity in Advanced Nursing Education**

Access to the Virginia Higher Education System is based on location. There are no public Graduate Nursing Education programs in Southwest Virginia. Radford University is the closest state school that offers an MSN with a Nurse Practitioner Track. This is over 100 for most residents of southwest Virginia. There are only 3 institutions in western Virginia, Bluefield College, Emory & Henry College, and UVA Wise, that offer Nursing degrees and of those only Bluefield College offers an MSN-Family Nurse Practitioner Program.

**UVA WISE Commitment to the Region**

The mission of the college UVA Wise partners with organizations to develop strategies for health and wellness, economic growth and job opportunities. The lack of a public graduate nursing program does not allow us to fulfill our mission in helping to improve the economic growth and population health in our area of the Appalachian Highlands.

**Student Demand**

In a survey conducted in July of 2022 by the UVA Wise Nursing Marketing Team, over 91% of the 64 respondents indicated it was extremely important or very important for UVA Wise to offer an MSN-FNP program and 56% reported that they would enroll in the program.

## State Council of Higher Education for Virginia Agenda Item

**Item:** #II.F – Academic Affairs Committee – Discussion of New Framework for Transfer Associate Degree Programs at Virginia’s Community Colleges

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:**

The purpose of this item is to inform the Academic Affairs Committee of a proposal for a new framework for transfer associate degree programs at Virginia’s community colleges, and to solicit committee feedback on the framework.

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

*Code of Virginia* § 23.1-203 assigns to Council a duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.” Council also possesses several duties related to coordinating institutional cooperation related to two-year to four-year transfer.

For many years a common practice among Virginia’s community colleges has been to offer a wide variety of two-year transfer curricula under general purpose “liberal studies” CIP codes, which has contributed to a lack of uniformity across community colleges as well as inaccuracies in publicly-available data about enrollment in, and degree production from, transfer degree programs.

The proposed new framework for transfer associate degree programs at community colleges has been developed by SCHEV and VCCS staff to correct both the data inaccuracies and to support Transfer Virginia’s student-centered emphasis on transparency and consistency.

**Materials Provided:**

- “New Framework for Transfer Associate Degree Programs at Virginia Community Colleges”

**Financial Impact:**

No measurable direct costs are associated with making the transition to the proposed new framework. Investments of staff time by SCHEV, VCCS, and community colleges have been made and will continue. Once the new framework has been implemented, it will improve transparency and efficiency for transfer students and therefore holds significant potential for reducing the cost of pursuing a transfer pathway to the baccalaureate.

**Timetable for Further Review/Action:**

The proposed new framework is currently under review by SCHEV's advisory committees, and it is anticipated that those reviews will be completed by the end of the fall 2022 semester. At that point, staff would prepare an action item to present the framework for approval at the next feasible Council meeting (presumably, January 2023). Council action will be necessary, as adoption of the new framework will result in changes to the roster of approved degree programs at Virginia's community colleges.

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

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

**Resolution:** N/A

## **New Framework for Transfer Associate Degree Programs at Virginia Community Colleges**

The intense work on Transfer Virginia has resulted in the identification of some common policies and practices that could be revised to promote smooth transfer. One such issue is the confusion caused by the use of the Associate of Arts & Sciences (AA&S) degree at some colleges, as well as the use of AA&S, Associate of Arts (AA), and Associate of Science (AS) specializations at most colleges. The practice of offering many associate degree transfer curricula under a single liberal studies CIP code means that data reporting to SCHEV and IPEDS conceals the actual curricula in which students are enrolled and from which they graduate. Moreover, the fact that Virginia community colleges engage in this practice to varying degrees means that the resulting data inaccuracies are not even consistent from one community college to the other. This new framework proposed here would remove these inaccuracies and establish in their place a much more uniform structure of transfer associate degrees at community colleges that would overnight improve the accuracy of Virginia's data. It is also anticipated that the new framework would improve *both* the ability of four-year institutions to align their curricula with multiple community colleges at once, *and* the ability of prospective students to review multiple transfer options simultaneously and with transparency.

By Fall 2025, all VCCS AA&S degree programs and all specializations of AA&S, AA, and AS degrees will transition either to an AA or AS degree program, or to a pathway within such a program. Pathways will be assigned to each college's most closely related degree program; no pathways will be assigned to General Studies. The 10 AA and AS degree programs that would be approved for use by all VCCS colleges are:

**Associate of Arts (AA)**  
**Liberal Arts (CIP 24.0103)**

**Associate of Science (AS)**  
**General Studies (CIP 24.0102)**  
**Business Administration (CIP 52.0201)**  
**Computer Science (CIP 11.0701)**  
**Education (CIP 13.0101)**  
**Engineering (CIP 14.0101)**  
**Health Sciences (CIP 51.000)**  
**Information Technology (CIP 11.0103)**  
**Science (CIP 30.0101)**  
**Social Sciences (CIP 45.0101)**

Colleges that already have other SCHEV-approved AA and AS degrees beyond those listed above (such as Brightpoint's Mass Communications AS or NOVA's Biology AS) may continue to offer those degrees. Going forward, colleges that want to offer new transfer associate degree programs beyond those listed above, including any new Associate of Fine Arts (AFA) program, would have to follow the standard proposal process. It is anticipated that the new framework would provide



sufficient flexibility that community colleges would not need to propose new transfer associate degree programs for several years or more.

When the VCCS reports transfer degree program data to SCHEV or IPEDS, it will report on each of the 10 degree programs listed above, in addition to any other already SCHEV-approved degree program (such as Brightpoint's Mass Communications AS or NOVA's Biology AS) a community college chooses to maintain..

VCCS staff will work with the colleges to determine when each will transition its programs; it is intended that all 23 colleges will implement the new framework no later than Fall 2025. Implementation information will be reported to SCHEV. A batch process for transitioning the AA&S degrees and transfer specializations will be developed with SCHEV input and SCHEV approval of the final process.

VCCS staff will work with SCHEV to determine how, if new degree programs are added to the Transfer Virginia portfolio (the 10 programs listed above), the programs may be added to the list of SCHEV-approved programs.

For the purpose of automatic inclusion in guaranteed admission agreements, the General Studies AS will only be considered a transfer degree if the college offering it has had its General Studies curriculum approved by the State Committee on Transfer.

The following pages present five examples of what the new framework would entail, with the current roster of transfer associate degree programs juxtaposed with the new framework roster for each college included.

**Transfer Program Crosswalk Examples**  
(No AFAs included since those are not changing)

Current Transfer Programs		Proposed for Fall 2025 or Sooner	
Degree or Specialization	CIP	Degree or Pathway	CIP
<b>Blue Ridge</b>			
College/University Transfer AA&S	24.0101	General Studies AS and/or Liberal Arts AA	24.0102 and/or 24.0103
Business Administration Specialization	24.0101	Business Administration AS	52.0201
<b>NEW</b> to Blue Ridge SCHEV-approved degree		Social Sciences AS	45.0101
Psychology Specialization	24.0101	Social Sciences AS Psychology pathway or Psychology AS (must complete full proposal)	45.0101 or 42.0101
Science AS	30.0101	Science AS	30.0101
Engineering Specialization	30.0101	Engineering AS or Engineering pathway(s) of Science AS	14.0101 or 30.0101
Computer Science Specialization	30.0101	Computer Science AS or Computer Science Pathway of Science AS	11.0701 or 30.0101
<b>Brightpoint</b>			
General Studies AS	24.0102	General Studies AS	24.0102
Liberal Arts AA	24.0103	Liberal Arts AA	24.0103
Business Administration AS	52.0201	Business Administration AS	52.0201
Paralegal Studies Specialization	52.0201	Institutional Paralegal Studies Pathway of Business Administration AS	52.0201
Computer Science AS	11.0701	Computer Science AS	11.0701
Information Systems AS	11.0103	Information Systems AS	11.0103
Engineering AS	14.0101	Engineering AS	14.0101
Health Sciences AS	51.0000	Health Sciences AS	51.0000
Mass Communications AS	09.0102	Mass Communications AS	09.0102
Psychology AS	42.0101	Psychology AS	42.0101
Teacher Education AS	13.1202	Teacher Education AS	13.0101
Secondary Mathematics Specialization	13.1202	Pathway of Teacher Education AS	13.0101
Secondary Teacher Education (English/History) AA	13.1205	Secondary Teacher Education AA	13.1205
Science AS	30.0101	Science AS	30.0101

Current Transfer Programs		Proposed for Fall 2025 or Sooner	
<b>NEW</b> to Brightpoint SCHEV-approved degree		Social Sciences AS	45.0101
Central Virginia			
General Studies AA&S	24.0101	General Studies AS	24.0102
Business Administration AA&S	24.0101	Business Administration AS	52.0201
Business IT specialization	24.0101	IT pathway of Business Administration AS	52.0201
Education AA&S	24.0101	Education AS	13.0101
Science AA&S	24.0101	Science AS	30.0101
Life Sciences specialization	24.0101	Biology pathway of Science AS and Environmental Science pathway of Science AS	30.0101 30.0101
Physical Sciences specialization	24.0101	Chemistry pathway of Science AS and Physics pathway of Science AS	30.0101 30.0101
Engineering AS	14.0101	Engineering AS	14.0101
Patrick & Henry			
Business Administration AA&S	24.0101	Business Administration AS	52.0201
General Studies AA&S	24.0101	General Studies AS	24.0102
<b>NEW</b> to P&HCC SCHEV-approved degree		Social Sciences AS	45.0101
Criminal Justice specialization	24.0101	Criminal Justice pathway of Social Sciences AS	45.0101
Human Services specialization	24.0101	Human Services pathway of Social Sciences AS	45.0101
Information Technology specialization	24.0101	IT pathway of Science AS	30.0101
Teacher Education Preparation specialization	24.0101	Education AS or Education pathway(s) of Social Sciences AS	13.0101 or 45.0101
Science AA&S	24.0101	Science AS	30.0101
Health Science specialization	24.0101	Health Sciences AS or Health Sciences pathway of Science AS	51.0000 or 30.0101
Pre-BSN specialization	24.0101	Health Sciences AS or Health Sciences pathway of Science AS	51.0000 or 30.0101
<b>NEW</b> to P&HCC SCHEV-approved degree		Liberal Arts AA	24.0103
Performing Arts AA&S	24.0101	Theatre pathway of Liberal Arts AA	24.0103

Current Transfer Programs		Proposed for Fall 2025 or Sooner	
Visual Arts AA&S	24.0101	Visual Arts pathway of Liberal Arts AA	24.0103
Rappahannock			
Arts and Sciences AA&S	24.0101	General Studies AS	24.0102
Business Administration specialization	24.0101	Business Administration AS	52.0201
<b>NEW</b> to RCC SCHEV-approved degree		Social Sciences AS	45.0101
Criminal Justice specialization	24.0101	Criminal Justice pathway of Social Sciences AS	45.0101
Psychology/Social Work specialization	24.0101	Psychology pathway of Social Sciences AS and Social Work pathway of Social Sciences AS	45.0101
Pre-Teacher Preparation Elementary (PreK-6) specialization	24.0101	Education AS if have FT EDU faculty; if not, Education pathway(s) of Social Sciences AS	13.0101 or 45.0101
<b>NEW</b> to RCC SCHEV-approved degree		Science AS	30.0101
Pre-Engineering specialization	24.0101	Engineering pathway of Science AS	30.0101
Pre-BSN specialization	24.0101	Health Sciences pathway of Science AS	30.0101
Health-STEM specialization	24.0101	Health Sciences pathway of Science AS	30.0101

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.G – Academic Affairs – Report of the Staff Liaison

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:**

Staff activities report.

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

N/A

**Materials Provided:**

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

**Financial Impact:**

N/A

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

N/A

**Timetable for Further Review/Action:**

N/A

**Resolution:**

N/A

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

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**PPE: Orientation Session for Schools Seeking Certification**

- PPE staff virtually convened a group of prospective school owners on August 23, 2022. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were two participants from degree-granting and ten vocational school representatives in attendance.

**PPE: New staff member**

- **Ms. Angela Menjivar** accepted the position of Certification Specialist, which had been vacant since December, 2020. She will be responsible for the initial certification of postsecondary schools seeking authorization to operate in Virginia, manage program and location change approvals, guide schools through the recertification process, and conduct new school orientation sessions.

**Instructional Programs Advisory Committee (IPAC)**

- IPAC met virtually on August 26. Topics on the agenda included:
  - Transfer Virginia Update, Micol Hutchison, VCCS/SCHEV
  - Proposed New Transfer Degree Framework at Community Colleges, Joe DeFilippo SCHEV and Sheri Robertson, VCCS
  - Review of Student Support Services, Emily Salmon, SCHEV
  - Updates on Cost Study/Six-year Plans, Tom Allison, SCHEV

**Staff Activities and Recognition**

Darlene Derricott

- August 2022, **Ms. Darlene Derricott** was nominated by the Southern Regional Education Board (SREB) and the National Council State Authorization Reciprocity Agreements (NC-SARA) staff to participate in the experienced focus group (5+ years in role) as a State Portal Entity (SPE) Director. NC-SARA is facilitating the development of a SARA State Portal Entity (SPE) Leadership Institute. The institute is a NC-SARA Board-initiated project intended to support SPEs' professional development and elevate their leadership within the SARA community. NC-SARA has contracted with, Peak Seven Consulting, to facilitate the development of the institute in partnership with a working design team that includes SPEs and board members. The first virtual meeting took place on August 28, 2022 and discussions included historical perspectives, experiences and ideas.

### Beverly Rebar

- Met with members of the Sexual Violence Advisory Committee and coordinated the submission of comment to the federal Department of Education concerning proposed changes to Title IX regulations.
- Served on the planning committee for the Virginia Military and Student Veterans Education Summit, to be held on September 22nd and co-sponsored by SCHEV.

### Paul Smith

- **Dr. Smith** presented and facilitated a discussion on current trends and challenges in higher education at Norfolk State University's annual leadership retreat in Williamsburg on July 28, 2022. Presentation topics included escalating costs, viewing higher education as a commodity, social issues, and enrollment declines. NSU holds this retreat annually and attended by senior leadership, college deans, and departmental chairs.

### Academic Affairs Staff:

#### *Public Sector Academic Affairs*

Ms. Karen Banks, Academic Affairs Support Specialist  
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning  
Ms. Darlene Derricott, Senior Coordinator, Academic Services  
Dr. Jodi Fidler, Senior Associate for Assessment Policy & Analysis  
Ms. Emily Hils, Academic Programs and Services Specialist  
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites  
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs  
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

#### *Private Postsecondary Education*

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE**

**July 19 2022**

**MINUTES**

Ms. Harker called the meeting to order at 10:00 a.m. in the Workforce Technology Center, Germanna Community College in Fredericksburg Virginia. Committee members present: Victoria Harker, John Broderick, Jennie O'Holleran and Walter Curt.

The following Committee member was unable to attend: Katharine Webb (attended as Chair for Ken Amy in the Academic Affairs Committee), Thaddeus Holloman

Staff members present: Tom Allison, Lee Andes Peter Blake, Celeste Chalkley, Grace Covello, Alan Edwards, Wendy Kang, Evan Price, Beverly Rebar, Emily Salmon, Yan Zheng.

Others present: Ramona Taylor from the Attorney General's Office, Sarah Spota Deputy Secretary of Education

**APPROVAL OF MINUTES**

On a motion by President Broderick and seconded by Jennie O'Holleran, the minutes from the May 16, 2022 meeting were approved unanimously.

**DISCUSSION OF THE WORK OF THE RESOURCES AND PLANNING COMMITTEE**

Ms. Kang provided an overview of the tasks of this committee consistent with language and code as well as additional items that are derived from the Council. Discussion on the Council members role in state policy occurred to provide clarity on the responsibility of this committee.

Some major projects for this committee include recommendations for funding and policies associated with operations, financial aid, and capital for higher education, management of domicile guidelines and determinations for in-state tuition, management of SCHEV-administered regulations and guidelines for financial aid programs, reporting on institutional performance standards, and enrollment estimates and degree projections. Mr. Curt, recommended that the Council look at enrollments and the decline of male enrollments overtime.

**DISCUSSION OF STATE BUDGET AND PREPERATION FOR 2023 GENERAL ASSEMBLY SESSION**

Ms. Kang provided an overview of the 2022 general assembly which provided \$924 million to higher education in the introduced budget and the conference and Governor amendments added an additional \$122.5 million to that total. Funding increased in this area by over \$1 billion. For operations (E&G), SCHEV estimates that this equates to an average increase in institution's budgets of 16% in the first year and 22% in the second year over the state supported share (General Fund) of their FY 2022 base budget. A



large part of the funding in this area is to support the 5% salary increases each year for faculty and staff. Need-based financial aid was fully funded based on SCHEV's recommendations. SCHEV has proposed a list of items to consider for the 2023 General Assembly session including inflation impacts on nonpersonal services, salary impacts, operation costs of new facilities, tuition and fee impacts, and financial aid.

Ms. Kang reviewed the planning process for upcoming year and requested input from the committee. One discussion topic centered on inflation costs. Committee members discussed this topic and the increase of up to 12% inflation and other factors of the economy regarding staff turnover coupled with the impact of enrollments (growth or non-growth) of an institution. Another topic was the impact of investments on tuition and fees. The committee noted this is an important topic.

Another area of discussion was on capital and understanding how many projects are currently underway at institutions to better understand debt. Staff noted that they can provide that information, but more information may be needed for debt with level III institutions that issue debt outside of the state.

### **DISCUSSION OF COST AND FUNDING NEEDS STUDY**

Mr. Allison reviewed the cost and funding needs study model which is the final component to the study. Over the next 12 months SCHEV will prioritize operationalizing this model by gaining consensus among constituents to develop an implementation plan.

### **DISCUSSION OF INSTITUTIONAL PERFORMANCE STANDARDS PRELIMINARY DATA**

Ms. Kang provided an overview of the Institution Performance Standards noting that it is a two-part process of educational and fiscal measures. The educational measures are what was discussed today because the fiscal measures are collected with the Secretary of Finance office. The educational measures as defined in code review enrollment and degree estimates. Historically we have required a remediation plan for institutions who fail to meet 3 or more standards and feedback from those who fail to pass a standard. Since this year there is a larger number of institutions in need of remediation SCHEV will provide Council with a template of the remediation plan and the review feedback from prior years.

SCHEV staff has presented data related to the education measures today and will provide the fiscal measures in September. Staff will seek Council approval to certify institutions in the fall.

### **MOTION TO ADJOURN**

The Chair adjourned the meeting at 11:37am

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Victoria Harker  
Committee Chair

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# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.C. – Resources and Planning Committee – Discussion on Budget and Policy Recommendations for FY 2024

**Date of Meeting:** September 19, 2022

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** July 12, 2022

**Review:** Staff reviewed an outline of items it planned to include in its forthcoming budget and policy recommendations.

**Purpose of Agenda Item:**

The purpose of this item is to inform review by the Resources and Planning Committee of budget and policy considerations that Council will recommend to the Governor and General Assembly for FY 2024. These recommendations are a statutory responsibility of Council, per § 23.208 of the [Code of Virginia](#).

*A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations.*

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

SCHEV develops budget and policy recommendations for higher education in Virginia related to operations, financial aid and capital. The materials that follow provide staff's preliminary overview of the general funding areas and potential recommended amounts. Institution-specific data will be included in the final recommendations in October 2022.

The materials also include policy considerations and a summary of recommendations' alignment with the goals of the *Pathways to Opportunity* plan to be equitable, affordable and transformative.

**Materials Provided:**

The report on the following pages is an initial draft of funding strategies in each of these areas for Council consideration.

**Financial Impact:**

Staff are evaluating Council priorities, the current fiscal environment, budget-related items from institutions' six-year plans and feedback from legislators, legislative staff, executive staff and others to assess the appropriate request for FY 2024.

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

The budget and policy recommendations relate directly to all three of the statewide strategic plan's goals – equitable, affordable and transformative.

**Timetable for Further Review/Action:**

This item is for discussion purposes. Council action will follow at the meeting in October 2022.

**Resolution:** None

# Preliminary SCHEV Budget and Policy Considerations for FY 2024

The Council is charged with making annual budget and policy recommendations as stated in the 23.208 of the [Code of Virginia](#).

*A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations....*

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

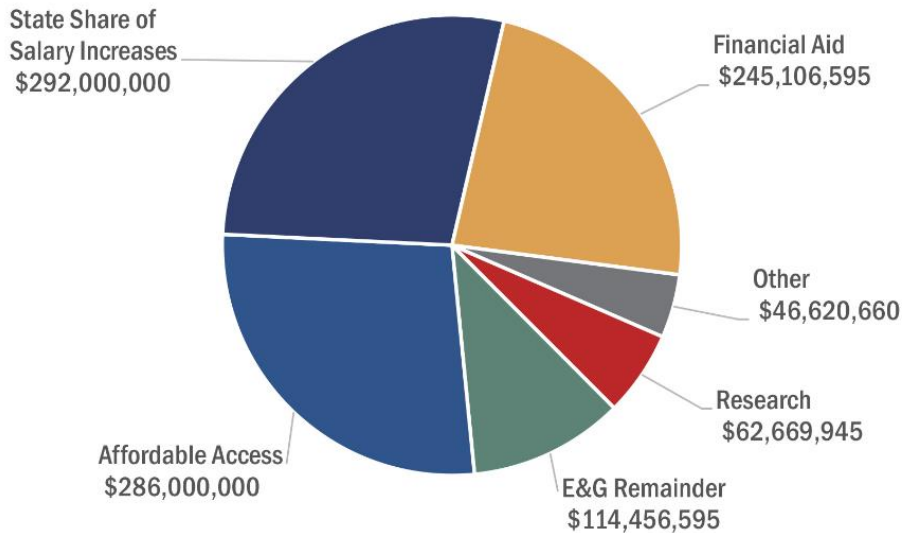
During the 2022 session, the budget included over \$1 billion in investments in higher education. This investment exceeded SCHEV recommendations and included funding for annual five percent salary increases, financial aid, research and other activities. The table below provides an overview of the investments and a [SCHEV Insights blog post](#), describes the funding amounts in more detail.

**Table 1: Additional Operating General Fund for the 2022-2024 biennium**

<b>Program</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>Total</b>
E&G	\$299,348,659	\$393,107,936	\$692,456,595
Financial Aid	\$49,247,017	\$195,859,578	\$245,106,595
Research	\$35,934,063	\$26,735,882	\$62,669,945
Other	\$22,653,792	\$23,966,868	\$46,620,660
<b>Total</b>	<b>\$407,183,531</b>	<b>\$639,670,264</b>	<b>\$1,046,853,795</b>

The graphic provides additional illustration of the investments by program.

**Graph 2: Additional Operating General Fund by Higher Education Program**



In addition to investments in higher education operating funding, the state also continued to provide significant investments in capital. The biennium budget included over \$1 billion in capital projects along with smaller investments in maintenance reserve and equipment.

With the large investments already in the budget for the biennium, the focus of the SCHEV considerations for the FY 2024 budget and 2023 General Assembly Session are to identify potential system-wide cost increases institutions may face. It also takes into account institution-specific priorities and other potential budget and policy topics that may arise.

The following are key areas of consideration:

- System-wide cost increases and impacts on tuition and fees:** The recent [tuition and fee report](#) highlighted the growth in tuition and fees for the 2022-23 academic year after several years with minimal increases. For FY 2024, several system-wide costs will impact all institutions and require additional institution funding to support those costs. These system-wide costs include: (1) the institution share of the five percent salary increases, (2) the impact of rising inflation on nonpersonal service costs, (3) operations and maintenance of new facilities coming online and (4) expected growth in the military survivor tuition waivers. SCHEV provides estimates for these costs and options for state support if the Governor and General Assembly wish to minimize the impact on student tuition and fees.
- Institutions specific services and activities:** In addition to system-wide cost increases, institutions may seek general fund support for specific initiatives. Initial institution requests are outlined in their six-year plans that were submitted in July (final plans are not submitted until October). Considerations are provided for prioritizing the types of requests to align with state needs.

- **Other budget and policy considerations based on current activities related to higher education:** There are several topics of interest based on projects assigned during the 2022 and as part of SCHEV’s ongoing work that the Governor and General Assembly may wish to consider. Some topic areas may require additional budget language or code depending on the level of interest by stakeholders.
- **Capital investments and planning:** As noted, the state also made significant capital investments last year. This year, institutions submitted capital requests for FY 2024. SCHEV reviewed these requests and provides criteria to consider in the selection of these projects if the Governor and General Assembly wish to provide additional capital in the upcoming budget.

The following provides additional details based on the budget and policy areas identified above.

## **System-wide cost estimates**

The system-wide cost estimates are focused on four main areas: salary increases, nonpersonal service inflationary costs, operations and maintenance of new facilities coming online and increased growth in the military survivors and dependents tuition waiver program. The costs listed below: (1) are preliminary and based on initial data focused on Educational and General Programs, (2) build on approaches from prior years, (3) include input from early discussions with stakeholders, and (4) do not take into account specific variations that an institution may experience due to other factors.

SCHEV staff plans to continue to review the estimates with the Governor’s and money committees’ staff, the Department of Planning and Budget and institutions prior to the October Council meeting. Further, institutions are submitting enrollment estimate data for fall 2022 and SCHEV will consider the changes in enrollment on costs.

Institution cost of state-authorized salary increase: The budget authorized a five percent salary increase for both years of the biennium. On average, the state provides approximately 50% of the costs of the increases and institutions are required to support the remaining amount. While the budget provided funding for the state share of the salary increase, institutions will need to provide funding for the remaining balance. According to the Department of Planning and Budget the cost of the E&G component of the estimated institution cost is approximately \$101 million.

Impact of inflation on nonpersonal services: With recent changes in the minimum wage and supply chain and worker shortages, inflation is expected to grow at higher rates than prior years. Institutions note increased costs related to nonpersonal services, including those related to insurance premium rates, contractual services, operations and maintenance of facilities and in other purchases.

Based on data used by the Virginia Employment Commission (“Executive Summary: US Economic Outlook, August 2022” by [IHS Markit](#)), the CPI for all goods and services rose

by 8.2 percent in 2022 and is expected to grow by 4.1 percent in 2023 and 1.9 percent in 2024. Based on these figures, SCHEV projects a 6.2 percent inflation rate for FY 2023 (the average of 8.2 and 4.1 percent) and 3 percent (the average of 4.1 and 1.9 for FY 2024).

Over the last three years, non-personal services averaged 25% of total costs for the institutions—representing approximately \$1.2 billion in expenditures in FY 2022. Applying a 6.2 percent increase in FY 2023 and a 3 percent increase in FY 2024 would result in additional costs of \$41.8 million for FY 2024.

Operation and maintenance (O&M) costs of new facilities: Last year, SCHEV estimated the O&M costs of new facilities and only provided recommendations for new facilities opening in FY 2023 as opening dates for FY 2024 could vary due to construction delays or changes. The buildings opening in FY 2023 were partially funded using a fund split estimate provided by SCHEV. The preliminary total cost estimates for O&M of new buildings opening in FY 2024 are approximately \$11.5 million.

Military survivors and dependents education program (VMSDEP) growth: VMSDEP provides assistance to Virginia’s veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action) or “limb” (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Usage of the program is difficult to forecast as it is subject to sudden increases and decreases.

The Department of Veterans Services (DVS) reported in August 2021 that the number of program applications are at historic levels and new applications continue to be submitted. Participation in FY 2022 was well ahead of previous years and this follows 13% increases in two of the past three years. The increases are reportedly due to enhanced marketing and advising of families by other state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications and increased efficiency in obtaining federal records to verify eligibility.

While the state provided funding to support the increased growth in stipends for the program, institutions are required to waive tuition and fees to eligible students. In the 2020-21 year, 3,090 students were eligible for the waiver resulting in \$31 million in waived tuition and fees. Initiative estimates are that growth in 2021-22 was 47% (SCHEV will have figures in October to confirm) and could grow by 50% in 2022-23 and 33% in 2023-24. Based on these projections, the costs could increase to \$65 million in FY 2023 and \$87 million in FY 2024—indicating a potential \$22 million increase from FY 2023 to FY 2024.

Based on 2021-22 data, in-state students comprise approximately 95% of the costs and in-state undergraduates at approximately 81% of the costs. While the state has not provided funding for tuition waivers in the past, the rapid growth will impact institution revenues.



### Impact of costs on tuition and fees

The above items represent the estimated amount that institutions may need to support the cost increases. Institutions often seek to support costs through the reallocation of costs internally and through revenue sources. The source of the funds can come from various areas, but tuition and fees are a large part of nongeneral fund revenues. Over the last several years, institutions have held tuition and fee increases low, primarily as a result of additional federal stimulus funding, state support and reallocation of internal resources while facing added costs as a result of COVID, inflation, and recent salary increases (FY 2024 will be the third year of a five percent salary increase).

Absent additional general fund support, institutions will likely need to raise tuition and fees for students to support these costs. In the preliminary six-year plans submitted by institutions, the average planned tuition increase with the assumption that the institutions receive no new state funding was 4.3 percent. The following are cost estimates that, if funded, could help mitigate the planned tuition and fee increases.

**Estimate 1: Traditional fund split (67% of in-state costs).** The budget includes the goal that “the General Assembly shall seek to cover at least 67 percent of resident of cost” related to base adequacy. (Item [4-2.01 b.3.a](#)). SCHEV traditionally calculates funding amounts based on this goal. The remaining 33 percent is expected to be funded by the institution. For the salary increases, the budget currently includes the state share. After factoring in out-of-state students, this amount averages to about half the cost for the system. However, the budget does not include funding for the estimates related to nonpersonal service costs, O&M and the VMSDEP program.

**Estimate 2: Traditional fund split with incremental support based on low-income student enrollments:** In the past, the Council has included recommendations that provide more state support to institutions that enroll higher percentages of low-income (Pell-eligible) students. This is based on the assumption that institutions that serve a high percentage of low-income students have additional costs, and that Pell-eligible students are more likely to be facing higher debt loads. The approach proposed here would provide additional funds to institutions based on a scale of the number of Pell-eligible students they enroll.

**Estimate 3: In-state share of undergraduate student costs.** This estimate provides the full cost to in-state undergraduate students to mitigate the impact on in-state undergraduate tuition and fees. While this amount may mitigate tuition and fee increases, this approach would provide more state general fund support for institutions with the highest tuition and E&G fees, which tend (although not exclusively) to be those with a higher proportion of students who have a higher ability to pay.

**Estimate 4: In-state share of student cost (undergraduate and graduate).** This cost estimate includes the general fund support for the full cost of in-state students, including graduate students. As in estimate three, this would allocate more state resources toward institutions with a higher proportion of students who may have a higher ability to pay.

### Preliminary estimates of costs (in millions)

Cost area	Total Cost	Estimate 1:  Traditional fund split (67% of in-state costs)	Estimate 2: Traditional fund split + additional support institutions with low-income students	Estimate 3:  In-state undergraduate share	Estimate 4:  In-state student share (undergrad/grad)
Salary increase (institution share of cost)	\$101	included in budget	\$23	\$49	\$58
Nonpersonal services	\$41	\$20	\$24	\$20	\$23
O&M of new facilities in FY 2024	\$12	\$4	\$5	\$5	\$6
Virginia military survivor tuition waiver growth FY 2023 to FY 2024*	\$22	\$21	\$21	\$21	\$18
Institution-specific services and activities	TBD	TBD	TBD	TBD	TBD
Total (not including other institution activities)	\$176	\$45	\$74	\$96	\$109

Notes:

\*The military survivor waiver figures are provided based on estimated growth in costs for in-state students for estimates 1-3 as 95% of costs and estimate 4 is based on 81% of cost using current cost estimates for in-state undergraduates based on 2021-22 data.

### Institution-specific services and activities

This year institutions submitted their updated six-year plans in July. These plans provide an early look at potential institution initiatives and activities for the upcoming year. While final plans are not due until October 11, the preliminary requests totaled \$234 million for FY 2024. These figures and initiatives are subject to change based on final submissions the requests submitted to the Governor through the Department of Planning and Budget's formal submission process.

The biggest request focused on the institution share of the five percent salary increases to keep tuition and fees low. Other requests focused on financial aid, operations and maintenance for new facilities coming online, information technology costs, student affairs and educational programs. While some of the requests are included in the cost estimates included in the prior section, there are other institution-specific costs that the Governor and General Assembly may wish to consider.

For the remaining institution specific requests, SCHEV recommends prioritizing the following:

- Collaboration and shared resources. The recent cost and funding study report identified an opportunity to potentially further efficiencies in the state by leveraging shared resources. Institutions submitting requests that could benefit from a shared service approach or through additional collaboration. This could include topics related to IT services, online mental support, etc.
- Student success, including mental health. SCHEV has worked with institutions over the last six months to identify student needs as they relate to supporting success. Initiatives that can improve the overall mental health of students can help improve student success. Priority should be given to initiatives that can improve outcomes for students.
- Alignment to other state, regional, and institutional needs. As noted, institutions may identify specific needs that are unique to their institution or region or align to a statewide need, such as new program development in high demand areas.

## **Other budget and policy considerations**

The following is a list of current topics related to higher education that may be considered as part of the budget or legislative bill process that Council staff are monitoring. This list includes initial background and approaches.

Student services improvements: As noted above, SCHEV is completing a review of student support services at institutions and the Governor’s staff is engaged in discussions related to mental health services in both pre-K-12 and higher education. Based on these discussions and findings, the state may wish to consider budget language or legislation to further support students.

Investments in strategies to support student academic success/learning loss: The pandemic caused disruptions in learning in both high school and college that could have lasting consequences. SCHEV is planning to assess if additional learning loss occurred based on course grading. If colleges and universities are experiencing learning loss, then the state may want to develop strategies to address gaps created by the pandemic.

Institutional debt practices/transcript withholding: During the 2022 session, there were several bills under consideration related to students having transcripts withheld due to student debt. In addition, the Secretary of Education was assigned responsibility to conduct a review of institutional student debt by December 1. SCHEV staff is providing support as part of this review. If additional findings from this report indicate a need for further policy alignment, then the state may wish to consider budget language or legislation to support this project.

Financial aid award simplification: This was an initiative started by SCHEV to look at methods to simplify and improve how need-based aid is awarded to students by institutions. The Joint Legislative Audit and Review Commission (JLARC) is currently reviewing this topic and is expected to provide their report in November. SCHEV will monitor the recommendations from the report and identify potential policy changes for the upcoming session if needed.

Dual enrollment pricing: This is another area of interest by the Council and part of a JLARC review that will be reported in November. Once the report is available, staff will identify potential policy changes for the upcoming session if needed.

Cost alignment: SCHEV recently completed a preliminary review of costs and funding needs. A few areas identified in the initial analysis may require budget and code changes to further support implementation. One identified change is the approach to additional funding for capacity building through placement of funds in a central account for several years to ensure expected outcomes are met. Institution requests in six-year plans could be reviewed using this approach.

Access and success: In addition to funding to provide further affordability and efforts to increase access through the Pell funding initiative. The focus of these funds are to increase access and retention of low-income students and the funding required SCHEV to hire a national organization to assist with this effort. If additional policies are identified as part of this process, SCHEV will work with the Governor and General Assembly to further align these efforts.

Data-driven processes: The Governor has brought an increased focus to using data to inform processes, such as six-year planning, capital reviews and the cost and funding need study. SCHEV staff is actively engaged in these discussions and providing additional data support.

Data science hub: The budget requires SCHEV to convene a workgroup review of institutions for the purpose “assessing the need and, potentially, developing a plan for a Data Science Innovation Hub and the possible roles for the specific institutions.” SCHEV has met with institutions and plans to continue discussions this fall. If additional funding or language is needed, SCHEV will work with the Governor and General Assembly.

Internship alignment: While the state provided added support for the internship program and fund, SCHEV will be actively engaging the business community, Governor’s staff, legislators and their staff this year to communicate the work of the program and emphasize the prioritization of this effort for higher education.

Program alignment to workforce needs: Similar to internships, additional funding has been added in recent years to further align curriculum to workforce needs. The recently established Virginia Office of Education Economics at the Virginia Economic Development Partnership (VEDP) was cited to provide support to several higher education initiatives in the budget. SCHEV is actively engaged with these projects. As additional data and policies are identified, SCHEV will work with the Governor and General Assembly to assist in opportunities to further align these areas. In addition, teacher and nursing/healthcare shortages continue to be a high concern. Several initiatives and funding approaches were included in the budget and SCHEV staff continue to remain engaged in the outcomes of these efforts.

Other technical policy changes: In addition, to the above, SCHEV is seeking more technical legislative changes as part of the policy review process. This includes the adjustments to the maximum award for the Workforce Credential Grant given inflationary increases (current award is capped \$3,000 and has not increased since the creation in 2016) and the percent cap for one program; changing the Tech Talent reporting

timeframes to align with reporting requirements in the Institution’s MOUs.; and conforming state aid practices to changes made in federal aid.

## Capital investments and planning

SCHEV has responsibilities pertaining to budget recommendations of system-wide capital outlay requirements of public higher education in Virginia. The enabling legislation can be found, in part, in Sections 23.1-208 A through C, and 23.1-203 (9) and (12) of the Code of Virginia.

While a thorough review is currently underway by SCHEV staff, the following is a summary of projects submitted by institutions in August to the Department of Planning and Budget.

Institutions submitted a total of 68 projects for consideration with an estimated state general fund request of \$2.6 billion. The requests include projects for new construction, renovation, infrastructure improvements, and demolition. While there are many factors impacting the prioritization of these projects if the Governor and General Assembly wish to provide funding, based on feedback provided by the Department of Planning and Budget, Governor’s and money committee staff, SCHEV staff will review projects and categorize based on the following factors: agency prioritization, project inclusion in their six-year plan, critical maintenance component (ADA, Mechanical, Safety, Electric, Plumbing), relative age of the facility, enrollment trends, and project specific rationale.

In the 2022 session, the General Assembly deferred funding to initiate planning for 19 institutions’ capital projects in the Central Capital Planning Pool for 2022-24 biennium and seven capital projects in institutional capital outlay budgets. Deferred projects involved new construction, improvements, renovation and infrastructure for both E&G and auxiliary facilities. These projects also will be noted in the factors for consideration as a potential priority area.

### Summary of Capital Outlay Requests 2022 (in millions)

Total # of Projects	GF Request	NGF Request	9(c) and 9(d) Debt Request	Tax Request	Total Request
68	\$2,681.4	\$279.0	\$292.10	\$5.7	\$3,258.3

## Next Steps

As noted, this document constitutes the preliminary topic areas for consideration. SCHEV will continue to seek input from the Council, Governor’s and money committees’ staff, the Department of Planning and Budget, institutions and other stakeholders in the coming month to revise and update the considerations.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.D. – Resources and Planning Committee – Discussion of Cost and Funding Needs Study

**Date of Meeting:** September 19, 2022

**Presenters:** Wendy Kang, Director of Finance Policy and Innovation  
[WendyKang@schev.edu](mailto:WendyKang@schev.edu)

Tom Allison, Senior Associate for Finance Policy  
[TomAllison@schev.edu](mailto:TomAllison@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** July 19, 2022

**Review:** Materials for the July meeting contained a progress update on the project. Due to time limitations, the committee was not able to review the topic with staff in complete detail.

**Purpose of the Agenda Item:**

The purpose of this item is to update the committee on publication of the final report of the Higher Education Costs and Funding Needs Study and to facilitate the committee's discussion of the implementation plan moving forward.

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

During the 2021 session, the General Assembly provided funding and related budget language for SCHEV to study higher education costs and funding needs of the Commonwealth's public institutions and to submit a report with recommendations that "identify and recommend:

1. methods to determine appropriate costs, including a detailed cost analysis, of Virginia public institutions of higher education and peer institutions;
2. measures of efficiency and effectiveness, including identification of 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 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.”

In July, SCHEV submitted a report that included findings and recommendations from NCHEMS, the contractor hired to help conduct the study. The report and study focused more on the planning elements of the model versus a full design. The smaller scope is a result of lack of time to meet with key stakeholders due to delays in the session, the transition to a new administration and other factors. SCHEV’s submission noted that the design work would need to continue through FY 2023. The attached document provides an update on the findings and recommendations from the report and identifies next steps for the coming year.

**Materials Provided:**

The major elements are included in the attached document. The full study, “Higher Education Costs and Funding Needs,” is available on the [SCHEV website](#).

**Financial Impact:** None

**Timetable for Further Review/Action:**

Staff will provide another update at the October meeting.

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

This project primarily relates to the statewide strategic plan’s affordability goal and to the strategies related to the alignment of resources to state needs.

**Resolution:** None.

## **Major Elements of the “Higher Education Costs and Funding Needs Study”**

In 2021, the General Assembly directed SCHEV to study higher education costs and funding needs of the Commonwealth’s public institutions and to submit a report with recommendations that “identify and recommend:

1. methods to determine appropriate costs, including a detailed cost analysis, of Virginia public institutions of higher education and peer institutions;
2. measures of efficiency and effectiveness, including identification of 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 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.”

Pursuant to this charge, an interagency panel selected NCHEMS via an RFP process to assist with conducting this study. SCHEV identified four major deliverables as part of the review, which are listed below, along with key findings from the project.

Throughout the project, NCHEMS worked closely with SCHEV to produce and refine every significant element, and both entities consulted regularly with key stakeholders, particularly Op-Six (a body established in Virginia statute to review institutional six-year plans, consisting of the Staff Directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, the Director of the Department of Planning and Budget, the Director of SCHEV, the Secretary of Finance, the Secretary of Education (or their designees) and institutional finance officers, but also other institutional leaders, the Council of Presidents, and important advocacy groups.

This study was aimed narrowly at Virginia’s approach to funding its public institutions’ Education and General (E&G) operating budgets.<sup>1</sup> While important, other aspects of state funding support to higher education were not within the scope of the study, including capital funding for higher education, state-funded financial aid, auxiliaries (e.g., housing, bookstore operations, athletics), and endowments.

### **Finding from the study based on deliverables**

- **Deliverable 1: Review of funding policies:**
  - States should strategically align funding with statewide goals.
  - Base funding approaches in other states are rarely strategic.
  - Formulas are a better basis for rational and strategic funding approaches.

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<sup>1</sup> Education and General (E&G) funding and expenditures refer to the core activities related to the institution’s instructional mission such as faculty salaries, institutional support, student supports, libraries and other academic support costs, etc.



- Virginia’s current base funding formula no longer serves as a strategic and rational mechanism for resource allocation.
  - State funding should address foundational costs, be sensitive to institutional missions, and embed incentives linked to state goals.
  - State funding policies should be mindful of differences in institutional capacity to generate tuition revenue.
- **Deliverable 2: Efficiency and effectiveness review**
    - Virginia’s institutions are active in seeking efficiencies, most commonly by making improvements internally (versus collaboratively) and with a focus on administrative services.
    - Multi-institutional collaborations can yield substantial savings.
    - Activity in Virginia is similar to those in other states.
    - Savings are reinvested in institutional priorities, which can include better service to students.
- **Deliverable 3: Identification of trends in costs and determination of estimated costs for higher education:**
    - Virginia’s total education revenue per FTE was nearly identical to the national median in FY2021. State revenue per student is below the national median and tuition revenue per student is above the national median.
    - State funding levels have been volatile in recent years; the resulting unpredictability inhibits good institutional planning.
    - Virginia's public institutions spend fewer E&G dollars per student.
    - Affordability for resident students remains a significant problem.
    - Differences between Virginia’s institutions are substantial.
- **Deliverable 4: Recommendations for a new funding model:**
    - Design principles guided development of the funding model.
    - A typology of institutional costs provided a framework for the cost and funding model, including estimating “frugal” foundational funding, cost per credit hour, performance and incentive funding, and capacity building.
    - While consensus was reached on the conceptual framework, further work is needed to operationalize the components.
    - The funding model is dynamic and can adjust to changing conditions.

The following is a funding framework developed as part of the project.

## Institutional Funding Adequacy Framework

			Category	Function and Roles				
			Other	Advancement, auxiliaries, athletics, etc.				
			Externally Funded Research and Public Service	Grants management, community engagement, museums, arts, extension services				
Funding Model	Incentive Funding Tied to State Goals & to Six-Year Plans				Purchase of Goods and Services	Funding for specific purposes, e.g., research on tobacco usage in Southwest Virginia, incentives to seed and support shared academic program delivery, noncredit offerings		
					Capacity Building	Funding needed to start new programs or fund initiatives prioritized by the General Assembly, the Governor's office, or through the 6-year plan process		
					Performance / Incentives	Factors in the model that recognize: activities related to strategic plan, closing equity gaps, economic development		
		Cost Model	Variable Costs				Audience	Semester credit hours (SCH) weighted by student characteristic(s) or added weights applied to headcount
							Scale & Scope	Semester credit hours (SCH) weighted by level and discipline
			Fixed Costs			Preventative maintenance as applied to facilities, technology, and personnel	Shares of facilities replacement value of facilities, technology value, payroll (for professional development)	
						"Frugal" foundational funding	Benchmarked against similar institutions with relatively low spending on administrative expenses	

### **Next Steps:**

Upon completion of the report, additional elements remained under review. Several factors, including delays in the 2022 General Assembly session and budgeting process, changes in administration that occurred partway through the project, and the need for ongoing review of data inputs and metrics have slowed progress toward the complete adoption of a new funding model. The report provides a summary of tasks completed for the planning phase of the project. The following provides recommendations and next steps as SCHEV begins working on the design and implementation phases.

1. **Revise the approved group of comparison institutions.** After completing a review of candidate institutions for comparison groups—NCHEMS provided an initial group of national comparative institutions and, following a request to add to the number of institutions in the groups, particularly for some of the institutions, a second group of comparison institutions. These groups are important for benchmarking Virginia institutions in terms of their finances and their student outcomes. NCHEMS selected the comparison groups based on similarities in the mission they serve expressed primarily in their program array, research activity, student characteristics, and size, as well as some other important

- features (whether they operate a hospital, are a Land-Grant institution or HBCU, their geographic location, etc.). Notably, none of the selection criteria included data about their funding levels or student outcomes. While NCHEMS' original comparison groups were named in the interim report, the expanded groups need to be reviewed with institutions with additional feedback provided to Op-Six workgroup members.
2. **Adopt the conceptual framework and continue to refine the parameters and data sources for use in the model.** Virginia should make it a goal to allocate General Fund support to public institutions in accordance with this conceptual framework and with the recommendations for specific appropriations levels that SCHEV will make using the framework and the model. While additional work is needed to further refine the data sources and funding parameters, the conceptual framework that details a strategic approach to funding has general consensus among key stakeholder groups. NCHEMS provided recommended parameters and an interactive model that are under review and should continue to be refined over the next six months.
  3. **Create and regularly convene a technical funding model workgroup.** Ensure that all institutions and their leaders have an in-house technical expert on how the formula works, and so that there is a sense of shared ownership for the technical aspects of the model's implementation. A standing workgroup consisting of experts on the technical aspects of the funding model design and its implementation, one for each institution, would ensure a sense of shared ownership among the institutions over the accuracy and performance of the model. Not only would this group help SCHEV with highly technical issues (e.g., the number of years to use as an average, the assumptions that may need to be reassessed) and comprise the core team for the regular technical reviews mentioned above, its members would also be well positioned to use the model and its simulation tool in assessing the impact on funding of decisions under consideration by institutional leaders.
  4. **Adopt differential cost-sharing targets.** Virginia should adopt differential cost-sharing targets to aid in prioritizing the allocation of state support to public institutions in alignment with state goals and in recognition of the differences in mission. While Virginia's current base adequacy model accounts for the mix of in-state and out-of-state students in assessing whether or not the state's support level met the cost-sharing target, it does not have a formal method of determining an institution's ability to raise tuition and fees given the variation of income levels of in-state students. In addition, the Commonwealth should consider excluding the "frugal" base funding requirement from the cost-sharing calculation.
  5. **Implement an incentives and performance component of the conceptual framework that rewards institutions for making progress toward state goals.** Further development and testing of metrics for the incentives component

of the framework are needed. Such a component should allocate sufficient funding to steer institutional decisions, yet limit competition among them that is not productive. The incentives and how achieving them translates into dollar amounts should also be transparent and predictable. A system built on fixed dollar amounts per point, paired with a thoughtful approach to making strategic adjustments when Virginia's institutions collectively earn more funding than the legislature appropriated for the incentive funding pool and when they collectively earn less than that amount, can address these criteria.

Additionally, the Institutional Performance Standard (IPS) funding should also be re-evaluated for its impact and relevance, particularly for the six education-related measures. Once a more fully developed incentive model is ready, it is not logical to maintain the IPS process separately from the more robust and integrated approach to be built.

6. **Use the model to prioritize the funding components.** Ensure that funding needs related to the cost estimates (fixed and variable costs) and incentives and performance are met before allocating funds to new capacity building initiatives.
7. **Adopt a phased-in approach to using the new funding model.** Too abrupt a change in institutional funding can be disruptive and counter-productive to the achievement of state goals. As Virginia shifts to a new funding model, it should take a deliberate approach over several years by implementing a stop/loss strategy in the transition. A stop/loss strategy means that the state will implement some limits on how much an institution's budget can be affected during a transition to the new funding approach. Usually, such provisions include a specific schedule. For example, a stop/loss provision might specify that institutions will not be subjected to changes that exceed a percentage greater than plus or minus one percent in Year 1, plus or minus three percent in Year 2, and plus or minus five percent in Year 3. In Year 4, the new funding model would be fully implemented with no stop/loss in effect.
8. **Regularly review the funding model.** Ensure that the funding model is reviewed on a periodic basis—more regularly for technical issues and once every 8-10 years for adherence to policy priorities.
9. **Identify strategies to mitigate tuition and fee increases that may result from state supported salary increases or other state required mandates.** Due to the split funded approach to higher education costs where the state pays a portion of costs (roughly 50%, but varies by institution), state supported increases in salaries often result in an increase to tuition and fees. While investments in salaries are a shared interest of the state and the institution, strategies should be considered to mitigate the concerns related to tuition and fee growth when this occurs.

10. **Create incentives that encourage institutions to collaborate for greater efficiency in administrative services and in academic delivery.** Virginia's institutions are active in seeking ways to streamline their operations, but typically do so on their own. Major savings and reinvestment opportunities are available through collaborative activity, as demonstrated by the Virginia Higher Education Procurement Consortium (VHEPC) and the statewide library consortium (VIVA). Collaborations are difficult to implement and sustain, especially in academic delivery, but a compelling financial reason can induce participation by institutions on a voluntary basis. Funding that can seed and support the development of collaborative activities will likely be an investment strategy that states throughout the country will turn to more often, especially those seeking effective responses to converging enrollment and financial pressures. Efficiency gains to be derived from such efforts must be measured based on all the participating institutions and in terms of costs avoided by students and the state, and by the enhanced services collaboration can generate, rather than being viewed simply as benefits accruing to individual institutions.
11. **Monitor progress toward greater efficiency and effectiveness using metrics.** SCHEV should seek to more regularly measure institutions' individual and joint efforts to improve efficiency and effectiveness. These efforts should rely on existing data as much as possible so as to avoid adding reporting burdens to institutions. Even if these data are already reported to SCHEV, it remains valuable to gather data from IPEDS for benchmarking purposes. Metrics that are relatively straightforward to calculate include: state and tuition revenues per graduate, degrees relative to enrollment, and expenditures relative to enrollment.
12. **Develop an implementation plan to identify next steps and policy changes that need to occur to support the recommendations included in this report.** As noted, there are several elements of the model that need to be adopted by stakeholders to meet the requirements outlined in the budget language for this review. Revised comparison groups for each institution to be used for benchmarking and to assess the fitness of the funding model also need to be adopted, as are metrics for assessing institutional effectiveness and efficiency. SCHEV, in partnership with stakeholders, should develop a plan to continue this work and identify policy changes in code or budget language that need to be implemented to support these elements, with a target of completion by the 2023 General Assembly session.

The goal is to have a completed model by next summer for the 2024-2026 biennium budget development. In the interim, staff plans to complete the following:

- **Complete analysis of peer/comparative institutions to better assess adequacy of institution costs in the model (Fall 2022):** SCHEV received a list of peer institutions from NCHEMS and developed a comparative analysis of expenditures to better understand costs compared to other similar

institutions. SCHEV also compared Virginia's public institutions to those in a similar [Carnegie](#) classification—a national classification system used by researchers to understand the diversity of institutions. Classifications include doctoral, masters, baccalaureate and associate's degree colleges. In addition, there are further classifications within these to include differentiate large, medium and small colleges based on programs and level of research. The initial analysis shows that the majority of institutions have expenditures within the 25<sup>th</sup> to 75<sup>th</sup> percentile of comparative institutions. SCHEV reviewed this information with institutions and received feedback for additional consideration. SCHEV plans to review with members of Op-Six and provide feedback by September 30.

- **Rebuild cost and funding model developed by NCHEMS and refine parameters identified in collaboration with a technical workgroup consisting of institutions. Review model with Op-Six workgroup staff to provide updates (Fall 2022 to Spring 2023).** While NCHEMS provided a model, additional refinement is needed to reach consensus on the assumptions of the model prior to use. SCHEV plans to collaborate with technical experts at the institutions and with staff member of Op-Six.
- **Identify performance metrics and capacity building methodology (January 2022-April 2023):** The framework for the model includes a performance component. Additional work is needed to determine the measures, weights and method of implementation. The Governor's office has expressed interest to identify metrics for outcomes and plans to work with institutions and SCHEV in the coming months. In addition, the state currently provides funding related to performance through the Institutional Performance Standards, Tech Talent and STEM degrees in budget and code. These processes will need to be reviewed and incorporated into the model where appropriate. Further, the framework also includes the consideration of capacity building for institutions. This concept serves as "seed funding" for new initiatives aligned with state needs and goals of the institutions, such as new programs, expanded services, etc. Further discussion is needed on how that could be implemented in the budget to provide both support to institutions while maintaining accountability.
- **Review code and budget language (March 2022-August 2022):** SCHEV is currently charged in code and budget language to complete certain reviews related to base adequacy and peers. If this new model is adopted, then the existing budget and code will need to be updated and revised.

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** September 19, 2022

**Presenter:** Wendy Kang  
Director of Innovation and Finance Policy  
wendykang@schev.edu

**Most Recent Review/Action:**

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

**Date:** July 12, 2022

**Action:** Council reviewed initial data from institutions and asked for information from staff.

**Purpose of Agenda Item:**

This item's purposes are to provide additional information to the committee on the Institutional Performance Measures remediation plan and feedback process, including a status update on the review of financial and administrative standards, and to facilitate committee discussion of these topics.

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

SCHEV assesses institutional performance based on requirements outlined in the [Code of Virginia and in the state budget](#) in two areas of focus – education-related measures; and financial and administrative standards. Based on these assessments, SCHEV certifies institutions to receive certain financial benefits, such as credit card rebates and interest earnings, which average approximately \$3-\$4 million per year.

SCHEV produces data for the education measures, and the Secretary of Finance provides data on the financial and administrative standards.

Financial and administrative standards update: Staff contacted the Department of Planning and Budget on the status of the assessment. As of September 6, the assessment was not complete. Staff will check-in again prior to the October meeting.

Education-related measures update: At the July meeting, staff reviewed the performance of institutions for the education-related measures. While the state met the goal in the six education-related measures, several institutions did not. Table 3 (below) appeared in the July agenda item listing the institutions that did not meet performance measures and would need to provide a remediation plan. At that time,

Council members requested to review a template and to understand the timeline for reporting.

**TABLE 3**  
**BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND RECOMMENDATIONS**  
**Performance Measures 1 - 6**  
**July 2022**

Institution	PM 1	PM2	PM 3	PM4	PM5	PM 6	Recommendations
CNU	P	F2	F1&F2	P	F	F	Remediation Plan
CWM	P	F2	P	P	F	P	Feedback Only
GMU	P	P	P	P	P	P	Passed
JMU	P	P	P	P	P	P	Passed
LU	P	F1&F2	F1&F2	P	F	F	Remediation Plan
NSU	P	F1&F2	F1&F2	P	F	F	Remediation Plan
ODU	P	P	P	P	P	P	Passed
RU	P	P	F1&F2	P	P	F	Feedback Only
UMW	P	P	P	P	P	P	Passed
UVA	P	P	P	P	P	P	Passed
UVA-W	F2	P	P	P	F	F	Remediation Plan
VCU	F2	F1	F1&F2	P	P	F	Remediation Plan
VMI	P	P	P	P	P	P	Passed
VSU	F1&F2	F1&F2	F1&F2	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
VCCS	P	P	F1	N/A	P	N/A	Feedback Only
RBC	P	F2	F2	N/A	F	N/A	Remediation Plan

P = Pass      F = Fail      (F1 = Fail first year, 2019-20, and F2 = Fail second year, 2020-21)      N/A = Not Applicable

**PERFORMANCE MEASURES:**

- PM1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
- PM2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.
- PM3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards.
- PM4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level- sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
- PM5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.
- PM6 - Maintain or increase the number of in-state two-year transfers to four-year institutions.

Below is a format for the remediation plan. Staff anticipates using the remediation plan or the education measures and the financial and administrative standards. Pending the results of the financial and administrative standards, staff anticipates requesting the plans to be returned by October 30, with staff feedback provided by November 15. Institutions will be asked to report back on progress made regarding the unmet performance standards in May 2023.

**Remediation plan responses (complete for each measure and standard not met)**

- Performance measure not met:
- Explanation of why the measure was not met:
- Description of current status of efforts to improve, including short-term metrics:
- Progress on efforts to improve: [Due in May 2023]



**Materials Provided:** Remediation Plan Template (below)

**Financial Impact:** Staff currently awaits the results of the fiscal performance measures. Results are expected by Council's October meeting.

**Timetable for Further Review:** Assuming that fiscal results are received before October, results of the interim review and an action item will be brought before Council in October.

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

The assessment of Institutional Performance Standards is aligned to the Affordable goal in the statewide strategic plan through Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

**Resolution:** None

## Remediation Plan Template

### REMEDIATION PLAN FOR INSTITUTION PERFORMANCE STANDARDS

[Insert Institution Name]

#### INSTRUCTIONS

Please complete the following for each measure that was not met by your institution and submit by October 1 to Grace Covello (gracecovello@schev.edu). Please include detailed information addressing each failed performance measure that articulates the pathway to improvement.

Progress report updates will be requested in May of 2023 to report on improvement. SCHEV will provide updated data to your institution in advance of your submission. (SCHEV is aware that due to lags in data reporting, some measures may take longer than a year to improve.)

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.F. – Resources and Planning Committee – Discussion of Student Enrollment Trends

**Date of Meeting:** September 20, 2022

**Presenters:** Tod Massa, Director of Policy Analytics, SCHEV  
[todmassa@schev.edu](mailto:todmassa@schev.edu)

Alan Edwards, Director of Strategic Planning & Policy Studies, SCHEV  
[alanedwards@schev.edu](mailto:alanedwards@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 17, 2022

**Review:** In response to Council members' questions in March about enrollment trends, especially regarding differences between males and females, Peter Blake included in his May 17 Director's Report both an article from the Federal Reserve Bank of St. Louis and a brief summary from staff of gender differentials in Virginia enrollment. The issue was raised again at the July meeting, and the acting chair requested that staff provide additional information to inform a deeper examination at the September meeting.

**Purpose of the Agenda Item:**

The purpose of the item is to inform and facilitate Council discussion of trends in student enrollment and gaps in access to postsecondary opportunities, within the context of gender differentials and the statewide strategic plan's goal of equitable higher education and its strategy to "expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option."

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

While the *Code of Virginia* assigns responsibility for student admission policies and programs solely to the governing boards of the public institutions of higher education, the same statute also assigns to Council the duty to review and approve or disapprove public institutions' enrollment projections, which "shall be used solely for budgetary, fiscal, and strategic planning purposes."

In March, staff's presentation regarding institutions' awards of degrees and certificates in 2021 prompted enrollment-trend questions from Council members. These questions were answered generally by staff during the meeting and more fully via documents provided in the Agenda Book for the May meeting.

At Council's July meeting, additional enrollment questions were raised and concerns voiced, particularly regarding a potential "enrollment cliff" and declines in male enrollments.

Staff provides the summary on the following pages in response to those questions and concerns in order to inform and facilitate Council discussion of overall and specific trends in student enrollment.

**Materials Provided:**

Enclosed is a staff document, "Enrollment Trends and Gender Differentials," that summarizes national and Virginia enrollment data, provides examples of outreach efforts to students in Virginia secondary schools and offers findings and conclusions based on published research within the context of the statewide strategic plan.

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

Council's consideration of this item supports the first goal -- Equitable: Close Access and Completion Gaps – of the *Pathways to Opportunity* plan, and specifically:

- Strategy 1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.

**Financial Impact:** None.

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

**Resolution:** None.

## Resources & Planning Item III.F: Enrollment Trends and Gender Differentials

### National Enrollment Trends and Gender Differentials

Enrollment in U.S. higher education peaked at over 21 million in 2010. That year, women comprised 57% of all students in higher education; men, 43%. This ratio was almost exactly the inverse of the ratio in 1972, when the federal Title IX legislation removed barriers to women's admission to public institutions.

In 1979, females surpassed males as the majority student gender in American higher education and have remained the majority since. As indicated in Figure 1, the percentage of female students continued to grow post-1979, but stabilized in the mid-1990s. In recent years, the gap between female and male enrollment has averaged approximately 12 percentage points; in 2020, the gap grew to 17 points.

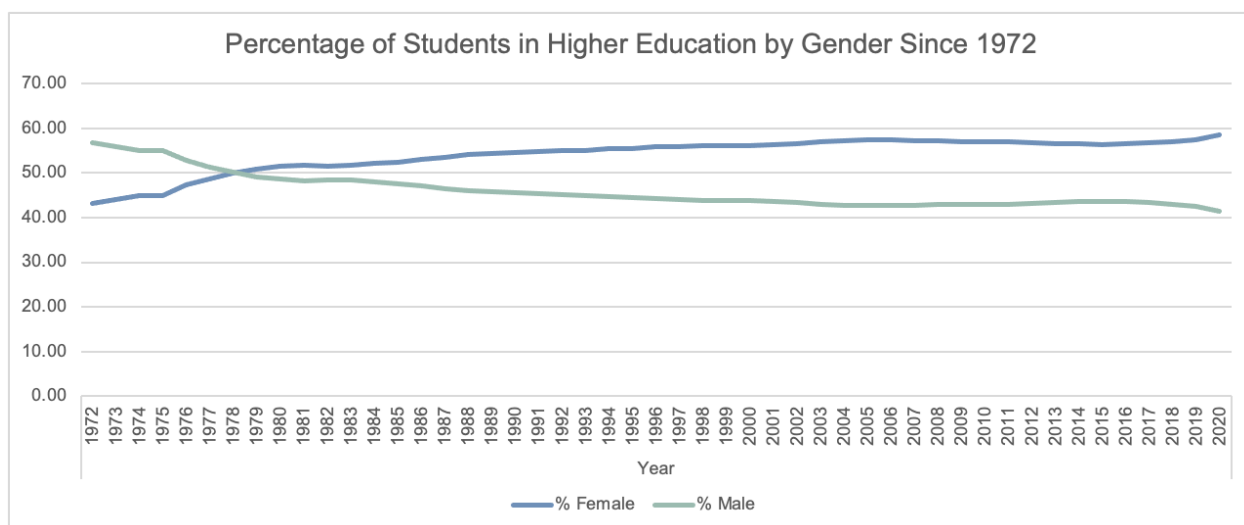


Figure 1

In 2019 and 2020 (the two most recent years for which national data are available), females were the majority student gender in all 50 states. In 2019, the ratio was: 57.60% female; 42.40% male. 2020's ratio was: 58.58% female and 41.42% male. Virginia's ratios were very similar in both years, with males being fractionally above the national average at 42.61% in 2019 and 41.95% in 2020.

Enrollment rates are functions of the college-going rate. The national college-going rate has trended upward since recordkeeping began. Figure 2 demonstrates how the college-going rates of men and women have changed annually since 1972. Since 1988, women's rates have consistently exceeded 60%, often exceeding 70%. Men's rates have never exceeded 70% and did not begin consistently exceeding 60% until 2002. Between 1988

and 2020, women’s college-going exceeded men’s rate each year except 1995, when the men’s rate was fractionally higher, and 2006, when the rates were equivalent.

Like the national enrollment numbers, the U.S.’s college-going rate peaked in 2010. And like enrollment, the college-going rate has been trending downward since 2010, and especially in the last years for which data are available (i.e., through 2020). In the 2018-2020 period, the national college-going rate for women dropped below 70% for the first time since 2013, and the national rate for men dropped below 60% for the first time since 1991.

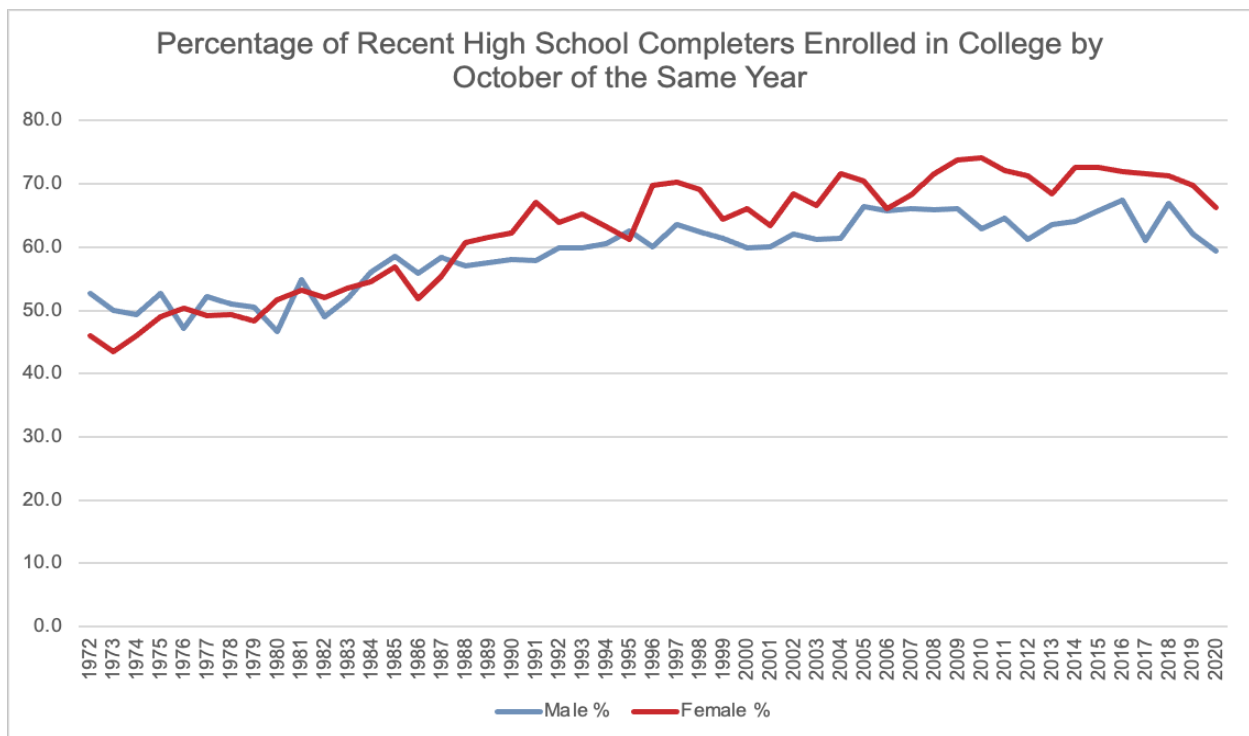


Figure 2

*Note: These data include only individuals aged 16-24 who enrolled in college the same year as graduating high school or completing high-school equivalency. These data do not capture students who take non-traditional routes to college; i.e., students who take a gap year, veteran students or stop-outs returning to college.*

Virginia’s college-going rate, which was one of the lowest in the nation in the 1950s and was a reason for the creation of SCHEV in 1956, has risen steadily and in 2018 was the 9<sup>th</sup> highest at 69.0%, which was 5.35 percentage points above the national average.

Virginia Enrollment Trends and Gender Differentials

Men and women graduate from Virginia high schools in roughly equal numbers. The number of male graduates averages a few hundred more than female graduates each year in the Commonwealth, representing a difference of about one-third of one percent on average.

However, enrollment in college is markedly different. Women attend college in Virginia at significantly higher rates, regardless of the time point/period being measured. Overall, for women graduating high school between 2010-11 and 2018-19, the college participation rate has hovered between 74% and 77%. For male high school graduates, the participation rate has been between 57% and 59%.

Figure 3 shows total undergraduate enrollment and degree awards between 1992-93 and the fall of 2021 in Virginia. The solid trend line depicts the enrollment of women; the dashed line, men. The bar chart represents the degrees and certificates awarded to both. These trend lines reveal a substantial gap between the two genders for the past 30 years – a gap that has continued to increase.

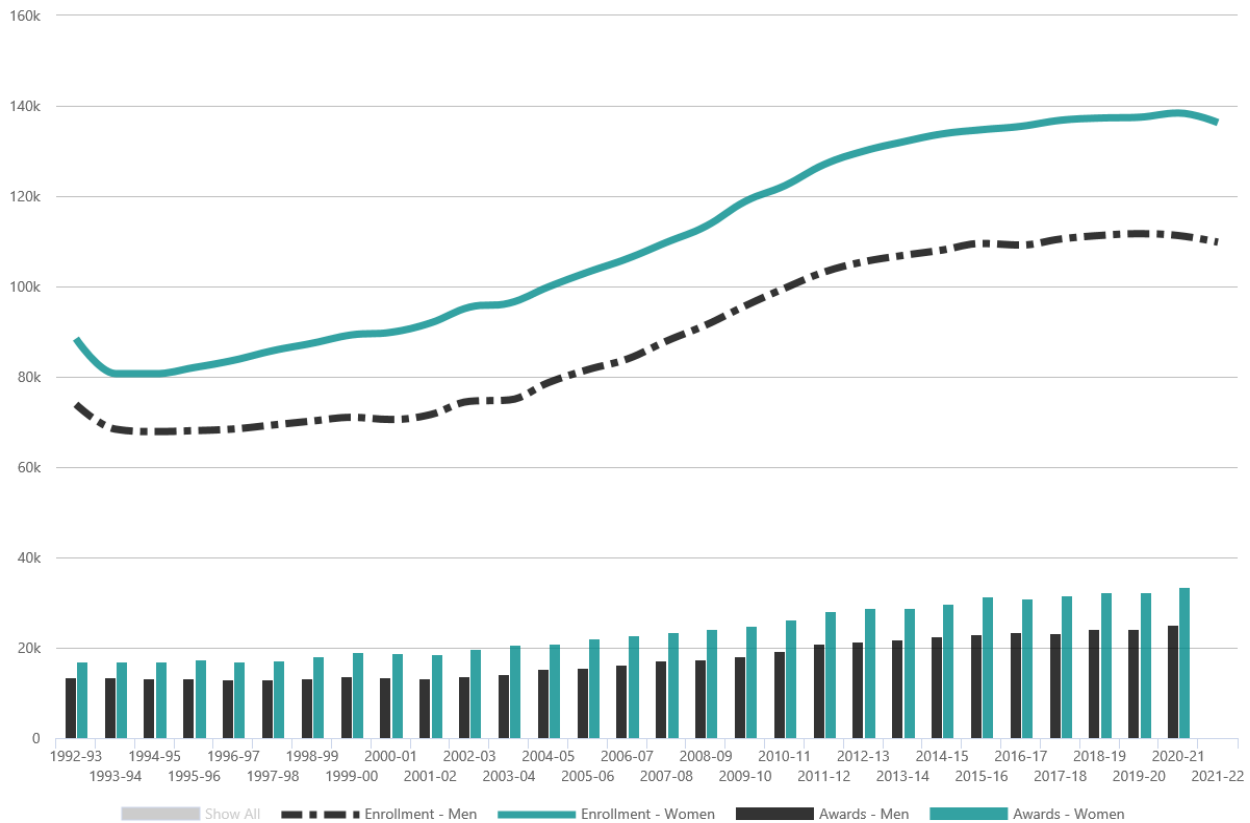


Figure 3

The six charts that follow depict the enrollment patterns of new students who are first-time in college (FTIC) and have graduated high school within the 12 months prior to

enrolling in either a public two-year college (Figures 4, 5 and 8) or a public or private four-year institution (Figures 6, 7 and 9).

Per Figure 4, the percentage of men at public two-year colleges has hovered between 43% and 50% since 1992-93. The average percentage of men enrolled during this time was 47%, with the most recent five-year average being 48%.

Figure 5 depicts the differences in average percentage of men by race/ethnicity subgroups (excluding international students, who are in the overall averages) at public two-years.

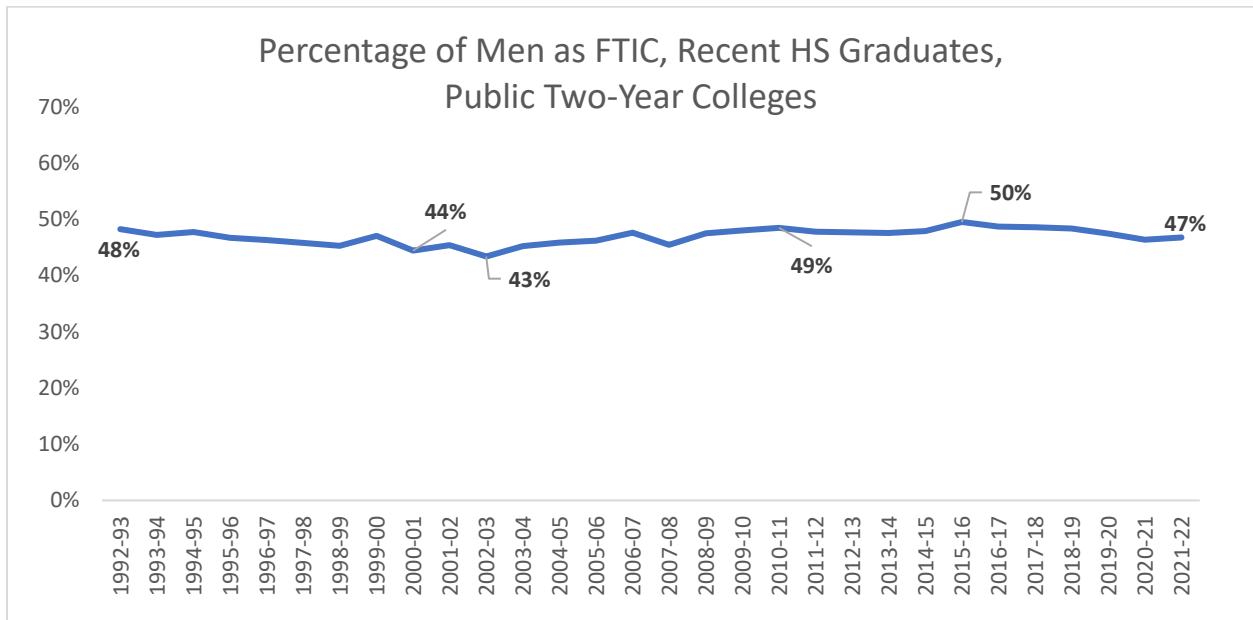
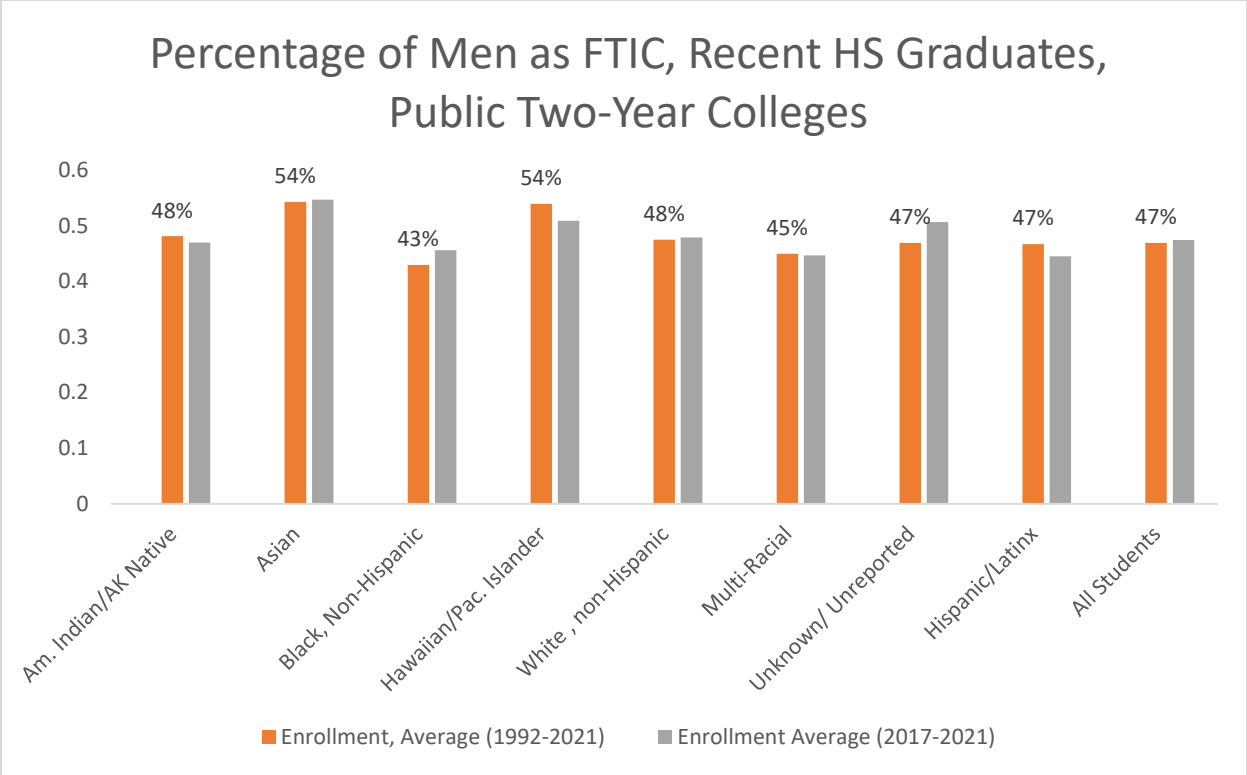


Figure 4





*Figure 5*

*Note: Differences for American Indian & Alaskan Natives, and Hawaiian & Pacific Islanders, should be viewed carefully as both groups have fewer than a hundred members in this population.*

Per Figure 6, at the four-year colleges and universities, public and private, much less variability is evident in the percentage of men who were first-time in college, having graduated high school in the 12 months prior to college. Both the 30-year average and the most recent five-year average are 45%.

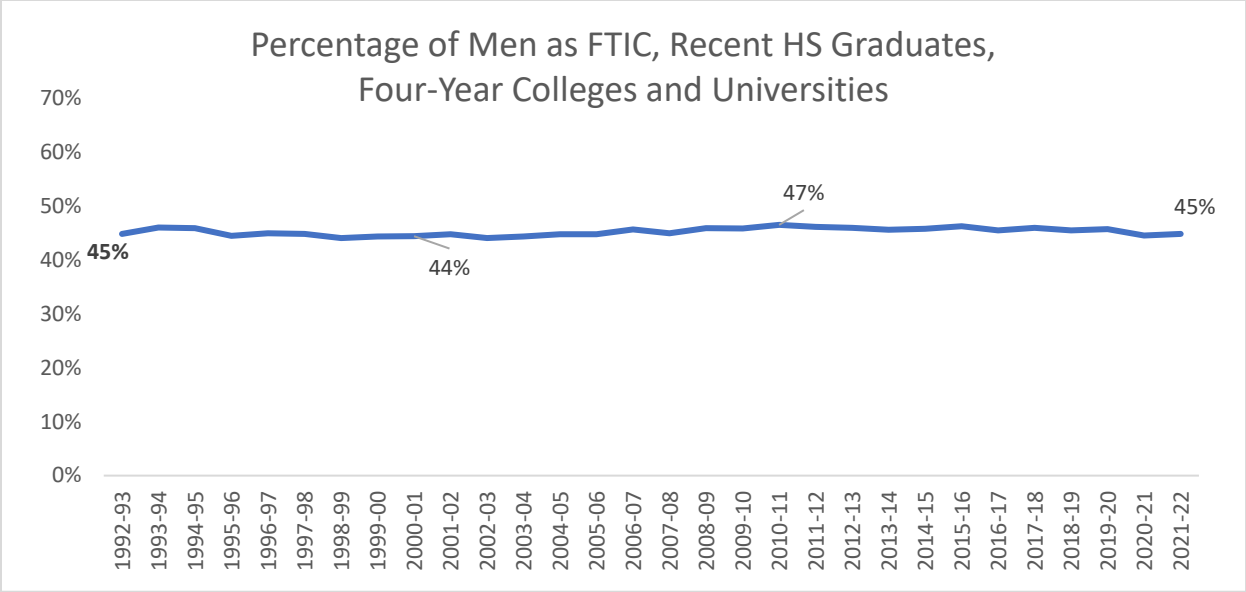


Figure 6

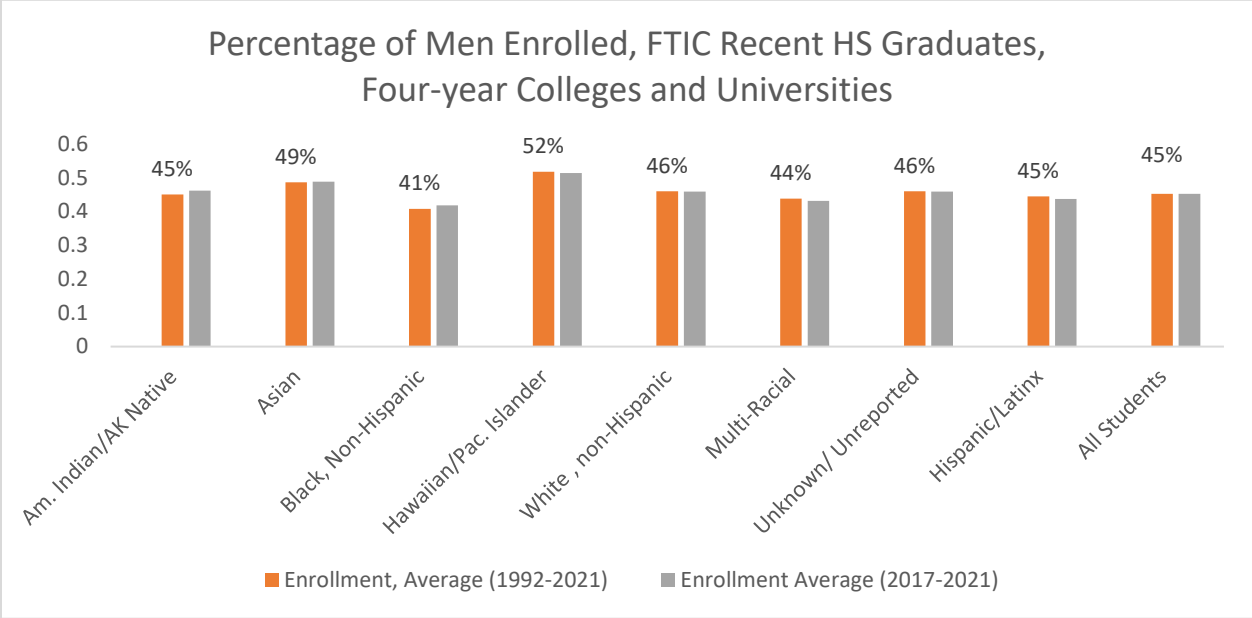


Figure 7

Note: Figure 5’s caveats regarding smaller populations apply to the four-year institutions as well. A clear difference appears to exist in participation between Black and Asian students, with white and Hispanic/Latinx students in the middle.

Staff also reviewed the average retention rate (the percentage of students retained at a later point in time) for male and female undergraduates over the last decade and found

that women are more successful at maintaining enrollment. In terms of first-year retention rates, staff observed a difference of 3-5 percentage points of women’s rates over men’s across both the two-year and the four-year sectors.

For the students at public two-year colleges who were retained in the second year at the same college, Figure 8 indicates that, across all categories except multi-racial, men were the same percentage or a smaller percentage of retained students than those who had enrolled the prior year.

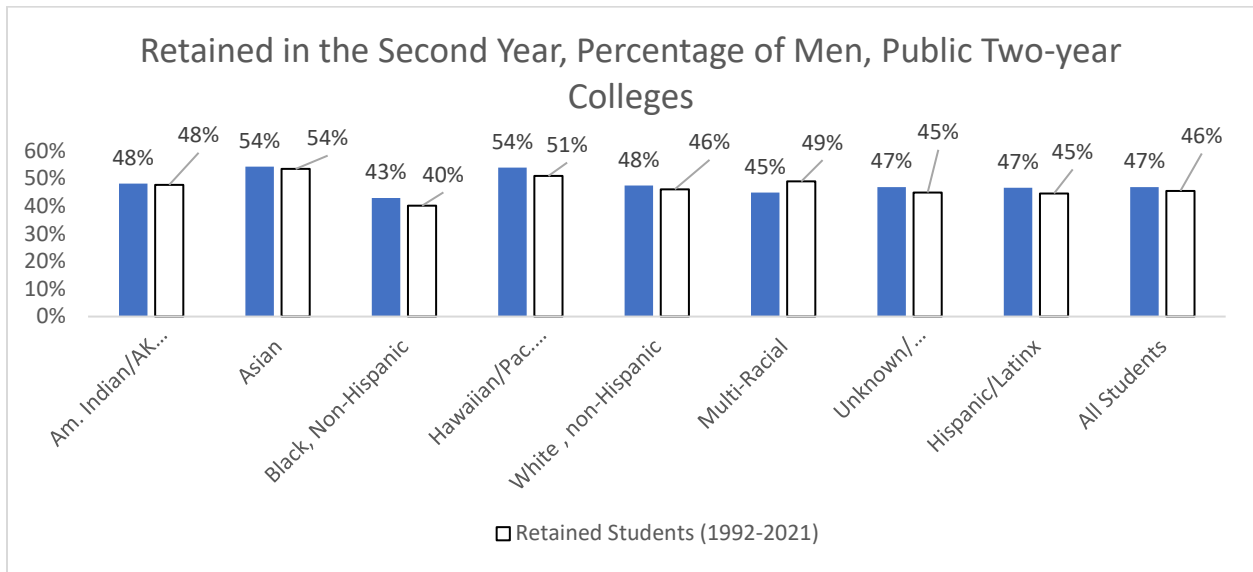
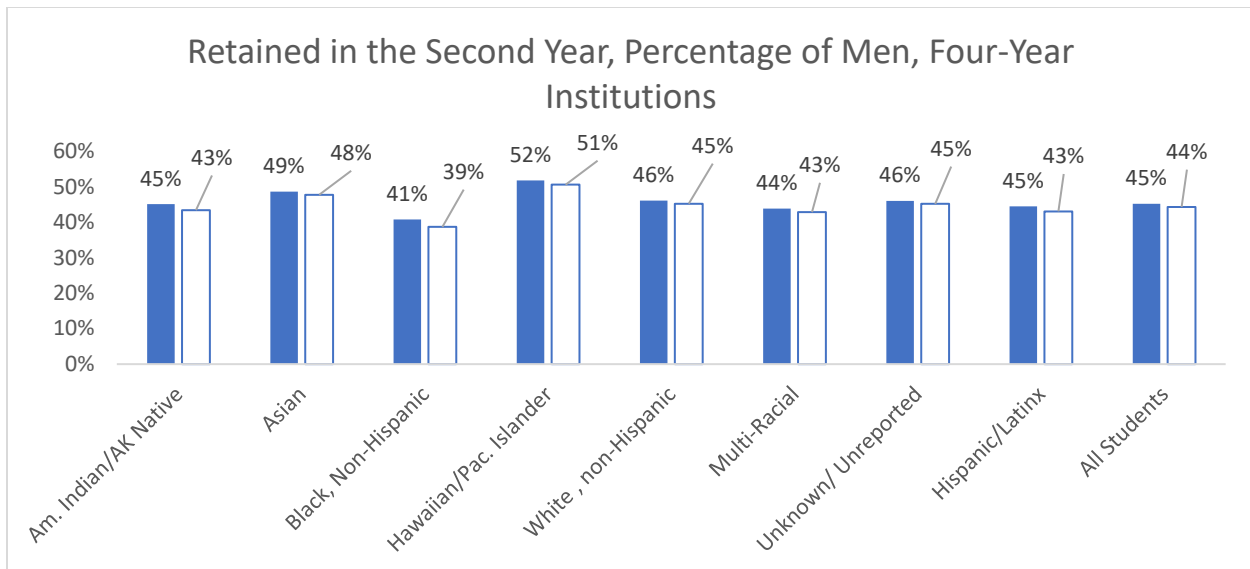


Figure 8

Figure 9 shows a similar but slightly more exaggerated pattern in the four-year institutions.



*Figure 9*

Similar gender differences were found in graduation rates. At the two-year colleges, differences exist between women’s graduation rates and men’s in both the two-year rate (14% v 11%) and the three-year rate (19% v 24%). This difference continues until six years after entry, at which point 31% of women have graduated compared to 25.5% of men.

At the four-year colleges, the differences initially are more significant. At Virginia publics, 58% of women graduate in four years, compared to 46% of men; and in six years, the rates jump to 73% of women and 67% of men. Similarly, at the private colleges, 48% of women graduate in four years, compared to 38% of men; and 57% of women graduate in six years, compared to 50% of men.

Essentially, Virginia colleges and universities start with fewer men and lose even more of them along the way.

### Outreach Efforts by Institutions and SCHEV

Realizing the differences in men’s and women’s enrollment, retention and completion, Virginia’s institutions of higher education have sought to bridge these gaps by implementing recruitment efforts that target potential male students.

Virginia colleges and universities also realize that gender gaps are wider for minority men (specifically African-American and Hispanic men) than for white men. While white men made up 45.3% of the white student First Time in College (FTIC) population in 2021-22, black men comprised only 41.5% of the black student FTIC population, and men of Hispanic descent made up 42.9% of the Hispanic student FTIC population. Therefore,

institutions' gender focus often has been on reducing the disparity between male and female minority enrollments.

Figure 10 provides selected examples of institutions' programs targeting the gender gap.

<b>Institution</b>	<b>Program</b>	<b>Goal/Focus</b>
George Mason	Black Male Success Initiative	Increase retention and completion; foster a supportive environment addressing the needs and challenges facing black males
Hampton	HOPE (Hampton Opportunity Program for Enhancement)	Admit Black males who have potential for college, but do not meet the full academic requirements
Longwood	Call Me Mister (Men Instructing Students Toward Effective Role Models)	Increase representation of males in Virginia's teaching force
Old Dominion	B2B (Brother to Brother)	Provide peer mentoring to assist men of color to excel
Southside Virginia	Make It Happen	Recruitment and retention of Black males
University of Virginia	BMI (Black Male Initiative)	Increase the academic and social success of Black males through more interaction and dialogue between Black male students, faculty, staff and alumni
Virginia Commonwealth	MOC (Men of Color) Initiative	Enrollment, student success, and post-graduate outcomes for Black and Latino males
Virginia State (with Virginia Union)	RVA Men Teach	Residency program for minority male teachers in Richmond
Virginia Tech	Black Male Excellence Network	Increase student success and alumni engagement of Black males

*Figure 10*

Enrollment of males varies by institution. Of the public four-year institutions that experienced increases in undergraduate enrollment between 2017 to 2021, George Mason University, the University of Virginia, and Virginia Tech each provides at least one program to support and further male students' academic and social success via increasing the retention and graduation rates of black males. While Old Dominion University and Virginia Commonwealth University experienced decreases in their undergraduate student populations between 2017 and 2021, each experienced an increase in its black male student population. Both institutions also offer programs aimed at both African-American and Hispanic males.

At the state level, SCHEV always has supported more and better access to higher education for anyone who could benefit. SCHEV also has recognized that K-12 preparation and early exposure to information about “college” are key to encouraging all populations, but especially populations with lower rates of postsecondary attendance, to enroll in some form of higher education.

Approved by Council in 2021, *Pathways to Opportunity: The Virginia Plan for Higher Education*, sets three goals – equitable, affordable and transformative – and articulates a vision of being the best state for education. To achieve these goals and vision, the Commonwealth must increase the numbers and rates of high school graduates participating in postsecondary education and training. Virginia’s current enrollment trends, inequities among disadvantaged groups, and low rates of completion of the Free Application for Federal Student Aid (FAFSA) are obstacles not only to becoming the best state for education but to the best possible futures for many Virginians.

To address these obstacles, SCHEV leads or assists with numerous K-12 access and equity programs, which are supported by federal funds, state funds and/or an investment from Virginia529. These outreach efforts include:

- A position shared between SCHEV and the Virginia Department of Education focused on postsecondary access and success
- GEAR UP Virginia (Gaining Early Awareness and Readiness for Undergraduate Programs): a seven-year, \$24.7 million federal college-access grant. Staff work with over 8,000 students in Virginia’s highest-need middle and high schools
- The *1-2-3 Go!* statewide access campaign (in partnership with ECMC), including: (i) College Nights in Virginia (college planning events); (ii) Virginia College Application Week (hands-on college application assistance); (iii) the Super FAFSA Project (hands-on FAFSA completion assistance); and (iv) Go! Decision Day (a day to make and celebrate post-high school decisions)
- Level Up Virginia: a free online resource for students, school staff and access providers to support college and career advising
- Professional development through the Virginia College Access Network
- The Campus Visit Pilot Fund aimed to increase the presence of middle school students (grades 6-8) from low income communities on college campuses
- A new FAFSA dashboard that shares student-level FAFSA completion data to focus outreach efforts on students who have not yet filed a FAFSA
- Additional FAFSA-completion offerings, such as simultaneous FAFSA/VASA application and tax assistance events, and virtual one-on-one FAFSA/VASA application assistance

In SCHEV’s continued effort to understand why students decide to – or decide not to – continue their education beyond high school, staff will conduct focus groups at Brunswick, Hopewell and Petersburg High Schools during the 2022-2023 academic year.

Staff also will explore the possibility of a survey of high school students to help inform potential policy or funding initiatives. The administration of such a survey would involve the Superintendent of Public Instruction and the Secretary of Education. In collaboration with these officials, staff would work with an organization that has experience in administering surveys so that the results are valid and reliable.

### Findings and Conclusions

Since 1900, the number and percentage of the U.S. population attending college has risen dramatically. As described earlier herein, the inflection point where women in postsecondary education outnumbered men occurred in 1979, following years of higher percentages of young women choosing college.

According to research presented in 2000 by David Card (UC-Berkeley) and Thomas Lemieux (University of British Columbia), much of the twentieth-century increase in male college attendance was the result of avoidance of the military draft during the Vietnam War (and likely to a lesser degree during the Korean War). As illustrated in Figure 11, male attendance increased by eight percentage points between 1960 and 1970, then fell slightly until 1980.

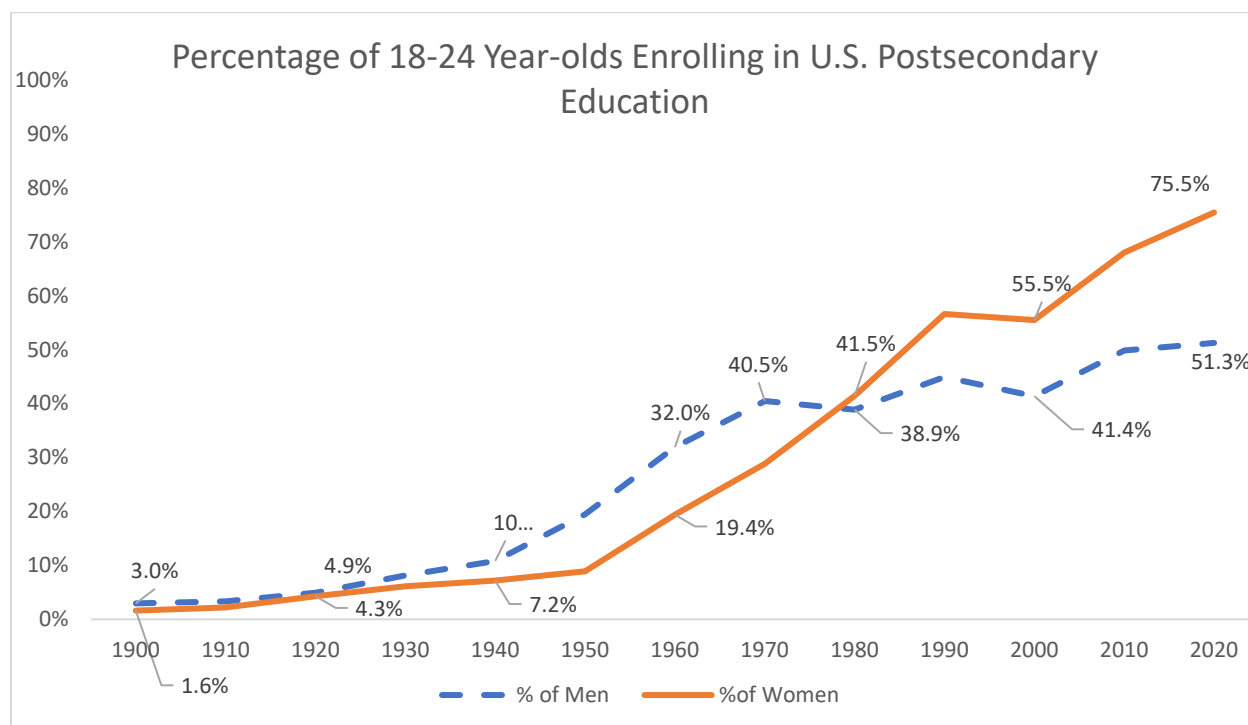


Figure 11

More recently, a survey conducted in October 2021 by the Pew Research Center found that the two most frequent reasons given by women for neither possessing nor being currently enrolled to earn a baccalaureate degree were: (i) “couldn’t afford to get a four-year degree” (44%); and (ii) “needed to work to help support family” (38%). However, for men, the top two reasons were: (i) “just didn’t want to” (34%); and (ii) “didn’t need more education for the job/career I wanted” (26%).

Earlier this year, researchers from the Federal Reserve Bank of St. Louis observed that: (i) based on trends in SAT performance of men and women since 1967, no systemic variation in relative performance exists to suggest that men are less prepared for college than women; and (ii) in 2015, the wage differentials for women holding either an associate degree or bachelor’s degree were higher than the than comparable men’s earning differentials, relative to a high school diploma for man.

	<b>Male Hourly Wage</b>	<b>Difference in the Female Hourly Wage Relative to the Male Wage</b>
<b>Those with Only a High School Diploma</b>	\$11.93	-24.4%
<b>Difference in Wage for Those with an Associate Degree, Relative to Those with a HS Diploma</b>	22.3%	5.3%
<b>Difference in Wage for Those with a Bachelor’s Degree, Relative to Those with a HS Diploma</b>	62.2%	5.3%

SOURCES: 2015 ACS data and authors’ calculations.

*Note: The authors regressed logarithmic real hourly wage (in 2015 dollars) on indicator variables for sex, associate degree and bachelor’s degree, as well as the interaction terms between each degree type and sex. Using census data for 2015, they considered 30- to 40-year-old full-time workers with at least a high school degree. They defined a full-time worker as anyone who has worked more than 30 hours per week and 35 weeks per year.*

Essentially, women receive a greater economic value by going to college than men, even though men still tend to earn more with the same credentials. It is the differential in earnings between a high school diploma and a college degree that apparently is significant in driving the decision whether to enroll in postsecondary education. Men have greater opportunities than women for jobs that pay better that require only a high school



degree. Similar conclusions were reached by Bill Conley (Bucknell University) and Robert Massa (Dickinson College) in research published in February in *Inside Higher Ed*.

None of this information means that the Commonwealth should not increase the college participation rate of men. Rather, staff concludes that the situation may be different than previously assumed. For example, the appropriate strategy may be to create postsecondary programs better tailored to the available times and interests of men who go into various trades directly from high school and ensure that those programs are known and available to men – available when they are ready to take advantage of them to move to the next level of their careers.

In addition to its 'Equitable' goal of closing gaps in postsecondary access and completion, *Pathways to Opportunity: The Virginia Plan for Higher Education* sets targets and measures for both enrollment and attainment. These targets seek to improve access and completion by closing gaps on four fronts – between racial/ethnic groups, geographic regions, income levels and genders. Progress toward these targets is monitored via an online "Progress Tracker" on the Research section of the SCHEV website (see: [https://research.schev.edu/rdPage.aspx?rdReport=Dashboard.VaPlan\\_Dashboard](https://research.schev.edu/rdPage.aspx?rdReport=Dashboard.VaPlan_Dashboard)).

To achieve these targets, the critical steps for the Commonwealth must include: (1) recognition of where Virginia's gaps in enrollment and attainment exist, including the gender gaps referenced herein; (2) identification of the barriers to access and completion; and (3) tailoring strategies to address these barriers and close the gaps.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.G. – Resources and Planning Committee – Update on Six-Year Plans and Process for 2022

**Date of Meeting:** September 19, 2022

**Presenter:** Tom Allison  
Senior Associate for Finance Policy  
[TomAllison@schev.edu](mailto:TomAllison@schev.edu)

**Most Recent Review/Action:**

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

**Date:** March 22, 2021

**Action:** Staff provided a final update on the 2019 plans to the committee.

**Purpose of Agenda Item:**

The purpose of this item is to update the committee on the process underway for public institutions' six-year plans for 2022.

**Background/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 statute, [§ 23.1-306](#), sets forth the objectives and purposes for the plans.

Plans are developed in odd-numbered years and are affirmed or updated as necessary in even years. 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 began to require that institutional six-year plans align with *The Virginia Plan for Higher Education*. The 2022-24 budget required statements of freedom of expression and inquiry to be included.

Council administers 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 as outlined in statute. This group, including the SCHEV Director, is referred to as the Op-Six. In addition to providing input for plan instructions, the Op-Six is required to review all plans and provide comments to the institutions.

Each plan is expected to address an institution's academic, financial and enrollment plans; the planned use of projected increases in general fund, tuition, or other nongeneral fund revenues and align with the institution's six-year enrollment projections. Plans submitted in 2021 are included on the [SCHEV website](#).

Below is the typically timeline for the plan review process (items in parenthesis note changes in date due to the budget delay from the 2022 session):

- May 1: Instructions and plan template sent to institutions
- July 1: Preliminary plans due to SCHEV (delayed to July 11)
- Mid-July through August: Meetings with Op-Six and staff to identify comments and feedback.
- September 1: Op-Six comments sent to institutions (delayed to September 11)
- October 1: Responses to comments and final plans submitted (delayed to October 11)
- December 1: Plans posted on SCHEV's website

SCHEV staff met with Op-Six three times in summer 2022 and coordinated weekly meetings with staff of Op-Six to discuss the content of the plans and identify feedback to provide to the institutions.

In the updated plans, institutions submitted requests totaling \$234 million for FY 2024. Requests included support for the institution costs related to the 5% salary increases to mitigate tuition and fee increases, financial aid, operations and maintenance for new facilities coming online, IT costs, student affairs and educational programs.

Op-Six identified comments for each institution to provide clarification on topics when institutions submit their final plans on October 11.

**Materials Provided:** None.

**Financial Impact:** None.

**Timetable for Further Review/Action:**

Staff will update the committee on the progress of this project at future meetings.

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

Institutions must align the goals in their plans to the goals of [Pathways to Opportunity: The Virginia Plan for Higher Education](#). Staff will update instructions and training materials to ensure that institutions are aware of the plan and its three goals – Equitable (closing access and completion gaps), Affordable (lowering costs for students), and Transformative (expanding prosperity).

**Resolution:** None.



**Joint Meeting of  
State Council of Higher Education for Virginia (SCHEV) and  
Council of Presidents (COP)**

**Monday, September 19, 2022**

**3:00 p.m. – 5:00 p.m.**

Newcomb Hall, Ballroom, #350

University of Virginia

Charlottesville, VA

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- |             |   |
|-------------|---|
| <b>3:00</b> | <b>1. Welcome and Introductions</b><br><br>Ken Ampy, Chair, SCHEV Council<br><br>Tim Sands, Chair, Council of Presidents; President, Virginia Tech  |
| <b>3:15</b> | <b>2. Promoting Democracy, Civility and Free Expression: Follow-up from the 2022 Day of Dialogue on Civic Engagement</b><br><br>Jodi Fisler, Senior Associate for Assessment Policy & Analysis, SCHEV |
| <b>3:40</b> | <b>3. Updates from the Education Secretariat</b><br><br>The Honorable Aimee Guidera, Secretary of Education   |
| <b>4:00</b> | <b>4. Student Issues and Support Services: Preliminary Findings and Recommendations from the 2022 Review</b><br><br>Emily Salmon, Senior Associate for Planning & Policy, SCHEV                       |
| <b>4:25</b> | <b>4. Budget Recommendations and Institutional Priorities for the 2023 Legislative Session</b><br><br>Wendy Kang, Director of Finance Policy & Innovation, SCHEV                                      |
| <b>4:45</b> | <b>5. General Discussion on Topics of Mutual Interest</b>   |
| <b>5:00</b> | <b>6. Adjournment</b>   |
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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
July 19, 2022  
DRAFT MINUTES**

Ms. Webb called the meeting to order at 12:15 p.m. in Room 105 A/B of the Workforce and Technology Center at Germanna Community College in Fredericksburg, VA.

Council members present: Katharine Webb, Victoria Harker, Thaddeus Holloman, Alvin J. Schexnider, Jennie O'Holleran, John Broderick, Walter Curt and William Harvey.

Council members absent: Ken Ampy, Mirza Baig, Jason El Koubi, Jeff Smith, Cheryl Oldham.

Staff members present: Tom Allison, Lee Andes, Jennifer Bertollo (COVES Fellow), Peter Blake, Celeste Chalkley (Governor's Management Fellow), Grace Covello, Joe DeFilippo, Sandra Freeman, Alan Edwards, Jodi Fisler, Abbie Handford, Hillary Hinkle, Wendy Kang, Tod Massa, Evan Price (Governor's Management Fellow) Beverly Rebar, Paula Robinson, Emily Salmon and Yan Zheng.

Secretary of Education, Aimee Guidera, Deputy Secretary of Education, Sarah Spota, and Ramona Taylor from the Office of the Attorney General also attended.

**WELCOME AND INTRODUCTION OF NEW COUNCIL MEMBERS**

Ms. Webb welcomed staff, Germanna's president Gullickson and Secretary Guidera and Deputy Secretary Sarah Spota. She then welcomed and introduced newly appointed Council members, Walter Curt and William Harvey. She noted that Cheryl Oldham had a previous engagement and was unable to attend.

Ms. Webb recognized and introduced distinguished guests, Secretary of Education, Aimee Guidea and Deputy Secretary of Education, Sarah Spota.

Secretary Guidera thanked the group for having her back again to another Council meeting. She also welcomed SCHEV's new board members. She reviewed the Governor's agenda and priorities for higher education so that Virginia continues to be strong, vibrant and sustainable in a changing landscape. She noted that Virginia is in a position of strength to have conversations about access, affordability and excellence.

Her four main areas of focus:

- Vibrant, safe campus at all schools
- Affordability and reducing the cost of higher education
- Prepare students for the increasing demands of the knowledge economy
- Build the college and career ready pipeline in partnership with K-12 school divisions

The Secretary expressed her excitement about the future of higher education. A working group will be assembled which will create an opportunity to think big about what the success of our higher education system looks like in 25 or 50 years.

## **APPROVAL OF MINUTES**

Dr. Schexnider made a motion to approve the minutes from the May 16 Private College Advisory Board meeting, the May 16 Education Session and the May 17 Council minutes, which were seconded by Ms. Harker. All of the minutes were approved unanimously.

## **REMARKS FROM JANET GULLIKSON, PRESIDENT, GERMANNA COMMUNITY COLLEGE**

Ms. Webb introduced President Gullickson, who discussed Germanna Community College's (GCC) hospitality and culture. She recognized Troy Paino, president of University of Mary Washington (UMW), a partner of GCC's. She discussed some of the "disruptive things happening on campus – enrollment has grown, unusual among community colleges; they removed prerequisites from all courses unless absolutely required (graduation rates went up because they removed that barrier); embedded tutors in classrooms; offer many online programs; streamlined financial aid, admissions and advising. Dr. Gullickson discussed the College Everywhere program in partnership with UMW where students can get a two-year degree in one year, and then transfer to UMW and graduate in 1.5 years with a bachelor's degree – all online. UMW president Troy Paino made an unscheduled appearance and briefly discussed the growing collaborations between GCC and UMW.

Council member Dr. Harvey noted GCC's innovative nature.

## **REMARKS FROM SHARON MORRISSEY, INTERIM CHANCELLOR, VIRGINIA COMMUNITY COLLEGE SYSTEM (VCCS)**

Ms. Webb introduced Interim Chancellor Morrissey, who discussed the Virginia Community College System's plans to move forward during the interim period with three goals:

1. Re-establish unity, trust and stability within the system
2. Build a strong positive partnership with the Governor's office.
3. To do the business of the VCCS (collaborating with other stakeholders to develop legislative agenda)

Dr. Morrissey also discussed the VCCS's successes over the last year, including the College Promise Program (G3), Workforce Credential Grants, Multiple Measures, Transfer VA and the Opportunity 2027 strategic plan (workforce focused).

Mr. Curt asked why high school students aren't coming to community colleges. President Broderick asked how many are coming to community colleges for a degree vs. a credential.

## **REPORT OF THE AGENCY DIRECTOR**

Mr. Blake highlighted the following items from his written report:

***New Council Members:*** On July 5, Peter Blake sent electronic messages of welcome to new Council members Bill Harvey, Cheryl Oldham and Walter Curt. He encouraged them

to contact him with any questions, and he noted the Council's July 19 meeting at Germanna Community College.

**Board of visitors orientation program planning:** New board member orientation, which is [required by law](#), takes place October 18-19 in Richmond. Staff is putting together a planning group made up of representatives of the Governor's office and institutions.

**Renaming of five community colleges:** Following actions by the State Board for Community Colleges at various points during the past year, five of our community colleges have undergone name changes, as indicated below:

Previous Name	New Name	Effective Date
Dabney S. Lancaster Community College	Mountain Gateway Community College	July 1, 2022
John Tyler Community College	Brightpoint Community College	July 1, 2022
Lord Fairfax Community College	Laurel Ridge Community College	June 2, 2022
Patrick Henry Community College	Patrick & Henry Community College	July 1, 2022
Thomas Nelson Community College Community College	Virginia Peninsula Community College	July 1, 2022

**Tuition and fee increases:** SCHEV annually prepares a report on tuition and fees. The August 1, 2022, report will highlight board actions for 2022-23 student charges. Preliminary reports indicate that most institutions will either keep tuition at the same level as last year or provide a one-time offset for in-state undergraduate students. We will have more information at the meeting.

**Campus visits:** In June, I met with the Longwood University board of visitors as part of its annual retreat. I had the opportunity to thank them for their service and for the warm reception Council members received when we met at Longwood in March. We met at the new [Baliles Center for Environmental Education](#) in Westmoreland County. Also in June, I met with the new president of the University of Lynchburg, Dr. Alison Morrison-Shetlar. In July, Council vice chair Katie Webb, SCHEV staff member Paula Robinson and I met with the Hollins University President Mary Dana Hinton and her leadership team.

**Return to office and telework agreements:** On July 5, staff members who have been largely teleworking returned to the office under new telework agreements. Over the last two years, we have learned that teleworking is effective and efficient. Under the new agreements, most staff members will telework up to 16 hours a week.

**New full-time staff:** We have added several new staff members. Emma Donovan is a College Access Communications Specialist. She is a recent graduate of Christopher Newport University. Hillary Hinkle is an Associate for Financial Aid. She is graduate of Longwood University and has worked in financial aid offices at the University of Richmond and Virginia Commonwealth University. Sarah Beth Vernon is a Regional Manager for SCHEV's college access initiatives. She received a bachelor's degree from the University of Virginia and a master's degree from Mary Baldwin University. Jamie Porter also is a Regional Manager. She has been a school counselor and holds an undergraduate degree from Winston-Salem State University and a master's degree from Virginia State University.

**Temporary staff:** While not staff members, we have two Virginia Management Fellows and one COVES Policy Fellow. Evan Price and Celeste Chalkley are Management

Fellows. Evan is a recent graduate of George Mason University majoring in government and international politics with a minor in data analysis. This is his first VMF placement. Celeste Chalkley is in her second VMF rotation, having served previously at the Department of Social Services. She is a graduate of The College of William & Mary. Jennifer Bertollo is a COVES (Commonwealth of Virginia Engineering and Science) Fellow. She is a doctoral student in clinical psychology at Virginia Tech and is assisting with our review of student support services.

***Crosswalk of SCHEV activities and Governor's priorities:*** In May, Governor Youngkin wrote a letter to public college and university presidents outlining his higher education priorities. We have taken his priorities and crosswalked them with related SCHEV initiatives.

Mr. Blake also reviewed SCHEV's new and expanded duties and responsibilities charts in the Agenda Book: He noted:

- \$25 million for SCHEV to work with colleges and universities to increase their number of low-income, Pell-eligible students. Council member Harvey asked how SCHEV intends to use the money. Mr. Curt asked how institutions are doing in this area (retention and graduation rates).
- The innovative internship program administered by SCHEV. Mr. Curt commented that interns in small towns like his have a lack of housing for interns.
- Related to providing mental health services on campuses, a new duty to establish a pilot program that gets students through counseling programs and licensure more quickly. Dr. Harvey noted that \$25 million is not a lot of money for mental health and support services.
- The debt collection policy (withholding transcripts for lack of payment) budget language that directs the Secretary of Education to work with the Attorney General's office and SCHEV to study and come back with recommendations.
- Two economic development initiatives related to a data science innovation hub in Hampton Roads area in which several colleges/universities will participate, and a bio-technology life sciences pharmaceutical manufacturing cluster being led by the Department of Community Housing and Development. Mr. Curt asked the definition of a data science and innovation hub.

Dr. Schexnider wants to get idea of how the new duties will affect SCHEV's staffing.

## **UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION: DATA-INFORMED INITIATIVES**

Emily Salmon presented on data-informed initiatives in *Pathways to Opportunity: The Virginia Plan for Higher Education*. She described aspects of staff's efforts to track progress toward achieving the plan's goals via two of the plan's five baseline measures – borrowing and wages.

Council member Walter Curt requested a copy of the report that shows gender disparity.

## **REPORT FROM THE COMMITTEES**

### ***Report from Academic Affairs Committee***



*Dr. Schexnider summarized the following items addressed by the Committee:*

The committee received a report from Dr. DeFilippo regarding a recommended new degree program at George Mason University for a Bachelor of Arts degree in international security and law.

Another topic discussed was a recap of the June 2, 2022, Day of Dialogue on Civic engagement at James Madison University.

**Program approval actions:**

The committee's recommendation, seconded by Ms. Harker was approved unanimously (7-0) by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in International Security and Law (CIP code: 45.0999), effective fall 2023.

*Report from the Resources & Planning Committee*

Ms. Harker reviewed the following discussion items from the Resources and Planning Committee meeting: The work of the resources and planning committee, state budget and preparation for 2023 general assembly session, cost and funding needs study and institutional performance standards preliminary data.

Council member Curt asked that SCHEV provide data for the decline in male enrollments over time.

**RECEIPT OF ITEMS DELEGATED TO STAFF**

Mr. Blake informed members that the actions taken by staff on behalf of Council as delegated items were included in the agenda book.

**DISCUSSION OF 2023 SCHEDULE AND LOCATIONS FOR COUNCIL MEETINGS**

SCHEV Staff member Laura Osberger proposed the following dates and locations for the 2023 Council meetings. Council will vote on this agenda item at the September 2022 meeting.

**PROPOSED 2023 SCHEDULE AND LOCATIONS:**

- **January 10, 2023** – SCHEV (Richmond)
- **March 20-21, 2023** – Radford University (Radford)
- **May 15-16, 2023** (with Private College Advisory Board) – Virginia Union University (Richmond)
- **July 18, 2023** – Central Virginia Community College (Lynchburg)
- **September 18-19, 2023** (with Council of Presidents) – James Madison University (Harrisonburg)
- **October 23-24, 2023** – SCHEV (Richmond)

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

Ms. Webb commented on Ms. Alex Arriaga's service on the Council and thanked her for her service. Ms. Webb made a motion for approval that was seconded by Ms. Harker and approved unanimously (8-0) by Council.

The text of the resolution is attached.

## **OLD BUSINESS**

None.

## **NEW BUSINESS**

Council member Curt has asked for time to express concerns related around male enrollment rates, changes in enrollment and society. He stated that more research is needed on junior and seniors in high school and their decision not to pursue higher education. Vice Chair Webb asked SCHEV to consider how we would undertake a survey like this and added this topic to the September agenda.

## **MOTION TO ADJOURN**

The meeting adjourned at 2:27 p.m.

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Katharine Webb  
Council Vice-Chair

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Laura Osberger  
Interim Director of Board & Executive  
Affairs/Senior Associate for Communications  
and Outreach

## Items Delegated to Director/Staff

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

### Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William & Mary in Virginia	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Investment Management (52.0807)</li> </ul>	Fall 2022
The College of William & Mary in Virginia	<b>Program Modifications Approved:</b> <ul style="list-style-type: none"> <li>Add a traditional, face-to-face delivery format to the Post-Professional Certificate in Special Education, 6-12 (13.1019)</li> <li>Add a traditional, face-to-face delivery format to the Post-Professional Certificate in Special Education, K-6 (13.1017)</li> </ul>	Fall 2022
George Mason University	<b>Program Modification Approved:</b> Modify the credit hours of the Master of Science degree program in Nutrition (51.3102) from 39 to 39-45.	Fall 2022
George Mason University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>Cell and Molecular Biology (26.0406)</li> <li>Publishing Practice (09.1001)</li> </ul>	Fall 2022
Germanna Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science degree program in Emergency Medical Services - Paramedic (51.0904)</li> </ul>	Fall 2022
John Tyler Community College	<b>Certificate Program Approved:</b> Initiate the following new program: <ul style="list-style-type: none"> <li>Energy Technology (15.0599)</li> </ul>	Fall 2022
Piedmont Virginia Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science degree program in Medical Laboratory Technology (51.1004)</li> </ul>	Fall 2022
University of Mary Washington	<b>Baccalaureate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Spanish for Health Care Professionals (16.0199)</li> </ul>	Fall 2022
University of Virginia	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Public Health (51.2201)</li> </ul>	Fall 2022

Institution	Degree/Program/CIP	Effective Date
Virginia Commonwealth University	<b>CIP Code Change Approved:</b> Change the CIP code of the Master of Decision Analytics degree program in Decision Analytics from (52.1301) to (30.7101)	Fall 2022
Virginia Polytechnic Institute and State University	<b>CIP Code Change Approved:</b> Change the CIP code of the Graduate Certificate in Integrative STEM Education from (13.1399) to (13.1213)	Fall 2022
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Applied Economic Analytics (45.0602)</li> <li>• Organizational Communication Management (09.0901)</li> <li>• Religion and the Public Sphere (38.0299)</li> </ul>	Fall 2022

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

#### Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science in Medical Technology (51.1005) [Council Approval Date: Unknown]</li> </ul>	Fall 2022
Old Dominion University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Graduate Certificate in Military Child and Families (13.9999)</li> </ul>	Fall 2022
University of Virginia	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Post- Baccalaureate Certificate in Post-Baccalaureate Pre-Medical Program (51.1102)</li> </ul>	Summer 2022

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Internal and Off-Campus Organizational Changes*,” the following items approved as delegated to staff:

#### Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
George Mason University	Reorganize the College of Health and Human Services to close the <b>Department of Rehabilitation Science</b> . The department closure will address a	July 1, 2022

Institution	Change/Site	Effective Date
	<p>“recommendation of the Advisory Working Group” to close the department and will “accurately reflect the active academic programming in the College.” Closing the department will also allow the College “to focus resources (e.g., faculty, staff, and funding) toward the active academic programs” offered by other departments.</p>	
Longwood University	<p>Rename the Department of Health, Athletic Training, Recreation, and Kinesiology to the <b>Department of Health, Recreation, and Kinesiology</b>. The Department has been renamed to accurately reflect the academic programming offered in the department.</p>	July 1, 2022
Virginia Polytechnic Institute and State University	<p>Reorganize the College of Architecture and Urban Studies to relocate the <b>School of Performing Arts to the College</b>. The relocation of the school from the College of Liberal Arts and Human Sciences will co-locate the performance arts with the visual arts in one college. The reorganization “will ensure that all of the arts reside in the same college, thereby creating cohesion for the arts programming at the institution.” The reorganization will also “ensure all of the academic units and initiatives focused on related creative disciplines are effectively and efficiently managed.”</p>	June 24, 2022
Virginia Polytechnic Institute and State University	<p>Reorganize the College of Engineering to relocate the <b>Myers-Lawson School of Construction</b> to the College. The relocation of the school from the College of Architecture and Urban Studies will ensure “faculty are able to effectively coordinate and collaborate on projects, events, and experiential learning programs that involve construction and engineering.” Relocating the school to a college with academic units of related disciplinary focus will “support strategic faculty recruitment efforts” for the school and the college.</p>	July 1, 2022
Virginia Polytechnic Institute and State University	<p>Reorganize the College of Liberal Arts and Human Sciences to relocate the <b>School of Public and International Affairs</b> to the College. The relocation of the school from</p>	June 24, 2022

Institution	Change/Site	Effective Date
	the College of Architecture and Urban Studies places the school in same the college as closely related academic units. The reorganization will also strengthen faculty collaboration and research in the social sciences and humanities and promote a cohesive social sciences and humanities portfolio for the university.	
Virginia Polytechnic Institute and State University	Reorganize the School of Architecture + Design to establish two schools: the <b>School of Architecture</b> , and the <b>School of Design</b> . The Schools will reside in the College of Architecture and Urban Studies. The establishment of separate schools “would align Virginia Tech’s organizational structure of the academic units with the norm represented by SCHEV peer institutions.” Of the 15 peer institutions that offer architecture programming and design programming that is similar to that offered at Virginia Tech, “13 institutions house the architecture programs in a separate academic unit from the academic unit that houses the design programming.”	June 24, 2022
Virginia Polytechnic Institute and State University	Rename the College of Architecture and Urban Studies to the <b>College of Architecture, Arts, and Design</b> . The College has been renamed to ensure “the college has a name that is inclusive and reflects all of the academic units and programming for which it has oversight.”	July 1, 2022

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

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

Institution	Effective Date
Virginia University of Integrative Medicine	May 13, 2022

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

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

<b>Institution</b>		<b>Effective Date</b>
TEK School	Falls Church, VA	June 1, 2022

**Financial Aid Action**

**Institutional Student Financial Aid Plans**

Pursuant to §4-5.01.b.1.a of the 2022 Virginia Acts of Assembly, Chapter 2, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. Each has been approved.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

CERTIFICATE OF RECOGNITION

**Alex Arriaga**

**WHEREAS**, Maria Alexandra “Alex” Arriaga served as an exemplary member of the State Council of Higher Education for Virginia since 2020; and

**WHEREAS**, Ms. Arriaga functioned ably as a member of the Academic Affairs Committee, including as its vice chair in only her second year, and brought to bear her considerable national and international experience, expertise and insightful perspective to the work of the Committee and the Council; and

**WHEREAS**, as a result of her professionalism, strong dedication to Virginia youth and past involvement in public service and human rights, Ms. Arriaga served as an excellent role model and advisor to agency staff and brought empathy and compassion to the deliberations and actions of the Council, especially on matters related to students with disabilities; and

**WHEREAS**, Ms. Arriaga approached her service on the Council with enthusiasm and always conducted herself with dignity, steadfast resolve, and an earnest desire to ensure that education in all forms and at all levels is accessible for everyone in the Commonwealth; and

**WHEREAS**, Ms. Arriaga worked diligently to help formulate and advance the statewide strategic plan, *Pathways to Opportunity: The Virginia Plan for Higher Education*, which will continue to impact positively the lives of future generations; and

**WHEREAS**, through collaboration and persistence, Ms. Arriaga served the Council well in developing and adopting the *Action Plan to Address Higher Education Barriers faced by Students with Disabilities*; and

**WHEREAS**, Ms. Arriaga will continue to pursue progress in the best interests of Virginia secondary and postsecondary education, and will remain a trusted friend and valued advisor as the Council fulfills its mission of advancing the Commonwealth through higher education; now, therefore, be it

**RESOLVED**, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **Alex Arriaga** for her distinguished service and enduring commitment to Virginia education, and extends to her best wishes for continued success in all future endeavors.

*Ken Ampy*  
Chair

*Peter Blake*  
Director

*Approved this 19<sup>th</sup> day of July, 2022*  
*State Council of Higher Education for Virginia*





## **JAMES RYAN BIO**

James E. Ryan serves as the ninth president of the University of Virginia. Before coming to UVA, Ryan served as dean of the Harvard Graduate School of Education, and prior to that taught for 15 years at the University of Virginia School of Law.

Ryan received his AB summa cum laude from Yale University and his JD from the University of Virginia, which he attended on a full scholarship and from which he graduated first in his class. After law school, Ryan clerked for William H. Rehnquist, the late Chief Justice of the United States.

A leading expert on law and education, he is the author of “Five Miles Away, A World Apart” examining inequality in Richmond schools. His most recent book, “Wait, What? And Life’s Other Essential Questions” is a New York Times bestseller.

Ryan and his wife, Katie, have four children.

## State Council of Higher Education for Virginia Agenda Item

**Item:** V.D.: Update on the Virginia Office of Education Economics (VOEE)

**Date of Meeting:** September 20, 2022

**Presenters:** Heather A. McKay  
Executive Director, Virginia Office of Education Economics (VOEE)  
[hmckay@vedp.org](mailto:hmckay@vedp.org)

Todd Oldham, EdD  
Research Director, VOEE  
[toldham@vedp.org](mailto:toldham@vedp.org)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** January 11, 2022

**Review:** Ms. McKay presented an overview of VOEE, including development of an operational structure, identification of data needs and connections to partners/stakeholders – with goals of relevant research and assistance with grant proposals.

**Purpose of Agenda Item:**

This item is intended to update Council on VOEE activities and projects since January; to provide a timeline of ongoing and future VOEE work; and to offer examples of various VOEE products that are and/or will be relevant to SCHEV, such as the supply-demand dashboard.

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

At Council's January meeting, Ms. McKay introduced herself as the inaugural Executive Director of the new Virginia Office of Education Economics, which was created within the Virginia Economic Development Partnership (VEDP) in 2021 based partly on Council recommendations. Her presentation highlighted the importance and potential of labor-market data for higher education, and it outlined four initial next steps: research questions; supply-demand framework; industry focal areas; and career pathways.

**Materials Provided:**

Brief bios of Ms. McKay and Dr. Oldham follow this cover sheet. They will provide a presentation at the meeting.

**Financial Impact:** None

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

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

This item supports the plan's third goal – that higher education be more transformative – by expanding prosperity through increases in the social, cultural and economic well-being of individuals and communities.

**Resolution:** None

## Heather A. McKay



Prior to becoming the Executive Director of the Virginia Office of Education Economics at VEDP, Heather A. McKay served as the director of the [Education and Employment Research Center](#) at the Rutgers University School of Management and Labor Relations. In this capacity, Ms. McKay conducted research and evaluations on community college programs, state and federal workforce development systems and education and workforce policies. She led research on two U.S. Department of Education First in the World Grants and completed evaluation of three consortium Trade

Adjustment Assistance Community College and Career Training grants across five states.

Ms. McKay's research interests include state and federal workforce development systems, skills development, college completion, workplace literacy and innovative and technology-based training programs. She completed her bachelor's degree at Bryn Mawr College and earned master's degrees in both history and global affairs from Rutgers University. In addition, Ms. McKay is a Ph.D. candidate in global affairs at Rutgers.

## Todd Oldham



Todd Oldham serves as the Director of Research for the Virginia Office of Education Economics at VEDP. Previously, he was the Vice President of Economic Development at Monroe Community College in Rochester, NY. He also has held multiple positions at Clark College, as well as Chapman University.

Dr. Oldham possesses over 20 years of experience leading strategic operations, college partnerships, community and business outreach and impactful program development within higher education. He earned an AA degree at Orange Coast College, a BA at the University of California, an MBA at Chapman University and an EdD at Northeastern University.

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** September 20, 2022

**Presenter:** Peter Blake  
Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

Date:

Action:

**Purpose of Agenda Item:**

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

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

**Materials Provided:** Report of the Agency Director.

**Financial Impact:** N/A

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

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

**Resolution:** N/A

**State Council of Higher Education  
Director's report  
September 20, 2022**

***Tuition and fee increases:*** SCHEV annually prepares a report on tuition and fees. The August 1, 2022, report highlighted college and university board actions for 2022-23 student charges. Key findings from this year's report include the following:

- Tuition and mandatory educational and general (E&G) fees (those fees related to instruction and supported by the state) increased by \$229 (2.6%) for in-state undergraduate students at the system level. Four institutions (Norfolk State University, Virginia Military Institute, William & Mary and Virginia Community College System) did not increase tuition and mandatory E&G fees in 2022-23.
- Mandatory non-educational and general (those fees related to non-instructional or "auxiliary" activities) increased by \$137 (3.3%).
- The average tuition and all mandatory fees for in-state undergraduates is \$13,554, a \$366 (2.8%) increase from the prior year.
- While reported tuition and E&G fees increased, most institutions used one-time funding or deferred costs to hold these increases to zero for in-state undergraduate students in 2022-23.

***Early enrollment estimate for fall semester:*** Institutions recently submitted early enrollment estimates. These are preliminary figures and could change. For four-year institutions, total undergraduate enrollment is up by 342 students, with most of the growth coming from James Madison University, Norfolk State University, Virginia State University, University of Virginia's College at Wise, Virginia Tech and William & Mary. First-time-in-college enrollment is up 2,583 students, with University of Virginia, Virginia State University and Virginia Tech showing the largest increases. Staff will have additional information, including figures for community colleges, later this month.

***Work-based learning and internships:*** Governor Youngkin signed a [proclamation](#) designating July 28 as Virginia Intern Day. That same day, SCHEV [released the names of 32 companies](#) that were identified as "top employers for interns" by the Virginia Talent + Opportunity Partnership (VTOP). The VTOP program will be a feature at the annual workforce and education conference sponsored by the Virginia Chamber and scheduled for October 11 in Richmond.

***Board of visitors orientation program planning:*** New board member orientation, which is [required by law](#), takes place October 18-19 in Richmond. Staff has been working with a planning group made up of representatives of the Governor's office and institutions.

**Op-Six meeting:** On August 31, SCHEV convened a meeting of the state officials dubbed Op-Six (Secretary of Education; Secretary of Finance; Department of Planning and Budget Director; SCHEV Director; Senate Finance and Appropriations Committee Staff Director and House Appropriations Committee Staff Director). The meeting included discussions of tuition and fees, institutions' draft six-year plan submissions and fiscal and outcome metrics.

**Meeting with General Professional Advisory Committee:** The presidents of the public colleges and universities met with SCHEV staff on August 15. Topics included the exploration of potential statewide academic performance measures, budget planning for FY 2024, preliminary findings and recommendations from the SCHEV review student support services and the board of visitors orientation session planned for October 18-19.

**President's student debt relief:** On August 24, President Biden announced that all federally-held student loans issued before June 30, 2022, will receive up to \$10,000 in debt cancellation and up to \$20,000 if the student received an undergraduate Pell Grant at least once. A borrower's income must be below \$125,000 for individuals and \$250,000 for married/head of households in order to qualify. Debt cancellation applies to Parent PLUS loans under the same income thresholds. In October, the U.S. Department of Education will release the application enabling borrowers to certify their income. SCHEV estimates that at least 30 percent of Virginia's 1 million borrowers qualify for 100 percent debt cancellation, with another 20 percent having their loans cut in half or more. The amount forgiven is exempt from inclusion as federal and state income and thus not subject to taxation.

**Public Service Loan Forgiveness (PSLF) program and limited waiver:** The PSLF program is available to all public employees and provides loan forgiveness based on 120 months of qualifying payments with a qualifying employer; however, problems with eligibility led to the creation of a Limited Waiver Opportunity (LWO) that allows individuals to qualify under updated criteria through October 31. Any borrower who works for an eligible employer (government or non-profit) must apply by the deadline for consideration under the limited waiver. A recent article published by the [Richmond Federal Reserve](#) estimates that 86,000 public service employees with debt of up to \$3.3 billion could be eligible for this waiver. SCHEV worked with the Department of Human Resource Management on an outreach campaign to all state employees, which included all state institutions, and is working on expanding the outreach campaign to reach more potentially eligible borrowers.

**Budget preparation for 2023 General Assembly session:** In response to instructions from the Governor's office, we prepared base budget materials for the Department of Planning and Budget. SCHEV did not submit any new budget items.

**Campus visits:** Since the last Council meeting, I and other SCHEV staff met with officials from George Mason University, Northern Virginia Community College, Virginia Tech (specifically the Commonwealth Cyber Initiative), Virginia State University and Radford University. I addressed the University of Virginia board of visitors at its annual retreat in Charlottesville.

**Staff meetings:** Agency staff convened as a whole on July 21. Council member and vice chair Katie Webb offered comment on behalf of Council. The agenda included reflections from staff members, updates from the 2022 legislative session and ongoing discussions regarding remote work and “return to office” activities. Separately, SCHEV’s student loan ombudsman, Scott Kemp, held an open meeting with staff to discuss student loan forgiveness and other matters related to student debt.

**New staff:** Laura Osberger has accepted the position of Director of Board and Executive Operations. She had been in the interim position for four months. Angela Menjivar has joined the Private Postsecondary Education unit as a certification specialist. She has been a classroom teacher and a middle school administrator. She has worked as an investigative probation officer, an investigator, and a regulatory compliance analyst for the Commonwealth of Virginia. She has an associate’s degree from Bryant and Stratton College, and bachelor’s and master’s degrees from Longwood University.

**Out and about:** In addition to the campus visits mentioned above, I participated in a board meetings of the Online Virginia Network and Virginia529. With Joe DeFilippo, I met with the officials from the Jefferson Lab. I attended a scholarship ceremony for high school students at the Virginia Space Grant Consortium. I attended the Amazon HQ2 Partnership Steering Committee meeting in Arlington (which included a “hard-hat” tour of the new building). Tod Massa and I participated in a workforce development workshop sponsored by the Governor’s office; the workshop outcomes will contribute to the Governor’s upcoming announcement of new initiatives in this area. I attended a dinner with the board of the Virginia Foundation for Community College Education. Wendy Kang, Tom Allison and I led a session at a day-long meeting on the topic of “Fair Funding and the Future of Higher Education in Virginia.”



# State Council of Higher Education for Virginia Agenda Item

**Item:** #V.F. - Council – Discussion of Purpose, Duties and Responsibilities of Council

**Date of Meeting:** September 20, 2022

**Presenter:** Peter Blake  
Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

Date:

Action:

**Purpose of Agenda Item:**

The purpose of this agenda item is to provide an overview of the Council's duties. Staff periodically provides this "refresher" to Council members. Such a review seems especially important after being separated by COVID over the last two years. It is designed to complement the presentations in the Academic Affairs Committee and the Resources and Planning Committee on their respective duties.

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

**Materials Provided:**

Included is language from the Code of Virginia (§ 23.1-200.) describing the Council's purpose, membership, terms and officers. Also included in a comprehensive summary of Council's duties and responsibilities. It has been updated to include new items from the 2022 General Assembly.

**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

§ 23.1-200. State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § [23.1-301](#) and subsection A of § [23.1-1002](#). The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction. The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.

E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring other than by expiration of a term shall be filled for the unexpired term. No nonlegislative citizen member shall serve for more than two consecutive terms; however, a nonlegislative citizen member appointed to serve an unexpired term is eligible to serve two consecutive four-year terms. No nonlegislative citizen member who has served two consecutive four-year terms is eligible to serve on the Council until at least two years have passed since the end of his second consecutive four-year term. All appointments are subject to confirmation by the General Assembly. Nonlegislative citizen members shall continue to hold office until their successors have been appointed and qualified. Ex officio members shall serve terms coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council shall appoint a secretary and such other officers as it deems necessary and prescribe their duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public institution of higher education in its agenda. The chief executive officers shall present information and comment on issues of common interest and choose presenters to the Council from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of private institutions of higher education, in its agenda.



# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA DUTIES

### SELECTED DUTIES ASSIGNED FROM TITLE 23.1 OF THE CODE OF VIRGINIA

#### **Purpose**

The purpose of the Council shall be, through the exercise of the powers and performance of the duties set forth in this chapter, to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive and coordinated system of higher education in the Commonwealth of Virginia and to lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council also shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and shall work with institutions of higher education and their boards on board development (23.1-200).

#### **Duties**

##### **Coordinating council for state-supported institutions of higher education.**

The Council shall constitute a coordinating council for public institutions of higher education (23.1-203 (24)).

##### **Duties Generally (23.1-203)**

In addition to such other duties as may be prescribed elsewhere, the State Council of Higher Education shall:

1. Develop a statewide strategic plan that (i) reflects the goals set forth in subsection A of § 23.1-1002 or (ii) once adopted, reflects the goals and objectives developed pursuant to subdivision B 5 of § 23.1-309 for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels and the mission, programs, facilities and location of each of the existing institutions of higher education, each public institution's six-year plan and such other matters as the Council deems appropriate. The Council shall revise such plan at least once every six years

and shall submit such recommendations as are necessary for the implementation of the plan to the Governor and the General Assembly.

2. Review and approve or disapprove any proposed change in the statement of mission of any public institution of higher education and define the mission of all newly created public institutions of higher education. The Council shall report such approvals, disapprovals and definitions to the Governor and the General Assembly at least once every six years. No such actions shall become effective until 30 days after adjournment of the session of the General Assembly next following the filing of such a report. Nothing in this subdivision shall be construed to authorize the Council to modify any mission statement adopted by the General Assembly or empower the Council to affect, either directly or indirectly, the selection of faculty or the standards and criteria for admission of any public institution of higher education, whether relating to academic standards, residence or other criteria. Faculty selection and student admission policies shall remain a function of the individual public institutions of higher education.

3. Study any proposed escalation of any public institution of higher education to a degree-granting level higher than that level to which it is presently restricted and submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.

4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be organized numerically by level of enrollment and shall be used solely for budgetary, fiscal and strategic planning purposes. The Council shall develop estimates of the number of degrees to be awarded by each public institution of higher education and include those estimates in its reports of enrollment projections. The student admissions policies for such institutions and their specific programs shall remain the sole responsibility of the individual governing boards but all baccalaureate public institutions of higher education shall adopt dual admissions policies with comprehensive community colleges as required by § 23.1-907.

5. Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.

6. Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's

effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education. The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any such academic program. No such discontinuance shall become effective until 30 days after the adjournment of the session of the General Assembly next following the filing of such report.

7. Review and approve or disapprove the establishment of any department, school, college, branch, division or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution. If any organizational change is determined by the Council to be proposed solely for the purpose of internal management and the institution's curricular offerings remain constant, the Council shall approve the proposed change. Nothing in this subdivision shall be construed to authorize the Council to disapprove the establishment of any such department, school, college, branch, division or extension established by the General Assembly.

8. Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.

9. Develop a uniform, comprehensive data information system designed to gather all information necessary to the performance of the Council's duties. The system shall include information on admissions, enrollment, self-identified students with documented disabilities, personnel, programs, financing, space inventory, facilities and such other areas as the Council deems appropriate. When consistent with the Government Data Collection and Dissemination Practices Act (§ 2.2-3800 et seq.), the Virginia Unemployment Compensation Act (§ 60.2-100 et seq.) and applicable federal law, the Council, acting solely or in partnership with the Virginia Department of Education or the Virginia Employment Commission, may contract with private entities to create de-identified student records in which all personally identifiable information has been removed for the purpose of assessing the performance of institutions and specific programs relative to the workforce needs of the Commonwealth.

10. In cooperation with public institutions of higher education, develop guidelines for the assessment of student achievement. Each such institution shall use an approved program that complies with the guidelines of the Council and is consistent with the institution's mission and educational objectives in the development of such assessment. The Council shall report each institution's assessment of student achievement in the revisions to the Commonwealth's statewide strategic plan for higher education.

11. In cooperation with the appropriate state financial and accounting officials, develop and establish uniform standards and systems of accounting, recordkeeping and statistical reporting for public institutions of higher education.
12. Review biennially and approve or disapprove all changes in the inventory of educational and general space that any public institution of higher education proposes and report such approvals and disapprovals to the Governor and the General Assembly. No such change shall become effective until 30 days after the adjournment of the session of the General Assembly next following the filing of such report.
13. Visit and study the operations of each public institution of higher education at such times as the Council deems appropriate and conduct such other studies in the field of higher education as the Council deems appropriate or as may be requested by the Governor or the General Assembly.
14. Provide advisory services to each accredited nonprofit private institution of higher education whose primary purpose is to provide collegiate or graduate education and not to provide religious training or theological education on academic, administrative, financial and space utilization matters. The Council may review and advise on joint activities, including contracts for services between public and such private institutions of higher education or between such private institutions of higher education and any agency or political subdivision of the Commonwealth.
15. Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.
16. Issue guidelines consistent with the provisions of the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) requiring public institutions of higher education to release a student's academic and disciplinary record to a student's parent.
17. Require each institution of higher education formed, chartered or established in the Commonwealth after July 1, 1980, to ensure the preservation of student transcripts in the event of institutional closure or revocation of approval to operate in the Commonwealth. An institution may ensure the preservation of student transcripts by binding agreement with another institution of higher education with which it is not corporately connected or in such other way as the Council may authorize by regulation. In the event that an institution closes or has its approval to operate in the Commonwealth revoked, the Council, through its director, may take such action as is necessary to secure and preserve the student transcripts until such time as an appropriate institution accepts all or some of the transcripts. Nothing in this subdivision shall be deemed to interfere with the right of a

student to his own transcripts or authorize disclosure of student records, except as may otherwise be authorized by law.

18. Require the development and submission of articulation, dual admissions and guaranteed admissions agreements between associate-degree-granting and baccalaureate public institutions of higher education.

19. Provide periodic updates of base adequacy funding guidelines adopted by the Joint Subcommittee Studying Higher Education Funding Policies for each public institution of higher education.

20. Develop, pursuant to the provisions of § 23.1-907, guidelines for articulation, dual admissions and guaranteed admissions agreements, including guidelines related to a one-year Uniform Certificate of General Studies Program and a one-semester Passport Program to be offered at each comprehensive community college. The guidelines developed pursuant to this subdivision shall be developed in consultation with all public institutions of higher education in the Commonwealth, the Department of Education and the Virginia Association of School Superintendents, and shall ensure standardization, quality and transparency in the implementation of the programs and agreements. At the discretion of the Council, private institutions of higher education eligible for tuition assistance grants also may be consulted.

21. Cooperate with the Board of Education in matters of interest to both public elementary and secondary schools and public institutions of higher education, particularly in connection with coordination of the college admission requirements, coordination of teacher training programs with the public school programs, and the Board's Six-Year Educational Technology Plan for Virginia. The Council shall encourage public institutions of higher education to design programs that include the skills necessary for the successful implementation of such plan.

22. Advise and provide technical assistance to the Brown v. Board of Education Scholarship Committee in the implementation and administration of the Brown v. Board of Education Scholarship Program pursuant to Chapter 34.1 (§ 30-231.01 et seq.) of Title 30.

23. Insofar as possible, seek the cooperation and utilize the facilities of existing state departments, institutions and agencies in carrying out its duties.

24. Serve as the coordinating council for public institutions of higher education.

25. Serve as the planning and coordinating agency for all postsecondary educational programs for all health professions and occupations and make recommendations,



including those relating to financing, for providing adequate and coordinated educational programs to produce an appropriate supply of properly trained personnel. The Council may conduct such studies as it deems appropriate in furtherance of the requirements of this subdivision. All state departments and agencies shall cooperate with the Council in the execution of its responsibilities under this subdivision.

26. Carry out such duties as the Governor may assign to it in response to agency designations requested by the federal government.

27. Insofar as practicable, preserve the individuality, traditions and sense of responsibility of each public institution of higher education in carrying out its duties.

28. Insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.

29. Administer the Virginia Longitudinal Data System as a multiagency partnership for the purposes of developing educational, health, social service and employment outcome data; improving the efficacy of state services; and aiding decision making.

30. Assist the Department of Education with collecting and compiling information for distribution to high school students that assist such students in making more informed decisions about post-high-school educational and training opportunities pursuant to § 22.1-206.2.

In carrying out its duties and responsibilities, the Council, insofar as practicable, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities.

**State-Supported Financial Aid Programs (23.1-600)** Persons who have completed a program of home school instruction in accordance with § 22.1-254.1 and persons who have been excused from school attendance pursuant to subsection B of § 22.1-254 shall be deemed to have met the high school graduation requirements for purposes of eligibility for any state-supported financial aid or other higher education programs. When a high school grade point average, class rank or other academic criteria are specified as a condition of participating in a program, the Council shall develop empirical alternative equivalent measures that may be required for such programs.

**Virginia Military Survivors and Dependents Education Fund (23.1-608 and Appropriations Act Item 142 E)** Each year, the Council shall determine the amount of the stipend for the program by estimating the number of students eligible under § 23.1-608.

The Director of the Council shall allocate the funds to the public institutions of higher education on behalf of the students qualifying. Each institution must report the number of recipients to the Council by April 1 of each year. The Council shall report this information to the Chairmen of the House Appropriations Committee and the Senate Finance Committee by May 15 of each year.

**Domicile Guidelines (23.1-510)** To ensure the application of uniform criteria in administering this section and determining eligibility for in-state tuition charges, the Council shall issue and revise domicile guidelines to be incorporated by all state institutions of higher education in their admissions applications. Such guidelines shall not be subject to the Administrative Process Act (§ 2.2-4000 et seq.). The Council shall consult the Office of the Attorney General and provide opportunity for public comment prior to issuing any such guidelines.

**Meningococcal Virus and Hepatitis (23.1-800)** The Council shall, in cooperation with the Board and Commissioner of Health, encourage private institutions of higher education to develop a procedure for providing information about the risks associated with meningococcal disease and hepatitis B, and the availability and effectiveness of any vaccine against meningococcal disease and hepatitis B.

**Articulation, Dual Admissions and Guaranteed Admissions Agreements (23.1-907)**

The board of each baccalaureate public institution of higher education shall develop, consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306, articulation, dual admissions, and guaranteed admissions agreements with each associate-degree-granting public institution of higher education. A one-semester Passport Program and a one-year Uniform Certificate of General Studies shall be developed by the Council, the Virginia Community College System and the public institutions of higher education as set forth in § 23.1-203 (20). Each Uniform Certificate of General Studies Program and Passport Program course shall be transferable and shall satisfy a lower division general education requirement at any public institution of higher education. The Council shall establish procedures under which a baccalaureate public institution of higher education may seek a waiver from the Council from accepting the transfer of a Uniform Certificate of General Studies Program or Passport Program course to satisfy the requirements for the completion of a specific pathway or degree. The Council shall develop guidelines for associate-degree-granting and baccalaureate public institutions of higher education to use in mapping pathways for the completion of credits in particular programs of study, including the courses recommended to be taken in a dual enrollment, comprehensive community college and baccalaureate public institution setting in order to pursue a specific degree or career. The Council shall prepare a comprehensive annual report on the effectiveness of transferring from comprehensive community colleges to baccalaureate public institutions of higher education.

**Incentives for Voluntary Early Retirement (23.1-1302)** The Governor may establish, with the assistance of SCHEV, uniform criteria for such compensation plans.

**Military Education (23.1-904)** The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies for the purpose of awarding academic credit to students for education, experience, training, and credentials gained from service in the Armed Forces of the United States. The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the Armed Forces of the United States.

**Sexual Violence Policy Review (23.1-808)** By October 31 of each year, the System, Richard Bland College, each baccalaureate public institution of higher education, and each nonprofit private institution of higher education shall certify to the Council that it has reviewed its sexual violence policy and updated it as appropriate. The Council and the Department of Criminal Justice Services shall establish criteria for the certification process and may request information relating to the policies for the purposes of sharing best practices and improving campus safety. The Council and the Department of Criminal Justice Services shall report to the Secretary of Education on the certification status of each such institution by November 30 of each year.

**Student Advisory Committee (23.1-201)** The Director of the Council shall appoint a student advisory committee comprised of students enrolled in public and accredited private institutions of higher education, whose primary purpose is to provide collegiate or graduate education and not to provide religious training. Appointments shall be made in a manner to ensure broad student representation from among such institutions. Representatives are usually nominated by college presidents to interact with and advise Council members and SCHEV staff on systemwide higher education issues of concern to Virginia's students.

**Assessment of Institutional Performance (23.1-206)** The Council shall develop and revise from time to time, in consultation with the respective chairs of the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health or their designees, representatives of public institutions of higher education, and such other state officials as may be designated by the Governor, objective measures of educational-related performance and institutional performance benchmarks for such objective measures for each public institution of higher education. At a minimum, the Council shall develop objective measures and institutional performance benchmarks for the goals and objectives set forth in Subsection A of § 23.1-1002.

**Tuition Relief, Refunds and Reinstatement for Certain Students in the Armed Forces (23.1-207)** The Council shall issue and revise guidelines for tuition relief, refunds and reinstatement for students whose service in the Armed Forces of the United States or the Commonwealth has required their sudden withdrawal or prolonged absence from their enrollment in a public institution of higher education and shall provide for the required reenrollment of such students by the relevant institution. These guidelines shall be excluded from the provisions of the Administrative Process Act pursuant to § 2.2-4002.

**Cooperation with State Board of Education [23.1-203 (21)]** The Council shall cooperate with the Board of Education in matters of interest to both the public elementary and secondary schools and the public institutions of higher education, particularly in connection with coordination of the college admission requirements and teacher training programs with the public school programs, and the Board's Six-Year Educational Technology Plan for Virginia. The Council shall encourage the public institutions of higher education to design programs which include the skills necessary for the successful implementation of such plan.

**Brown v. Board of Education Scholarship Awards Committee [23.1-203 (22)]** Council shall advise and provide technical assistance to the Brown v. Board of Education Scholarship Awards Committee in the implementation and administration of the Brown v. Board of Education Scholarship Program pursuant to Chapter 34.1 (§ 30-231.01 et seq.) of Title 30.

**Assisting Department of Education [23.1-203 (30)]** Assist the Department of Education with collecting and compiling information for distribution to high school students that assist such students in making more informed decisions about post-high-school educational and training opportunities pursuant to § 22.1-206.2.

**Preparation of Budget Requests and Recommendations to Governor and General Assembly (23.1-208 A through C)** The Council shall develop policies, formulae and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences as well as similarities in institutional missions. Such policies, formulae and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations. The Council shall consult with the Department of Planning and Budget in the development of such policies, formulae and guidelines to ensure that they are consistent with the requirements of the Department of Planning and Budget.

**Reports of Expenditures (23.1-209)** The governing board of each public institution of higher education shall provide the Council annual data indicating the apportionment and

amounts of expenditures that the relevant institution expends by category, including academic costs, administration, research and public service, as defined by the Council. The Council shall compile and submit a report of such data annually to the Governor and the General Assembly.

**Funds for Graduate Marine Science Consortium (23.1-208 D)** Funds for any consortium created by the College of William & Mary, Old Dominion University, the University of Virginia and Virginia Polytechnic Institute and State University for the purpose of promoting graduate marine science education may be included in the budget request of and the appropriations to the Council.

**Coordinate Post-Secondary Educational Programs for Health Professions and Occupations [23.1-203 (25)]** The Council shall serve as the planning and coordinating agency for all postsecondary educational programs for all health professions and occupations and make recommendations, including those relating to financing, whereby adequate and coordinated educational programs may be provided to produce an appropriate supply of properly trained personnel. The Council may conduct such studies as it deems appropriate in furtherance of this subsection. All state departments and agencies shall cooperate with the Council in the execution of its responsibilities under this section.

**Private College Advisory Board (23.1-210)** The Council shall provide advisory services to accredited nonprofit private institutions of higher education on academic and administrative matters. The Council may review and advise on joint activities, including contracts for services, between private and public colleges and universities, and between private colleges and universities and any agency of the Commonwealth or political subdivision thereof. The Council may collect and analyze such data as may be pertinent to such activities.

**Cooperation with State Departments, Institutions and Agencies [23.1-203 (23)]** In making the studies herein directed and in the performance of its duties hereunder the Council shall, insofar as possible, seek the cooperation and utilize the facilities of existing state departments, institutions and agencies.

**Endowment Funds (23.1-212)** The powers of the governing boards of the several institutions over the affairs of such institutions shall not be impaired by the provisions of this chapter except to the extent that powers and duties are herein specifically conferred upon the State Council of Higher Education. The Council shall have no authority over the solicitation, investment or expenditure of endowment funds now held or in the future received by any public institution of higher education.

**Educational Programs for Governing Boards (23.1-1304)** From such funds as are appropriated for such purpose, the Council shall develop, in consultation with public institutions of higher education and members of their governing boards, and annually deliver educational programs for the governing boards of such institutions. New members of such governing boards shall participate, at least once during their first two years of membership, in the programs, which shall be designed to address the role, duties and responsibilities of the governing boards and may include in-service programs on current issues in higher education. In developing such programs, the Council may consider similar educational programs for institutional governing boards in other states. In addition, the Council shall develop educational materials for board members with more than two years of service on the governing board. Each such board member shall participate in further training on board governance at least once every two years, and the Council shall develop criteria by which such board members shall demonstrate compliance with this requirement.

Educational programs for the governing boards of public institutions of higher education shall include presentations related to:

1. Board members' primary duty to the citizens of the Commonwealth;
2. Governing board committee structure and function;
3. The duties of the executive committee set forth in § 23.1-1306;
4. Professional accounting and reporting standards;
5. Methods for meeting the statutory, regulatory and fiduciary obligations of the board;
6. The requirements of the Virginia Freedom of Information Act (§ 2.2-3700 et seq.), developed and delivered in conjunction with the Freedom of Information Advisory Council;
7. Institutional ethics and conflicts of interest;
8. Creating and implementing regulations and institution policies;
9. Business operations, administration, budgeting, financing, financial reporting and financial reserves, including a segment on endowment management;
10. Fixing student tuition, mandatory fees and other necessary charges, including a review of student debt trends;
11. Overseeing planning, construction, maintenance, expansion and renovation projects that affect the institution's consolidated infrastructure, physical facilities and natural environment, including its lands, improvements and capital equipment;
12. Workforce planning, strategy and investment;
13. Institutional advancement, including philanthropic giving, fundraising initiatives, alumni programming, communications and media, government and public relations, and community affairs;
14. Student welfare issues, including academic studies, curriculum, residence life, student governance and activities, and the general physical and psychological well-being of undergraduate and graduate students;
15. Current national and state issues in higher education;

16. Future national and state issues in higher education;
17. Relations between the governing board and the chief executive officer of the institution, including perspectives from chief executive officers of public institutions of higher education;
18. Best practices for board governance, including perspectives from current board members; and
19. Any other topics that the Council, public institutions of higher education and members of their governing boards deem necessary or appropriate.

The Council shall submit to the General Assembly and the Governor an annual executive summary of the interim activity and work of the Council pursuant to this section no later than the first day of each regular session of the General Assembly. The executive summary shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

#### **State Transfer Tool (23.1-908)**

A. The Council shall develop, in cooperation with the System and each public institution of higher education, a State Transfer Tool that designates each general education course, in addition to the courses that comprise the Uniform Certificate of General Studies Program and the Passport Program, that is offered in an associate degree program at an associate-degree-granting public institution of higher education and transferable for course credit to a baccalaureate public institution of higher education. In developing the State Transfer Tool, the Council also shall seek the participation of private institutions of higher education.

B. The Council shall develop guidelines to govern the development and implementation of articulation, dual admissions and guaranteed admissions agreements between associate-degree-granting public institutions of higher education and baccalaureate public institutions of higher education. Dual admissions agreements shall set forth (i) the obligations of each student accepted to such a program, including grade point average requirements, acceptable associate degree majors and completion timetables, and (ii) the extent to which each student accepted to such a program may access the privileges of enrollment at both institutions while he is enrolled at either institution. Such agreements are subject to the admissions requirements of the baccalaureate public institutions of higher education.

C. Each baccalaureate public institution of higher education shall update its transfer agreements immediately following any program modifications and shall send a copy of its updated agreement and any other transfer-related documents and resources to the System. The Council also shall send to the System a copy of any transfer-related guidelines and resources that it possesses. The System shall maintain an online portal that allows access to

all such agreements, documents and resources. The online portal also shall include (i) documents and resources related to course equivalency, (ii) pathway maps established pursuant to subsection E of § 23.1-907, (iii) the transfer tool established pursuant to subsection A, (iv) information regarding dual enrollment courses as described in § 23.1-905.1 and (v) any other information required to be included by law or deemed relevant by the System. The online portal shall be available to the public on the websites of the Council, the System, each public institution of higher education and each school division offering a dual enrollment course.

**Distance Learning Reciprocity (23.1-211)** The Council may enter into interstate reciprocity agreements that authorize accredited associate-degree-granting and baccalaureate (i) public institutions of higher education and (ii) private institutions of higher education to offer postsecondary distance education. The Council shall administer such agreements and shall approve or disapprove participation in such agreements by accredited associate-degree-granting and baccalaureate (a) public institutions of higher education and (b) private institutions of higher education. Participation in the agreements shall be voluntary. The Council shall establish the Distance Learning Reciprocity Advisory Council, which shall include representatives from each institution that offers postsecondary distance education pursuant to an interstate reciprocity agreement as set forth in subsection A. The Advisory Council shall advise the Council on the development of policies governing the terms of participation by eligible institutions, including the establishment of fees to be paid by participating institutions to cover direct and indirect administrative costs incurred by the Council.

**Two-Year College Transfer Grant Program (23.1-623 and Appropriations Act Item 142 F)** The Council shall promulgate regulations for the implementation of the provisions of this chapter and the disbursement of funds consistent therewith and appropriate to the administration of the program.

**Tuition Assistance Program (TAG) (23.1-628 through 635 and Appropriations Act Item 142 C)** The Council is designated as the administering agency for the program and authorized to promulgate regulations consistent and appropriate to the administration of the program. The Council of Higher Education shall monitor the domiciliary status decisions of the institutions, and shall make final decisions on any disputes between the institutions and grant recipients. The Council shall report to the Governor and General Assembly, as the Council deems necessary, on issues related to determinations of domicile for students applying for grants.

**Virginia Guaranteed Assistance Program (23.1-636 through 638)** The Council shall promulgate regulations for the implementation of the program. The funds shall be disbursed for the purpose of making grants to be determined by the use of a needs



analysis methodology approved by the Council. The amount of the Guaranteed Assistance Program grant awarded students shall be determined annually by the Council.

**Senior Citizen Higher Education Act (23.1-639 through 642)**

A. Any senior citizen may, subject to any regulations prescribed by the Council:

1. Register for and enroll in courses for academic credit as a full-time or part-time student if he had a taxable individual income not exceeding \$23,850 for Virginia income tax purposes for the year preceding the award year;
2. Register for and audit up to three courses offered for academic credit in any one academic term, quarter or semester for an unlimited number of academic terms, quarters or semesters; and
3. Register for and enroll in up to three courses not offered for academic credit in any one academic term, quarter or semester for an unlimited number of academic terms, quarters or semesters.

B. No senior citizen who enrolls in or audits courses pursuant to subsection A shall pay tuition or fees except fees established for the purpose of paying for course materials such as laboratory fees.

C. Senior citizens are subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course for which the senior citizen registers. The Council shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program enroll in or audit courses pursuant to subsection A.

**Higher Education Advisory Committee (HEAC) (23.1-309)** The Chair of the Council designates a representative to serve on the HEAC. The Advisory Committee shall submit its recommendations to the Council, which shall review the recommendations and report its recommendations to the Governor and the Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health.

**Southwest Virginia Higher Education Center (23.1-3125)** Develop, in coordination with the Council, specific goals for higher education in Southwest Virginia.

**Roanoke Higher Education Authority (23.1-3115)** Develop, in coordination with the Council, specific goals for higher education access and availability in the Roanoke Valley.

**Council Responsible for Federal Programs (23.1-205)** Council may prepare plans, administer federal programs and receive and disburse any federal funds in accordance with the responsibilities assigned to it by federal statutes or regulations.

**Certification of Private Postsecondary Institutions (23.1-213 through 229)** Council certification is required for the conferring of certain degrees and other awards or the offering of certain programs. Without obtaining the certification of the Council or a determination that the activity or program is exempt from such certification requirements, no postsecondary school subject to the provisions of this chapter shall:

1. Use the term "college" or "university" or abbreviations or words of similar meaning in its name or in any manner in connection with its academic affairs or business;
2. Enroll students;
3. Offer degrees, courses for degree credit, programs of study leading to a degree, or nondegree credit courses, either at a site in Virginia or via telecommunications equipment located within Virginia; or
4. Initiate other programs for degree credit or award degrees, certificates or diplomas at a new or additional level.

**License Plate Scholarships (46.2-749)** The State Council of Higher Education for Virginia shall review and approve plans for each participating institution for the implementation of these scholarship programs. These plans shall include, but need not be limited to, criteria for the awarding of the scholarships and procedures for determining the recipients.

*(Editor's note: This is a SCHEV duty that falls outside of Chapter 23.1)*

**Hazing Policies (18.2-56)** The Department of Education and the State Council of Higher Education for Virginia, with the Department of Criminal Justice Services, shall establish model policies regarding the prevention of and appropriate disciplinary action for hazing as defined in § 18.2-56 of the Code of Virginia.

*(Editor's note: This is a SCHEV duty that falls outside of Chapter 23.1)*

## **SCHEV DUTIES ASSIGNED IN THE APPROPRIATION ACT**

### **Higher Education Tuition and Fees (Item 4-2.01 b)**

#### **b. HIGHER EDUCATION TUITION AND FEES**

2. a) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all resident student groups based on, but not limited to, competitive market rates, provided that the

total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.

b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: i) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies, and ii) the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.

c) For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.

d) The Boards of Visitors or other governing bodies of institutions of higher education shall not increase the current proportion of nonresident undergraduate students if the institution's nonresident undergraduate enrollment exceeds 25 percent, unless: i) such enrollment is intended to support workforce development needs within the Commonwealth of Virginia as identified in consultation with the Virginia Economic Development Partnership, and ii) the number of in-state undergraduate students does not drop below fall 2018 full-time equivalent census levels as certified by the State Council of Higher Education for Virginia. Norfolk State University, Virginia Military Institute, Virginia State University, and two-year public institutions are exempt from this restriction. Any such increases shall be limited to no more than a one percentage point increase over the prior year.

3. a) In setting the nongeneral fund appropriation for educational and general programs at the institutions of higher education, the General Assembly shall take into consideration the appropriate student share of costs associated with providing full funding of the base adequacy guidelines referenced in subparagraph 2. b), raising average salaries for teaching and research faculty to the 60th percentile of peer institutions, and other priorities set forth in this act.

b) In determining the appropriate state share of educational costs for resident students, the General Assembly shall seek to cover at least 67 percent of educational costs associated with providing full funding of the base adequacy guidelines referenced in subparagraph 2. b), raising average salaries for teaching and research faculty to the 60th percentile of peer institutions, and other priorities set forth in this act.

4. a) Each institution and the State Council of Higher Education for Virginia shall monitor tuition, fees, and other charges, as well as the mix of resident and nonresident students, to ensure that the primary mission of providing educational opportunities to citizens of Virginia is served, while recognizing the material contributions provided by the presence of nonresident students. The State Council of Higher Education for Virginia shall also develop and enforce uniform guidelines for reporting student enrollments and the domiciliary status of students.

b) The State Council of Higher Education for Virginia shall report to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees no later than August 1 of each year the annual change in total charges for tuition and all required fees approved and allotted by the Board of Visitors. As it deems appropriate, the State Council of Higher Education for Virginia shall provide comparative national, peer, and market data with respect to charges assessed students for tuition and required fees at institutions outside of the Commonwealth.

c) Institutions of higher education are hereby authorized to make the technology service fee authorized in Chapter 1042, 2003 Acts of Assembly, part of ongoing tuition revenue. Such revenues shall continue to be used to supplement technology resources at the institutions of higher education.

d) Except as provided in Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, Chapters 675 and 685 of the 2009 Acts of Assembly, and Chapters 144 and 145 of the 2019 Acts of Assembly, each institution shall work with the State Council of Higher Education for Virginia and the Virginia College Savings Plan to determine appropriate tuition and fee estimates for tuition savings plans.

**Capital Projects (Item 4-4.01, i.2)** By August 15 of each year, institutions also shall prepare and submit copies of financial feasibility studies to the State Council of Higher Education for Virginia for 9(d) obligations where debt service is expected to be paid from project revenues or revenues of the institution. The State Council of Higher Education shall identify the impact of all projects requested by the institutions of higher education, and as described in § 4-4.01 i.1. of this act, on the current and projected cost to students in institutions of higher education and the impact of the project on the institutions' need for student financial assistance. The State Council of Higher Education for Virginia shall

report such information to the Secretary of Finance and the Chairmen of the House Appropriations and Senate Finance Committees no later than October 1 of each year.

**Student Financial Assistance (Item 4-5.01, b)** The State Council of Higher Education for Virginia shall annually review each institution's plan for the expenditures of its appropriation for undergraduate student financial assistance prior to the start of the fall term to determine program compliance. The institution's plan shall include the institution's assumptions and calculations for determining the cost of attendance, student financial need and student remaining need, as well as an award schedule or description of how funds are awarded. For the purposes of the proposed plan, each community college shall be considered independently.

**Off-Campus Sites of Institutions of Higher Education (Item 4-5.03, c)** A public college or university seeking to create, establish or operate an off-campus instructional site, funded directly or indirectly from the general fund or with revenue from tuition and mandatory educational and general fees generated from credit course offerings, shall first refer the matter to the State Council of Higher Education for Virginia for its consideration and approval. The State Council of Higher Education for Virginia may provide institutions with conditional approval to operate the site for up to one year, after which time the college or university must receive approval from the Governor and General Assembly, through legislation or appropriation, to continue operating the site.

**New Economy Workforce Credential Grant (Item 142 G)** The State Council of Higher Education for Virginia shall develop guidelines for the program, collect data, evaluate and approve grant funds for allocation to eligible institutions.

**Cybersecurity Public Service Grant Program (Item 142 H)** This award requires a federal, state or local government employment commitment in the Commonwealth by the recipient. The State Council of Higher Education for Virginia shall develop eligibility criteria for this program, as well as establish the award amounts.

**Grow Your Own Teacher Pilot Programs (Item 142 I)** The State Council of Higher Education for Virginia, in collaboration with the Virginia Department of Education, shall establish a process by which local school boards may apply for grants to establish Grow Your Own Teacher Pilot Programs to provide a scholarship not to exceed \$7,500 per academic year for attendance at a baccalaureate institution of higher education in the Commonwealth for individuals who (i) graduated from a public high school in the local school division; (ii) were eligible for free or reduced price lunch throughout the individual's attendance at a public high school in the local school division; and (iii) commit to teach, within one year of graduating from the baccalaureate institution of higher education in the Commonwealth and for a period of at least four years, at a public high

school at which at least 50% of students qualify for free or reduced price lunch in the school division in which such individual graduated from high school.

**Outstanding Faculty Awards (Item 143)** The State Council of Higher Education for Virginia shall annually provide a grant to faculty members selected to be honored under this program from such private funds as may be designated for this purpose.

**Six-Year Capital Outlay Plan (Item 144 E)** The State Council of Higher Education for Virginia, in consultation with the House Appropriations Committee, the Senate Finance Committee, the Department of General Services, and the Department of Planning and Budget, shall develop a six-year capital outlay plan for higher education institutions including affiliated entities. As a part of this plan, the State Council shall consider (i) current funding mechanisms for capital projects and improvements at the Commonwealth's institutions of higher education, including general obligation bonds and other viable funding methods; (ii) mechanisms to assist private institutions of higher education in the Commonwealth with their capital needs.

**Fund for Excellence and Innovation (Item 144 J)** The fund is designed to stimulate collaboration among public school divisions, community colleges and universities to create and expand affordable student pathways and to pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions. Grants will be awarded on a competitive basis, with eligibility criteria determined by the State Council of Higher Education for Virginia.

**Student Loan Ombudsman (Item 144 K)** The ombudsman position at the State Council of Higher Education for Virginia provides timely assistance to student borrowers of any student education loan in the Commonwealth and will establish and maintain an online student loan borrower education course.

**Internship Pilot Program (Item 144 L)** The funding is designed to expand paid or credit-bearing student internship and other work-based learning opportunities in collaboration with Virginia employers. The Program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities.

In administering the statewide initiative, the Council shall (i) engage stakeholders from business and industry, secondary and higher education, economic development, and state agencies and entities that are successfully engaging employers or successfully operating internship programs; (ii) explore strategies in Virginia and elsewhere on successful institutional, regional, statewide or sector-based internship programs; (iii) gather data on current institutional internship practices, scale, and outcomes; (iv) develop internship

readiness educational resources, delivery methods, certification procedures, and outreach and awareness activities for employer partners, students, and institutional career development personnel; (v) pursue shared services or other efficiency initiatives, including technological solutions; and (vi) create a process to track key measures of performance.

The Council shall establish eligibility criteria, including requirements for matching funds, for institutional grants. Such grants shall be used to accomplish one or more of the following goals: (i) support state or regional workforce needs; (ii) support initiatives to attract and retain talent in the Commonwealth; (iii) support research and research commercialization in sectors and clusters targeted for development; (iv) support regional economic growth and diversification plans; (v) enhance the job readiness of students; (vi) enhance higher education affordability and timely completion for Virginia students; or (vii) further the objectives of increasing the tech talent pipeline.

**Study of Costs and Funding Needs (Item 144 P)** The State Council of Higher Education for Virginia shall develop a plan for implementing a statewide survey on institutional expenditures by program and academic discipline at Virginia's public institutions to determine the effectiveness of spending related to the attainment of state and institutional goals and inform strategic decision-making. The Council may review existing reporting capacities and other state examples of cost analysis by program and academic discipline in higher education to: (1) determine the Council's current capacity to conduct the survey; (2) determine any additional staff and financial support necessary for conducting such a survey; (3) determine the potential for long-range cost containments; and (4) detail a plan for survey implementation.

**Foster Care Point of Contact (Item 144 S)** The State Council of Higher Education for Virginia shall examine the feasibility of having a point of contact at each public institution of higher education for students who have been involved in the foster care system. The Council shall investigate the possibility of using federal dollars for this purpose and report their findings to the Commission on Youth by November 30, 2022.

**Mental Health Workforce Pilot (Item 144 T)** Out of this appropriation, \$500,000 the first year and \$500,000 the second year from the general fund is provided to support a mental health workforce pilot at institutions of higher education in consultation with the Virginia Health Care Foundation. The pilot shall support the costs of required supervision for graduates of Masters of Social Work and Masters of Counseling programs seeking licensure. Eligible institutions include public institutions of higher education operating in Virginia. The State Council of Higher Education for Virginia shall report the outcomes of the pilot annually to the Governor and General Assembly.

**Innovation Center at a Richmond HBCU (Item 144 V)** Out of this appropriation, \$2,000,000 the first year from the general fund is designated for the creation and support of an Innovation Center at a Historically Black College or University in the City of Richmond. The Director, State Council of Higher Education for Virginia, shall transfer this funding to the City of Richmond for costs associated with the Innovation Center.

## **Assignments To Authorities, Boards, Commissions, And Committees Mentioned In Code**

### **SCHEV Specific**

- Student Advisory Committee
- Private College Advisory Board
- Career College Advisory Board

### **SCHEV Membership Required**

- Higher Education Advisory Committee
- The Virginia College Building Authority
- Virginia College Savings Plan Board
- Southwest Virginia Higher Education Center
- Roanoke Higher Education Authority
- Southern Virginia Higher Education Center
- Advisory Board on Teacher Education and Licensure
- Higher Education Equipment Advisory Committee of Joint Commission on Technology & Science
- Online Virginia Network Authority

Last update: August 2022



# State Council of Higher Education for Virginia Agenda Item

**Item:** V.G. Update on Priority Initiatives of the Statewide Strategic Plan, *Pathways to Opportunity*

**Date of Meeting:** September 20, 2022

**Presenter:** Emily Salmon  
Senior Associate for Strategic Planning and Policy Studies  
[emilysalmon@schev.edu](mailto:emilysalmon@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

Date: July 19, 2022

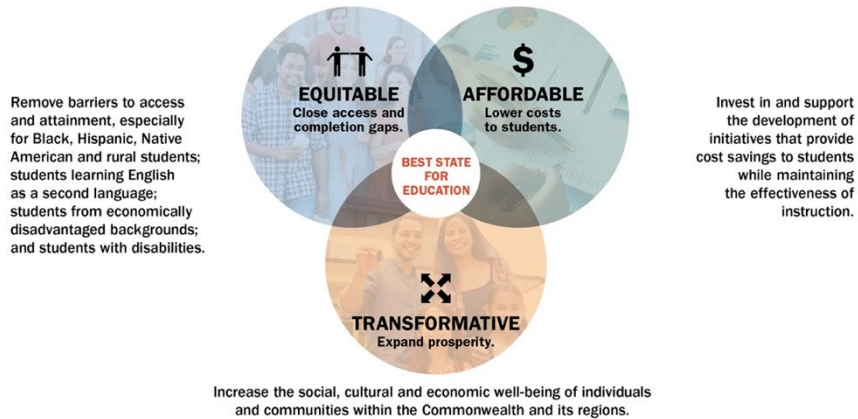
Review: Council reviewed relevant data on students' borrowing and graduates' wages, which constituted the second half of a two-part (May and July) staff update on data-informed priority initiatives of Council in support of the statewide strategic plan.

**Purpose of Agenda Item:**

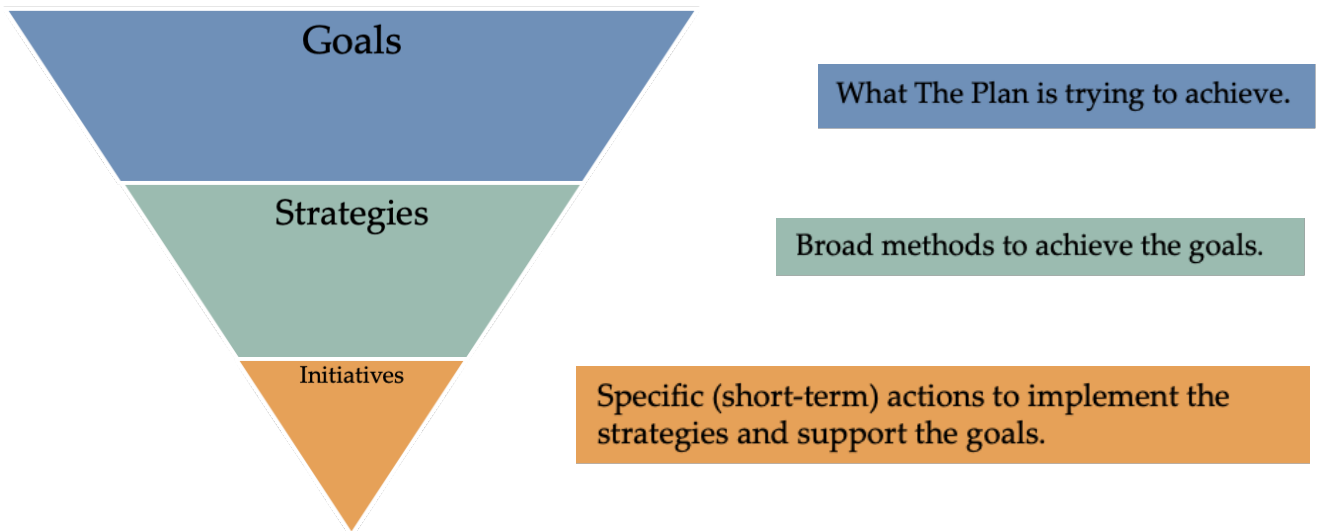
This agenda item summarizes Council's nine priority initiatives, which it adopted last year to support the goals of the statewide strategic plan, *Pathways to Opportunity*. The item provides additional details on implementing each biennial initiative via specific staff/agency actions/efforts and their status (completed, underway or continuing). Thereby, this item affords Council the opportunity to provide input on new actions/efforts and any additional ideas for consideration in support of the nine initiatives.

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

*Pathways to Opportunity: The Virginia Plan for Higher Education* creates the framework for statewide action through 2027. The plan defines the vision, overarching attainment target, goals (three) and strategies (ten) that are guiding the Commonwealth's efforts.



The plan’s 10 strategies encompass broad methods to achieve its three goals. However, as broad statements of methodology, these strategies are not actionable. Recognizing this fact, as well as desiring to lead by example, Council acted in September 2021 to approve nine biennial priority initiatives that are actionable by SCHEV and that reflect broad themes from the strategic planning process. The nine biennial initiatives outline the agency’s work in support of the plan. The attached document summarizes the initiatives endorsed by Council, and it outlines completed, underway, continuing and potential new actions for implementation.



**Materials Provided:**

“Pathways to Opportunity Plan Initiatives and Updated Actions” (document begins on next page)

**Financial Impact:** None.

**Timetable for Further Review/Action:**

Staff will provide a progress update in mid-2023 for Council's review in preparation for Council's modification and approval of initiatives for the next biennium.

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

This agenda item constitutes Council's standing item regarding the statewide strategic plan. This iteration focuses on Council's priority initiatives in support of the plan. These initiatives reflect broad themes from the planning process and include specific, short-term actions by SCHEV to implement the plan's strategies and achieve its goals.

**Resolution:** None

## Pathways to Opportunity Plan Initiatives and Updated Actions

GOAL 1 – EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS		
STRATEGY	COUNCIL’S INITIATIVES IN SUPPORT OF GOAL 1 STRATEGIES	
	Biennial Initiative	Status update: Actions to implement initiative
<p><b>S1: Expand</b> postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p>I.1: Form an enhanced partnership between VDOE and SCHEV through the commitment of a shared goal to increase post-secondary enrollments to include a shared position and strategic planning.</p>	<p>1. COMPLETED: Execute a MOU for the enhanced partnership and shared position.</p> <p>2. COMPLETED: Identify and secure additional funding needs and resources to support the partnership and strategic planning activities.</p> <p>3. UNDERWAY: Define the governance structure and advisory board composition to guide the work.</p> <p>4. NEW: Develop a shared enrollment goal and associated collaborative work plan.</p>
<p><b>S2: Advance</b> digital access, adoption and literacy as well as high quality, effective remote-learning programs.</p>	<p>I.2: Identify and assess hybrid learning access gaps and quality issues as well as potential solutions and define SCHEV’s role in addressing these findings.</p>	<p>1. COMPLETED: Present a series of related topics to Council to identify areas of interest, focus the discussion and discern next steps. Topics include Open Virginia Advisory Committee (OVAC), Virtual Library of Virginia (VIVA), the Online Virginia Network (OVN) and hybrid learning assessments.</p> <p>2. NEW: In October, members of the SCHEV Open Virginia Advisory Committee will present a panel discussion at the VIVA Open and Affordable Community Forum regarding open education and learning technology solutions that can address (Covid) learning loss.</p> <p>3. NEW: Invite the Online Virginia Network to present at an upcoming Council meeting.</p>

## Pathways to Opportunity Plan Initiatives and Updated Actions

<p><b>S3: Strengthen</b> student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.</p>	<p>I.3: Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion.</p>	<ol style="list-style-type: none"> <li>1. UNDERWAY: Use quantitative and qualitative data to assess critical student and support services issues.</li> <li>2. UNDERWAY: Examine best practices and obtain subject matter expertise to formulate recommendations for action at the state and institutional level to address the core student issues.</li> <li>3. NEW: Complete the review of student issues and support services, present findings and recommendations to Council for input and approval by October.</li> <li>4. NEW: Align recommendations from the review with any budget and/or policy recommendations as appropriate.</li> <li>5. NEW: Issue final report by November 2022.</li> <li>6. NEW: Work with Council and various stakeholders to implement recommendations from the review.</li> </ol>
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## Pathways to Opportunity Plan Initiatives and Updated Actions

GOAL 2 – AFFORDABLE: LOWER COSTS TO STUDENTS		
STRATEGY	COUNCIL’S INITIATIVES IN SUPPORT OF GOAL 2 STRATEGIES	
	Biennial Initiative	Status update: Actions to implement initiative
<p><b>S4: Align</b> tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.</p>	<p>I.4: Determine strategies to better assess higher education costs and implement approaches to allocate limited public resources to institutions through the cost and funding need study.</p>	<p>1. UNDERWAY: Use findings and final cost and funding need study recommendations to identify strategies and next steps for implementation. Update: Initial report complete. Ongoing work, related peer analysis, model build and implementation will occur through spring 2023.</p>
<p><b>S5: Cultivate</b> affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p>I.5: Identify improvements in the transfer process (e.g., transfer-grant program; dual enrollment); facilitate formal transfer alliances and coordinate a unified communication campaign to improve two-year community college student connectivity with and transition to four-year institutions.</p>	<p>1. UNDERWAY: Work with Virginia Community College System to identify dual enrollment gaps and measures to close those gaps. Update: Working with VCCS to resolve credit transfer issues.</p> <p>2. UNDERWAY: Continue work in support of the Virginia Transfer Portal. Update: Emphasis on discipline-based curriculum alignment, secondary to postsecondary pathways and inclusion of military-related educational experiences.</p> <p>3. COMPLETED (launch and selection): Launch “Transfer Boost” project in collaboration with HCM Strategists—select 5 (or 6) institutions to improve the transfer-to-bachelor completion rate for underrepresented students through use of innovative transfer guarantee practices.</p> <p>4. NEW: Use the JLARC review and report in November to guide next steps.</p> <p>5. NEW: Evaluate transfer grant program.</p>
<p><b>S6: Update</b> and reform funding models and policies to improve</p>	<p>I.6: Educate new legislators and administration on the</p>	<p>1. CONTINUING: Identify key data and use infographics and consistent messaging materials to communicate the value, needs and priorities of higher education.</p>

## Pathways to Opportunity Plan Initiatives and Updated Actions

<p>equity, affirm return on investment and encourage increased and consistent levels of state funding.</p>	<p>value, needs and priorities of higher education.</p>	<p>Update: Revise key facts book (data and infographics) annually in the late fall.</p> <p>2. CONTINUING: Develop an outreach plan to educate new legislators, administration and others new to higher education using the messaging materials and media. Update: Continue outreach to higher education stakeholders using the Key Facts book in fall/winter 2022-23.</p>
<p><b>S7: Foster</b> program and administrative innovations that enhance quality promote collaboration and improve efficiency.</p>	<p>I.7: Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.</p>	<p>1. COMPLETED: Using FFEI funds, draft the call for proposals and develop pilot parameters. Model after University Innovation Alliance and tailor to Virginia institutions.</p> <p>2. COMPLETED: Obtain input on draft RFP.</p> <p>3. CONTINUING: Issue RFP and select FFEI recipients. Update: Modify RFP as needed.</p> <p>4. NEW: Monitor and report on first round recipients' progress. Share findings/outcomes from pilot projects with appropriate stakeholders to promote adoption.</p>

## Pathways to Opportunity Plan Initiatives and Updated Actions

GOAL 3 – TRANSFORMATIVE: EXPAND PROSPERITY		
STRATEGY	COUNCIL’S INITIATIVES IN SUPPORT OF GOAL 3 STRATEGIES	
	Biennial Initiative	Status update: Actions to implement initiative
<p><b>S8: Support</b> experiences that improve students’ employment outcomes, income and community engagement and <b>S9: Improve</b> the alignment between post-secondary academic programs and labor market outcomes.</p>	<p>I.8: Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and institutions of higher education, and identify new ways to integrate VOEE tools and resources with SCHEV initiatives and processes - these may include: use of graduate outcomes survey results; development of labor market criteria for evaluating academic programs and assessing the need for proposed academic programs; and relationship building between higher education and business.</p>	<p>1. CONTINUING: Convene a workgroup composed of SCHEV and VOEE staff to identify efficiencies and formalize collaboration such as data sharing and report production. Update: Workgroup formed with continued collaboration.</p> <p>2. CONTINUING: Coordinate an advisory committee to VOEE including institutions that will inform data analysis and develop more nuanced labor market criteria for academic program review and proposals. Update: Regular discussions between SCHEV and VOEE as VOEE develops its supply/demand modeling tool.</p> <p>3. UNDERWAY: Further analyze responses from the Graduate Outcomes Survey for respondents who indicated they took at least one internship during their undergraduate years; for respondents who consented, match to other SCHEV data and VLDS. Update: Workgroup convened to identify priorities from Virginia Educated Survey for further focus and establish an action plan for additional analysis.</p>
<p><b>S10: Cultivate</b> a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p>I.9: Advance equity in higher education by fostering a culture of inclusion that supports DEI efforts on campus and tells the institutional and SCHEV stories of how “Equity Works.”</p>	<p>1. COMPLETED: Define SCHEV’s leadership role in higher education DEI efforts: Assist the former Chief Diversity officer in reviewing institutions’ DEI plans; coordinate routine calls with campus CDOs; complete Lumina Foundation Talent, Innovation and Equity (TIE) grant and Lumina Foundation “equity institution” grant; and facilitate agency-wide process to identify organizational values and culture.</p> <p>2. CONTINUING: Launch a statewide higher education communication/outreach campaign that tells the stories and supports the advancement of diversity, equity, opportunity and inclusion in higher education.</p>



## Pathways to Opportunity Plan Initiatives and Updated Actions

		Update: Ongoing dialogue with communication officers regarding interest in gathering stories that contribute to the transformation of individuals, families and communities through higher education.
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Legend:

- COMPLETED: Action to implement the initiative is finished.
- CONTINUING: Ongoing action to implement initiative on a regular basis.
- UNDERWAY: Action has a finite end but is still a work in progress.
- NEW: New action to implement the initiative. For Council's consideration

# State Council of Higher Education for Virginia Agenda Item

**Item:** V.H. – Discussion of Remote-participation Bylaws Changes

**Date of Meeting:** September 20, 2022

**Presenter:** Beverly Rebar  
Senior Associate for Academic and Legislative Affairs  
[beverlyrebar@schev.edu](mailto:beverlyrebar@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** January 14, 2019

**Action:** Council adopted amendments to the Bylaws

**Purpose of Agenda Item:**

The purpose of this item is to afford Council opportunity to review proposed changes to its Bylaws regarding remote participation in meetings and to provide feedback to inform a subsequent version, on which staff will seek approval at the October meeting.

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

As of September 1, 2022, the provisions of the Virginia Freedom of Information Act (FOIA) concerning electronic meetings held by public bodies have been amended. To incorporate these new provisions into the Council Bylaws, staff has drafted potential changes to the Bylaws. At the meeting, staff will brief Council on the new statutory provisions and will present staff's proposed amendments to the Council Bylaws.

Prior to September 1, 2022, the FOIA provisions concerning electronic meetings were found in § 2.2-3708.2 of the *Code of Virginia*. Effective September 1, 2022, the FOIA provisions concerning electronic meetings are found in § 2.2-3708.2 and new § 2.2-3708.3. These two sections separate electronic meetings into two general categories:

- (1) Electronic meetings held other than during a declared state of emergency, which includes both remote participation by individual members and all-virtual public meetings (in new § 2.2-3708.3); and
- (2) Electronic meetings held during a declared state of emergency (in § 2.2-3708.2). [Note that electronic meetings held during a declared state of emergency are also addressed in the State Budget].

Staff's proposed amendments to the Bylaws provide more-detailed procedures for Council to grant permission to an individual member to participate in a meeting remotely. Reasons for remote participation include personal matters, a member's medical condition or disability, the need to provide medical care for a family member,

and because the member's principal residence is 60 miles or more from the meeting location. (This last reason was previously available only to regional public bodies, but is now available to all public bodies as of September 1, 2022.)

The amendments also add a new appendix to the Bylaws that will set forth the policies and procedures for holding all virtual meetings (in which all members will participate remotely) and for holding electronic meetings during a declared state of emergency. FOIA's provisions concerning all-virtual public meetings became effective as of September 1, 2022.

**Materials Provided:**

A redline version of the current Bylaws, showing the proposed changes, begins on the next page.

**Financial Impact:** N/A

**Timetable for Further Review/Action:**

Staff will present a final version for Council action at the October meeting.

**Resolution:** N/A



STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA

# SCHEV Bylaws

Adopted:	September 17, 2003
Amended:	October 17, 2006
Amended and Restated:	January 8, 2008
Amended:	July 20, 2010
Amended:	October 29, 2013
Amended:	January 10, 2017
Amended:	January 14, 2019
<u>Amended:</u>	<u>September 20, 2022</u>

***Prepared by***

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# Preface

The original SCHEV Bylaws were adopted in 1986 and specify that the Bylaws be reviewed every four years. Changes were made in 2003, 2006, 2008, 2010, 2013, 2017, ~~and 2019~~ and 2022. This report is presented to the Council and recommends revisions that reflect the Council's current organizational structure and good-governance practices.

The major revisions to the Bylaws proposed are summarized as follows:

- Changed the Electronic Participation section to reflect changes made to legislation in the ~~2018~~ 2022 session.

# **Bylaws of the State Council of Higher Education for Virginia**

*Amended by Council ~~January 14, 2019~~ September 20, 2022*

## **SECTION ONE**

These Bylaws of the State Council of Higher Education for Virginia adopted ~~January 14, 2019~~ September 20, 2022, supersede all previous Bylaws of the Council. The Council acknowledges that it is guided in its operations by law, various state regulations and by its own standing orders.

## **SECTION TWO**

### ***Responsibilities of the Council***

The responsibilities of the Council of Higher Education shall be those specified in the Code of Virginia or assigned to the Council by the Governor or the General Assembly.

## **SECTION THREE**

### ***Council Officers and Method of Election***

- I. The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.
- II. Election of the chair and vice chair, and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year. Notification to all Council members of the date, time and place of the election meeting shall be made in writing at least two weeks prior to the meeting. The chair, vice chair, and secretary may be nominated by any member of the Council. Voting shall be by a voice vote or a show of hands. The nominee for each position receiving the majority of the votes cast by members attending the meeting shall be elected. No proxy voting shall be allowed.
- III. The number of consecutive years a member may hold the same office shall be limited to three. Committee chair terms are not so limited. A vacancy in the office of chair shall be filled by the vice chair.
- IV. A vacancy in the office of vice chair shall be filled by the secretary.
- V. The Council shall establish such other offices as it deems necessary from time to time.

- VI. The general duties of the chair shall include:
- A. Preside at all meetings of the Council.
  - B. Serve as the official spokesperson and representative of the Council. On policy issues on which Council has not taken an official position, the chair shall consult the Executive Committee or act at the request of the Council.
  - C. The chair may delegate all or part of these duties to other members of Council as permitted by law.
- VII. The general duties of the vice chair of the Council shall include:
- A. Perform those duties delegated by the chair.
  - B. Serve as acting chair in the chair's absence.
- VIII. The general duties of the secretary of the Council shall include:
- A. Perform those duties delegated by the chair.
  - B. Sign the official minutes of the Council.

## **SECTION FOUR**

### ***Membership of the Council***

The membership of the Council is specified in Section 23.1-200 of the Code of Virginia.

## **SECTION FIVE**

### ***Council Staff***

- I. The Council shall employ a full-time director to serve as its chief administrator.
- II. The duties of the director shall be specified by the Council. The director shall receive a performance evaluation at least annually in a manner specified by the Council. Except as specified in these Bylaws, the staff employees of the Council shall be supervised by the director. The director shall report to the Council. However, between Council meetings the director shall take guidance and direction from the chair on behalf of the Council.
- III. The director, with the consent of the Council, shall appoint a professional staff member whose responsibilities will include assisting the director in making arrangements for Council meetings and keeping minutes of all Council meetings.



## SECTION SIX

### *Council Meetings*

- I. The presiding officer of the Council shall be the chair who shall enforce the rules of procedure of the Council fairly and impartially. If the chair does not serve, the vice chair shall serve. If the vice chair cannot serve, the secretary will serve.
- II. The Council shall meet at least quarterly or on the call of the chair. A majority of the Council may also call a meeting.
- III. Written or oral notification of each meeting shall be given to each member of the Council or committee at least one week prior to the Council or committee meeting. A Council meeting may be called upon shorter notice by agreement of a majority of the members but must be in accordance with the open meeting requirements in the Freedom of Information Act.
- IV. A written agenda for the Council or committee meetings shall be sent to each member approximately one week prior to the meeting unless the meeting has been called on shorter notice by agreement of a majority of the members.
- V. Except as prescribed in these Bylaws, all Council meetings shall be conducted in accordance with the rules and procedures set forth in the most recent edition of Robert's Rules of Order. For purposes of interpretation of Robert's Rules of Order, Council meetings shall be considered a meeting of a "large" body. However, meetings of any committee of the Council shall be considered a meeting of a "small" body.

## SECTION SEVEN

### *Committees*

**Establishment and Appointments.** The Executive Committee shall be a standing committee of the Council and consist of the chair, vice chair and such other members as may be appointed by the chair. The Executive Committee shall make recommendations in all those areas concerning the internal management of Council operations, including the organization and effective functioning of the Council, its staff and its work. The Executive Committee shall act on behalf of the Council between meetings.

The chair may appoint such other standing committees or ad hoc committees from time to time as deemed appropriate or to ensure the efficient disposition of the Council's work. The chair shall specify the purpose and duration of any ad hoc committee.

**Terms of Office.** The term of office of members appointed to the Executive Committee, any other standing committee or any ad hoc committee shall be at the pleasure of the Council's chair.

**Quorum.** The presence of fifty percent of committee members shall constitute a quorum. For purposes of constituting a quorum of any committee, the Council's chair and/or vice chair, when present, shall be considered members of that committee, entitled to take action within that committee.

**Electronic Participation.** ~~If a member is unable to attend a Council meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance; or due to a personal matter and identifies with specificity the nature of the personal matter the member may participate in the Council's meeting by electronic means as permitted by Virginia Code § 2.2-3708.2 and enumerated in the Council policy regarding electronic participation.~~

A. Member Unable to Physically Attend

Pursuant to applicable law and guidance, the Council adopts the following practice and procedures for the participation of members of its body who cannot physically attend meetings for which public business will be conducted.

1. Prior to a scheduled Council meeting, a member must (1) notify the Chair or Board Liaison that he or she is unable to attend the meeting due to (a) a temporary or permanent disability or other medical condition that prevents physical attendance, (b) a family member's medical condition that requires the member to provide care for such family member thereby preventing the member's physical attendance, (c) a member's residence is more than sixty (60) miles from the meeting location identified in the notice, and (d) a personal matter that prevents physical attendance.
  - a. in the case of a personal matter, the member must identify with specificity the nature of the personal matter.
  - b. Participation by a member pursuant to a personal matter is limited each calendar year to two meetings or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.
2. A quorum of the Council members must be physically assembled at the primary or central meeting location for the Council to consider the participation of a remote member.
3. The Chair, or in the Chair's absence, the Vice Chair, shall recommend approval or disapproval of the participation to the Council member. If the Council approves the participation by majority vote, it must record in its meeting minutes
  - a. the fact of the remote participation;
  - b. the location of the remote participation (and the remote location need not be open to the public);
  - c. whether the remote participation is because of
  - d. a temporary or permanent disability or other medical condition, or
  - e. a personal matter; and
  - f. in the case of a personal matter, the specific nature of personal matter.
4. This policy must be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

5. The Council may deny participation for personal matters only if participation would violate this policy. If a member's participation is disapproved, the disapproval and the reason for the disapproval shall be recorded in the minutes with specificity.
6. The Council must plan for the voice of the remote participant to be heard by all persons at the primary or central meeting location.
7. Should the requirements of this policy not be met, the Council member will be allowed to listen into the proceedings through an electronic means, if available.
8. The Council will provide the public access to observe any meeting at which a member is permitted to participate by remote means. The Council will state in the notice for the meeting whether public comment will be taken at the meeting and will provide a means for submitting written comments.

**Manner of Acting.** The act of the majority of the committee members present at a meeting at which there is a quorum shall constitute the act of the committee.

**Operation of Committees and Authority.** Committees shall not have authority of the Council except where specifically authorized by the Council.

## **SECTION EIGHT**

These Bylaws shall be reviewed and revised, as necessary, at least every four years. Any member may propose amendments to the Bylaws at any time. Proposed amendments must be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. A three-quarters vote of the total membership shall be required to adopt any amendments to these Bylaws.

*The attached appendix is not part of the SCHEV Bylaws. It is included here as reference material.*

**Appendix A**  
**Code of Virginia**

**Chapter 2**

§ 23.1-200. State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § [23.1-301](#) and subsection A of § [23.1-1002](#). The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction. The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.

E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring other than by expiration of a term shall be filled for the unexpired term. No nonlegislative citizen member shall serve for more than two consecutive terms; however, a nonlegislative citizen member appointed to serve an unexpired term is eligible to serve two consecutive four-year terms. No nonlegislative citizen member who has served two consecutive four-year terms is eligible to serve on the Council until at least two years have passed since the end of his second consecutive four-year term. All appointments are subject to confirmation by the General Assembly. Nonlegislative citizen members shall continue to hold office until their successors have been appointed and qualified. Ex officio members shall serve terms coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council shall appoint a secretary and such other officers as it deems necessary and prescribe their duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public institution of higher education in its agenda. The chief executive officers shall present information and comment on issues of common interest and choose presenters to the Council from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of private institutions of higher education, in its agenda.

1956, c. 311, § 23-9.3; 1964, c. 597; 1970, c. 117; 1972, c. 210; 1974, c. 544; 1980, c. 728; 1991, c. 590; 2013, c. [605](#); 2016, c. [588](#); 2017, c. [314](#); 2018, c. [202](#).

## **Appendix B: Policies for All Virtual Meetings and Electronic Meetings Conducted During State of Emergency Declarations**

### **I. All Virtual Meetings**

The following practice and procedures for participation of members apply when a meeting is held in which all members participate electronically:

1. Upon the decision by the Chair or Majority of the Council membership that a Council meeting will be held in an all-virtual format, the Council will issue a required meeting notice and include a statement notifying the public that the all-virtual meeting format will be used. This notice should include a statement that should the meeting format change, that subsequent notice will be issued and in accordance with Virginia Code 2.2-3707.
2. The Council will provide for the general public to observe the all virtual meeting via electronic communications which allow the public to hear the Council members' deliberations, other than for any portion of the meeting that is closed pursuant to Virginia Code § 2.2-3711.
  - a. If audio-visual technology is used, the electronic communication means should allow the public to also see the public body.
  - b. The Council will provide the public access to observe all-virtual meetings.
  - c. The Council will state in the notice for the meeting whether public comment will be taken at the meeting or provide a means for submitting written comments.
3. A copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to the members of the Council for a meeting shall be made available to the public in electronic format at the same time that the materials are provide to the members of the Council.
4. No more than two members of the Council can be together or present in any one of the remote locations used during the all-virtual meeting unless that remote location is open to the public and physically accessible to the public.
5. The Council is limited in convening meetings in the all-virtual format to two meetings or 25 percent of the meetings held each calendar year rounded up to the next whole number, whichever is greater.
6. The Council may not hold meetings in the all-virtual format consecutively with another all-virtual public meeting.
7. The Council will provide a phone number or other live contact information so the public can alert the Council of the audio or video transmission issues that interfere with their access, participation or viewing of the public bodies meeting.
  - a. The Council will monitor such designated means of communication during the meeting.
  - b. Should access fail, the Council shall take a recess until public access is restored (subject to reasonable time limitations).
8. In the event the Council convenes a closed session during the all-virtual public meeting, transmission of the meeting to the public must resume before the public body votes to certify the closed meeting as required by subsection D of Virginia Code § [2.2-3712](#).

9. Minutes of all-virtual public meetings held by electronic communication means are taken as required by Virginia Code § 2.2-3707 and include the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held.

## II. Electronic Meetings Conducted During State of Emergency Declarations

When an emergency has been declared, pursuant to Virginia Code § 44-146.17 or where the locality in which the body is located has declared a local state of emergency pursuant to Virginia Code § 44-146.21, the Council must affirm that (i) the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location and (ii) the purpose of the meeting is to provide for the continuity of operations of the Council or the discharge of its lawful purposes, duties, and responsibilities.

In such cases, a physical quorum is not required for the conduct of public business.

In cases of emergency, the Council will:

1. Give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to members of the Council conducting the meeting;
2. Make arrangements for public access to such meeting through electronic communication means;
3. Provide the public with the opportunity to comment if public comment is customarily received at such meeting; and
4. Follow other mandates of this policy and law.

# State Council of Higher Education for Virginia Agenda Item

**Item:** V.I. – Action on 2023 Meeting Schedule and Locations for Council Meetings

**Date of Meeting:** September 20, 2022

**Presenters:** Ken Ampy, Chair  
[kenampy@schev.edu](mailto:kenampy@schev.edu)

Laura Osberger, Director of Board and Executive Operations  
[lauraosberger@schev.edu](mailto:lauraosberger@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

Date: July 19, 2022

Review: Council reviewed the proposed meeting schedule for 2023.

**Purpose of Agenda Item:**

This item affords Council opportunity for final consideration and action to approve dates and locations for its 2023 (calendar year) meetings.

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

Traditionally, Council meets in the months of January, March, May, July, September and October.

The January and October meetings usually are held in the Richmond offices or a location nearby the SCHEV offices; the other four meetings take place at colleges and universities, per Council’s statutory duty to “visit and study the operations of each public institution of higher education.”

With reasonable public notice, the Council chair may call for a meeting of an ad hoc committee of Council members and/or a retreat for the full Council membership.

Since 2009, Council has included in its schedule a meeting with public-institution chief executives, who convene as the Council of Presidents (COP). The date generally coincides with Council’s September meeting, and the location is determined in coordination with the COP.

Council meets annually with the Private College Advisory Board (PCAB). The date generally coincides with Council’s March or May meeting, and the location is determined in coordination with the Council of Independent Colleges in Virginia (CICV).

Council usually meets at a public two-year institution in July and at public four-year institutions in either March or May and in September.



Council meetings usually take place over two days – the afternoon of one day (committee meetings) and the morning (or more) of the following day (full membership). In the proposed 2023 schedule, the January and July meetings would be single-day convenings (committees for much of the morning and the full Council for as much of the remaining day as necessary) in lieu of the usual day-and-a-half.

Council meetings generally are held on the third Monday and Tuesday of the month. An exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday. The later date affords staff an additional week to prepare for other activities, including college and university board-member training, which occurs in mid-October. All-day meetings (January and July; see above) are held on Tuesdays. For 2023, the January meeting is proposed for the second Tuesday of the month, prior to the opening of the General Assembly session.

**PROPOSED 2023 SCHEDULE AND LOCATIONS:**

- **January 10, 2023** – SCHEV (Richmond)
- **March 20-21, 2023** – Radford University (Radford)
- **May 15-16, 2023** (with Private College Advisory Board) – Virginia Union University (Richmond)
- **July 18, 2023** – Central Virginia Community College (Lynchburg)
- **September 18-19, 2023** (with Council of Presidents) – James Madison University (Harrisonburg)
- **October 23-24, 2023** – SCHEV (Richmond)

**Materials Provided:** Proposed schedule (immediately above).

**Financial Impact:** None.

**Timetable for Further Review/Action:**

**Resolution:** None.

Items Delegated to Director/Staff

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

**Academic Program Actions**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Central Virginia Community College	<b>Certificate Program Approved:</b> Electrical Technology (46.0302)	Fall 2022
The College of William & Mary in Virginia	<b>Graduate Certificate Program Approved:</b> Data and Computer Sciences (30.7099)	Fall 2022
George Mason University	<b>Facilitated Staff Approval:</b> Master of Science degree program in Marketing (52.1401)	Fall 2023
Mountain Empire Community College	<b>Certificate Program Approved:</b> Dental Assistant (51.0601)	Fall 2022
Old Dominion University	<b>Post-Professional Certificate Program Approved:</b> Psychiatric Mental Health Nurse Practitioner (51.3810)	Fall 2022
Radford University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Special Education, Adapted Curriculum (13.1007)</li> <li>• Special Education, Deaf and Hard of Hearing (13.1003)</li> <li>• Special Education, Early Childhood (13.1015)</li> <li>• Special Education, General Curriculum (13.1001)</li> <li>• Special Education, Visual Impairment (13.1009)</li> </ul>	Fall 2022
Virginia Commonwealth University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Decision Analytics (52.1301)</li> <li>• Health Care Financial Management (51.0799)</li> <li>• Supply Chain Management (52.0203)</li> </ul>	Fall 2022

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

**Discontinued Programs**

Institution	Degree/Program/CIP	Effective Date
Radford University	<b>Program Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science in Surgical Technology (51.0909) [Council Approval Date: Unknown]</li> <li>• Post-Baccalaureate Certificate in Bioethics (51.32019)</li> </ul>	Fall 2022
University of Virginia	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Doctor of Philosophy in Slavic Languages and Literatures (16.0400) [Council Approval Date: September 1974]</li> </ul>	Fall 2022

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

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

Institution	Location	Effective Date
Center for Manufacturing Excellence in Southwest Virginia	Wytheville, VA	July 5, 2022