



Agenda Book

March 18-19, 2024

Location:

George Mason University



March 18-19, 2024, Council Meeting Schedule of Events

George Mason University
Merten Hall
4441 George Mason Boulevard
Fairfax, Virginia 22030

March 18, 2024

2:00 – 4:00 **Academic Affairs Committee (Merten Hall, room 1202)**
[Section I on the agenda](#)
Committee members: Cheryl Oldham (chair); Thaddeus Holloman (vice chair);
Jason El Koubi; Scott Fleming; William Harvey; Doug Straley.

2:00 – 4:00 **Resources and Planning Committee (Merten Hall, room 1201)**
[Section II on the agenda](#)
Committee members: Jennie O’Holleran (chair); John Broderick (vice chair); Victoria
Harker, Walter Curt; John Jumper; Delceno Miles.

4:00 – 4:45 **GMU Highlights Tour, Merten Hall, Main Entrance to meet shuttle bus.**

5:00 – 7:15 **Reception and Dinner, Horizon Hall**

March 19, 2024

9:00 – 1:00 **Council Meeting (Merten Hall, room 1201)**
[Section IV on the agenda](#)

NEXT MEETING: May 13-14, 2024, Bridgewater College



March 18-19, 2024, Council Meetings

Agenda

George Mason University

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I. Academic Affairs Committee Monday, March 18, 2024 Merten Hall, Room 1202			
I.A. Call to Order	2:00 p.m.	Ms. Oldham	
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II. Resources and Planning Committee, Monday, March 18, 2024 Merten Hall, Room 1201			
II.A. Call to Order	2:00 p.m.	Ms. O'Holleran	
II.B. Approval of Minutes from the October 23, 2023, Resources and Planning Committee, the November 21, 2023, special Resources and Planning Committee meeting, and approval of Minutes from January 9, 2024, Resources and Planning Committee.	2:05 p.m.	Ms. O'Holleran	107
II.C. Discussion of Proposed Higher Education Funding from the 2024 General Assembly	2:10 p.m.	Dr. Khattar, Dr. Zheng	120
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II.F. Update on Major Projects Impacting the Resources and Planning Committee in 2024	3:10 p.m.	Mr. Andes	141
II.G. Update on Projects Related to Committee Requests to Staff	3:30 p.m.	Mr. Andes	143
II.H. Motion to Adjourn	3:55 p.m.	Ms. O'Holleran	
III. GMU Highlights Tour Monday, March 18, 2024 Merten Hall – Main Entrance	4:00 p.m.		
IV. Council Meeting Tuesday, March 19, 2024 Merten Hall, Room 1201			
IV.A. Call to Order	9:00 a.m.	Mr. Ampy	
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IV.L. Update on the Director Search	11:55 a.m.	Ms. Harker	
IV.M. Closed Session	12:05 p.m.	Mr. Ampy	
IV.N. Receipt of Items Delegated to Staff	12:35 p.m.	Dr. Edwards	182
IV.O. Old Business	12:40 p.m.	Mr. Ampy	
IV.P. New Business	12:45 p.m.	Mr. Ampy	
IV.Q. Receipt of Public Comment	12:55 p.m.	Mr. Ampy	
IV.R. Motion to Adjourn	1:00 p.m.	Mr. Ampy	
<u>NEXT MEETING:</u> May 13-14, 2024, Bridgewater College (Bridgewater) (Joint Meeting with Private College Advisory Board)			

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

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
January 9, 2024**

DRAFT MINUTES

Cheryl Oldham called the meeting to order at 10:00 a.m., at the State Council of Higher Education for Virginia, 10th Floor Conference Room, in Richmond, Virginia.

Committee members present: Scott Fleming, Dr. William Harvey, Thaddeus Holloman, Cheryl Oldham, and J. Douglas Straley. Jason El Koubi arrived at 10:14 am.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Kathleen Kincheloe, and Kirstin Pantazis.

APPROVAL OF MINUTES FROM THE OCTOBER 23 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Fleming and seconded by Mr. Holloman, the minutes were approved unanimously (5-0).

Ms. Oldham introduced and invited staff to present information on the following topics:

ACTION ON PROPOSED DEGREE PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo described the background of the proposed Health Sciences degree program at James Madison University (JMU) as well as its curriculum. This program responds to higher-than-average projected growth in healthcare occupations and documented student interest. Dr. Sharon Lovell, Dean of the College of Health and Behavioral Studies at JMU remarked that this degree provides a flexible pathway into healthcare for students who may be undecided when they enter college.

In response to a query from Mr. Fleming, Dr. Paula Maxwell, Associate Vice Provost for Faculty and Curriculum at JMU explained the two year period between Board of Visitors' approval and submission of the proposal to SCHEV. Mr. Fleming, Mr. Straley, and Dr. Harvey expressed interest in reviewing the factors affecting new degree program approvals.

The following resolution was approved unanimously (5-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Health Sciences (CIP: 51.0000), effective fall 2024.

Dr. DeFilippo described the background of the proposed Mechanical Engineering degree program at Virginia State University (VSU) as well as its curriculum. This degree program responds to a call from industry for improved diversity in the workforce and to high employment demand. Dr. Nasser Ghariban, Chair of the Department of

Engineering at VSU, thanked the committee for its support and noted mechanical engineers are versatile, enabling them to fill multiple types of engineering roles.

Mr. Fleming noted support for VSU, their mission and their contributions to the commonwealth. Dr. Harvey also noted strong support for the degree program and the institution but noted he would abstain from the vote as a proud alumnus of VSU.

The following resolution was approved unanimously (5-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Mechanical Engineering (CIP code: 14.1901), effective fall 2024.

Dr. DeFilippo described the background of the proposed Doctor of Education degree program at James Madison University and noted the intent of JMU to appeal staff's recommendation not to approve the degree program. In response to a query by Mr. El Koubi, Dr. DeFilippo noted that council has a statutory duty to review and "approve or disapprove" any degree program proposed by public institutions of higher education; staff recommendations are based on criteria detailed in the program approval policy.

Mr. Straley noted his belief that any opportunity to increase access to avenues for educators to better themselves will ultimately benefit the commonwealth. Dr. Elizabeth Oldmixon, Vice Provost for Faculty Affairs and Curriculum at JMU, presented information about the JMU College of Education and its aspirations for the proposed degree program. Among other considerations, she noted the program was presented in response to Governor Youngkin's identified gap in the teacher pipeline.

In response to a query by Ms. Oldham, Dr. Mark L'Esperance, Dean of the College of Education at JMU, remarked that the proposed program is different from other programs in the state in that it will be one of the lowest cost programs in the state, will be customizable to the student's intent, and will be geared toward keeping out-of-state students in state once they graduate. Dr. Harvey commented that limiting competition should not be the sole reason for disapproving a program proposal. In response to a query from Mr. Fleming, Dr. DeFilippo described the process and typical timeline of external review and added that the questions to be addressed by the external reviewers could be customized so as to leave the determination of the favorability of the review up to them.

The following resolution was approved unanimously (6-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP 13.0411) on condition that the proposal receives a favorable review from a team of external reviewers.

BE IT FURTHER RESOLVED that Council delegates to the director of SCHEV permission to communicate formal approval to the institution.

Mr. Alger, president of JMU, thanked the committee for the thoughtful discussion. Mr. El Koubi reflected on the complicated process of reviewing program approvals and thanked Dr. DeFilippo and staff for their work.

ACTION ON PROPOSED EDUCATION LICENSURE DEGREE PROGRAMS IN SHORTAGE AREAS

Dr. DeFilippo described the background of the SCHEV initiative to support creation of education licensure degree programs in support of Governor Youngkin’s higher education objectives and key results. In response to a query by Mr. Straley, Dr. DeFilippo noted the four programs presented at this time are the first in the process and more are expected to be presented for approval at the March council meeting. Representatives from Christopher Newport University, George Mason University, and the University of Virginia all thanked the committee and expressed appreciation to staff for the process employed under the initiative. Mr. Straley thanked the three institutions for their work to fill gaps in the education pipeline.

The following resolutions were approved unanimously (5-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the three institutions listed below to implement the specified degree programs in education licensure shortage areas, effective fall 2024.

Institution	Degree/Credential	Program Name	CIP
CNU	BAEd	Elementary Education PreK-6	13.1202
GMU	EdS	School Psychology	42.2805
UVA	MEd	School Psychology	42.2805
UVA	EdS	School Psychology	42.2805

ACTION ON PROPOSED MISSION STATEMENT CHANGE AT A PUBLIC INSTITUTION

Dr. DeFilippo described the background of the proposed mission statement change from Old Dominion University (ODU), which is an expansion of the institution’s current statement. Dr. DeFilippo further noted that details of the change and its rationale can be found on pages 29-30 of the agenda book. In response to a query by Dr. Harvey, Ashley Schumaker, Chief of Staff and Vice President of Operations at Old Dominion University, noted the new statement reflects the institution’s move from an R2 to an R1 university, its active work with economic partners, and the institution’s continued commitment to equity and inclusion.

The following resolution was approved unanimously (6-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed mission statement for Old Dominion University, to take effect 30 days following adjournment of the 2024 General Assembly:

Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

DISCUSSION OF THE WORK OF THE ACADEMIC AFFAIRS COMMITTEE

Ms. Oldham noted that in the interest of time the discussion on the work of the Academic Affairs Committee would be postponed to a later meeting.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Ms. Oldham adjourned the meeting at 11:45 a.m.

Cheryl Oldham
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: March 18, 2024

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: N/A

Action: N/A

Purpose of the Agenda Item:

The purpose of this item is to present seven new proposed degree programs, in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (*Code of Virginia* § 23.1-203).

Background Information/Summary of Major Elements:

The following proposed degree programs from public institutions are presented for Council action. Program summaries are included below.

- James Madison University, Bachelor of Arts and Bachelor of Science (B.A./B.S.) degrees in Communication Sciences and Disorders (CIP 51.0201)
- James Madison University, Bachelor of Arts and Bachelor of Science (B.A./B.S.) degrees in Media Arts and Design (CIP 09.9999)
- Old Dominion University, Bachelor of Science (B.S.) in Data Science (CIP 30.7001)
- Virginia Commonwealth University, Bachelor of Arts (B.A.) in Computer Science (CIP 11.0701)
- Virginia Commonwealth University, Master of Science (M.S.) in Data Science (CIP 30.7001)
- Virginia State University, Master of Business Administration (M.B.A.) in Business Administration (CIP 52.0201)
- Virginia State University, Master of Science (M.S.) in Data Analytics (CIP 30.7101)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

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

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

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

Resolutions:

The Academic Affairs Committee may vote to approve, disapprove, approve with condition or table for future actions. If approved, adopt the following resolutions and transmit them to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Communication Sciences and Disorders (CIP code: 51.0201), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Media Arts and Design (CIP code: 09.9999), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Computer Science (CIP: 11.0701), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science degree program in Data Science (CIP Code: 30.7001), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Business Administration (M.B.A.) degree program in Business Administration (CIP code: 52.0201), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Science (M.S.) degree program in Data Analytics (CIP code: 30.7101), effective fall 2024.

James Madison University
Bachelor of Arts and Bachelor of Science (B.A./B.S.) in Communication Sciences and Disorders
(CIP: 51.0201)

Program Description

James Madison University seeks the creation of a Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Communication Sciences and Disorders to be initiated in fall 2024. The proposed program would be located in the College of Health and Behavioral Studies, Department of Communication Sciences and Disorders.

The proposed program is designed to provide students with the knowledge and skills to “describe components of communication in functional contexts and recognize barriers to and/or solutions for improving communication.” The core curriculum will include courses in phonetics, anatomy and physiology of the ear and voice mechanisms, language development, introduction to communication disorders, audiology, phonological and language disorders, aural rehabilitation, acoustics of hearing and speech, neuroanatomy and neurogenic communication disorders, and organic disorders in communication sciences and disorders. Students will learn “foundational scientific knowledge in normal communication, swallowing, and hearing processes.” Through experiential learning, students will be exposed to and interact with individuals with audiology and/or speech-language pathology disorders. Students will develop introductory level preventative, diagnostic, and treatment abilities in audiology and/or speech-language pathology. Graduates will be prepared to assist and support supervising speech language pathologists and audiologists. Graduates will also be prepared to complete modules to obtain national certification as a speech-language pathology assistant through the Council for Clinical Certification of the American Speech, Language, and Hearing Association (ASHA).

The proposed program would require 120 credit hours: 33 credit hours of core coursework; 12 credit hours of foundational coursework; six to eight credits in basic science requirements; three credits for a methods and observation requirement; and 41 credit hours of general education coursework.

For elective coursework, the degree program will require credits based on the degree designation. For the Bachelor of Arts (BA) degree designation, six to 22 credit hours will be required. For the Bachelor of Science (BS) degree designation, 17 to 19 credits hours will be required.

The university requires additional credit hours based on the degree designation. For the Bachelor of Arts (BA) degree designation, three to 17 credit hours will be required in foreign language and philosophy. For the Bachelor of Science (BS) degree designation, six credits would be required in mathematics and scientific literacy.

Justification for the Proposed Program

JMU indicates the “current BA/BS degree program in Speech Pathology has a major in Communication Sciences and Disorders that has been in effect since 1994.” Although students enrolled in the degree program complete the Communication Sciences and

Disorders major, graduates receive a BA or BS in Speech Pathology. The expansion of the major is needed to “provide students with a degree and degree name that more accurately reflects the program of study and coursework completed.”

JMU cites the American Speech Language Hearing Association (ASHA) as justification for the proposed degree program. JMU writes that information provided for students to plan their education if they are seeking to be professionals in the field indicates “an undergraduate degree in [communication sciences and disorders] is the most common pathway into audiology and speech-language pathology graduate programs” (<https://www.asha.org/students/planning-your-education-in-csd/>). JMU notes that institutional data show that after graduation, students who were in the BA/BS in Speech Pathology degree and elected to major in communication sciences and disorders enrolled in graduate programs in either speech language pathology or audiology. In spring 2018, “64 of 72” students who majored in communication sciences and disorders enrolled in graduate degree programs; in spring 2019, “72 of 83” enrolled in graduate degree programs; and in spring 2020, “65 of 81” enrolled in graduate degree programs in either speech language pathology or audiology.

JMU affirms that the proposed program responds to the current need for support personnel who have the “ability to work under the direction of Speech-Language Pathologists to expand service capacity.” JMU cites the American Speech Language Hearing Association (ASHA) as a justification for the proposed degree program. ASHA “has identified critical shortages of speech-language pathologists (SLP) in all regions of the country, particularly in school settings [and] these shortages impede the ability of individuals with communication and related disorders to reach their full academic, social, and emotional potential. The use of speech-language pathologist assistants (SLPAs) is an essential element of aiding those professionals who provide services and individuals who rely on such services” (<https://www.asha.org/policy/slpa-scope-of-practice/#Executive-Summary>). Speech-language pathology assistants have three education options to take the required certification examination and one option is “receipt of a bachelor’s degree in communication sciences and disorders from a regionally accredited institution and completion of ASHA education modules” (<https://www.asha.org/policy/slpa-scope-of-practice/#Executive-Summary>). JMU writes that graduates of the proposed degree program will “have the knowledge and skills necessary to sit for the National Examination” and will be prepared to enter the workforce as speech-language pathology assistants.

Student Demand

Evidence of student demand for the proposed degree program comes from student enrollment in the communication sciences and disorders major within the Bachelor of Arts/Bachelor of Science (BA/BS) in Speech Pathology degree program. Data show that in 2021-2022, 93 freshman students declared communication sciences and disorders as their major; in 2022-2023, 72 students declared the major; and in fall 2023, 52 students declared the major.

Enrollment projections show a full-time equated student enrollment (FTES) of 60 in the program's first year (2024-25). The projections continue as follows: FTES 2025-26, 120.0; 2026-27, 180.0; and 2027-28, 240. JMU anticipates 60 graduates per year

beginning in 2025-26. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

JMU notes that graduates of the proposed BA/BS in Communication Sciences and Disorders will be prepared to work as speech, language pathology assistants or audiology assistants. Graduates will be qualified to work in educational settings and healthcare businesses providing services in speech, language, and hearing disorders. JMU provided 14 job announcements. Of the 14, 11 were for speech language pathology assistants of which 10 were in Virginia; three announcements were for audiology assistants nationally.

The U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for speech language pathology assistants. However, O*NET OnLine (developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration) provides data for the job category. O*NET OnLine projects that between 2022 and 2032, employment of speech-language pathology assistants is projected to grow 6% or “faster than average” nationally (<https://www.onetonline.org/link/localtrends/31-9099.01?st=VA>). O*NET OnLine notes that speech language pathology assistants “assist speech-language pathologists in the assessment and treatment of speech, language, voice, and fluency disorders. Implement speech and language programs or activities as planned and directed by speech-language pathologists. Monitor the use of alternative communication devices and systems.” O*NET OnLine also notes that a bachelor’s degree is required for some jobs” (<https://www.onetonline.org/link/details/31-9099.01>). For Virginia, the O*NET OnLine projects between 2020 and 2030 employment of speech language pathology assistants is expected to increase 8% or 180 positions annually (<https://www.onetonline.org/link/localtrends/31-9099.01?st=VA>).

Duplication

Four public institutions in Virginia (Longwood, ODU, Radford, and UVA) offer similar or related degree programs.

Longwood University (Longwood) offers a Bachelor of Science (BS) in Communication Sciences and Disorders. Both degree programs require coursework in anatomy and physiology of speech and hearing communication, language development, audiology, neuroanatomy of communication disorders, aural rehabilitation, phonetics, organic disorders in communication sciences and disorders, and a pre-clinical observation course. The proposed degree program requires a course in professional issues and multicultural considerations in communication disorders not required in Longwood’s degree program.

Old Dominion University (ODU) offers a Bachelor of Science (BS) in Speech-Language Pathology and Audiology. Both degree programs require coursework in anatomy and physiology of human communication, phonetics, audiology, language development, aural rehabilitation, communication disorders, neurological basis of communication, multicultural considerations in communication disorders, and a pre-clinical observation

course. ODU's degree program requires coursework in sign language and deaf culture not required in the proposed degree program.

Radford University (Radford) offers a Bachelor of Arts and Bachelor of Science (BA/BS) in Communication Sciences and Disorders. Both degree programs require coursework in anatomy and physiology of human communication, audiology, language development, neuroanatomy of communication disorders, phonetics, and a pre-clinical observation course. Both Radford's and the proposed program require a course on multicultural/diverse populations' and professional (e.g., delivery of services) issues. However, Radford's course is focused on diverse populations specifically in a K-12 education setting.

The University of Virginia (UVA) offers a Bachelor of Science in Education (B.S.Ed.) in Speech Communication Disorders. Both programs require core coursework in anatomy and physiology of human communication, audiology, aural rehabilitation, language development, and phonetics. The proposed program will require core coursework in language development, neuroanatomy and neurogenic communication disorders, professional issues and multicultural consideration in communication disorders, and a pre-clinical observation which are not required courses in UVA's program.

Enrollments and Degrees Awarded at Comparable Programs in Virginia

Enrollment	F 2018	F 2019	F 2020	F 2021	F 2022
Longwood University	90	73	79	84	70
Old Dominion University	143	127	129	103	112
Radford University	74	88	73	63	60
University of Virginia	75	69	55	55	54
Degrees Awarded	2019	2020	2021	2022	2023
Longwood University	33	17	11	24	20
Old Dominion University	49	46	49	53	46
Radford University	16	19	19	19	17
University of Virginia	41	33	29	23	33

Resource Needs

Projected revenue from tuition and, educational and general fees (E&G) will support the proposed program. JMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

JMU has submitted documentation to close the existing Bachelor of Arts/Bachelor of Science (BA/BS) in Speech Pathology degree program. The resources used to support that degree program will be needed and used to initiate and sustain the proposed degree program.

Board Approval

The JMU Board of Visitors approved the proposed program on June 24, 2021. (The program proposal was submitted to SCHEV in June 2023.)

James Madison University
Bachelor of Arts and Bachelor of Science (B.A./B.S.) in Media Arts and Design
(CIP: 09.9999)

Program Description

James Madison University seeks the creation of a Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Media Arts and Design to be initiated in fall 2024. The proposed program would be located in the School of Media Arts and Design (SMAD) in the College of Arts and Letters.

According to JMU: “The purpose of the proposed BA/BS degree program in Media Arts and Design is to prepare students to work in a variety of media creation and mass communications professions. The program will focus on providing students with broad knowledge about, and skills in, storytelling and design across platforms, which is essential for companies and organizations across all sectors, not just within the media industry. Within the media industry, the knowledge and skills are valuable in areas such as journalism, advertising, video production and filmmaking, website development and user experience design of digital media. This proposed program will provide the skills to research topics and create media in written, visual, video, audio, and digital formats. Students will be able to evaluate media and use a variety of technologies to create their stories and will be well-versed in the legal and ethical issues and frameworks of media creation and dissemination. Through experiential learning, students will be exposed to people of diverse backgrounds and experiences and/or those facing specific challenges and problems, some of which can be solved only through widespread awareness that media can accomplish. Graduates will be prepared to work for news organizations, advertising firms, video production companies, sports broadcasting entities, and any company or organization that requires external or internal communication and media production work. They also will be prepared to become media entrepreneurs and work for themselves as contractors, freelancers, or consultants in a range of media fields.”

The proposed program would require 120 credit hours: 21 credits of core coursework; six credits of critical/analytical coursework; 15 credits in a concentration; and 41 credit hours of general education coursework.

The university requires additional credit hours based on the degree designation. For the Bachelor of Arts (BA) degree designation, three to 17 credit hours will be required in foreign language and philosophy. For the Bachelor of Science (BS) degree designation, six credits would be required in mathematics and scientific literacy.

Justification for the Proposed Program

JMU writes: “One recent criticism of universities is that they have been slow to adapt to new technology and the demands of employers, writes higher education journalist Douglas Belkin in an essay for the Wall Street Journal. ‘The digital revolution demanded a nimble realignment of the academy so that students could learn a quickly emerging set of skills to meet changing labor market demands’ (Belkin, Douglas, Why Americans Have Lost Faith in the Value of College. <https://www.wsj.com/us-news/education/why-americans-have-lost-faith-in-the-value-of-college-b6b635f2>). The proposed BA/BS in Media Arts and Design prepares its graduates to do just that: be agile enough to master

ever-changing media technology and software while being grounded in the powerful art of storytelling across audio, video, visual, print, and interactive digital spaces. Each business or organization has stories to tell, whether they are news or entertainment media companies that create and sell those stories as their main function, or they are entities that need to convey their own messages to customers and prospective customers. Storytelling might sound easy. But doing it well, especially in times of upheaval and evolution, is a sought-after skill and one that requires training. As Rory McDonald and Robert Bremmer wrote in the Harvard Business Review, the common denominator for companies that can successfully navigate change is the ability to research and craft a relatable, understandable and rational story. ‘The human mind values consistency. Our research shows that audiences are thrown by a confusing plot; they view inconsistent organizations as less legitimate and ultimately less deserving of their support’ (ibid.). The proposed BS/BA in Media Arts and Design trains graduates who can develop those stories for employers from the conception phase to the distribution, as well as through continuous engagement with audiences.”

Student Demand

James Madison University evaluated student demand for the proposed BA/BS degree in Media Arts and Design from two primary sources of data: 1) the number of applications submitted to the major in Media Arts and Design within the BA/BS degree in Communication Studies, and 2) the number of students admitted to the Media Arts and Design major during the fall 2018-fall 2022.

The degree in Communication Studies has, on average, 1,450 students enrolled annually in the degree program. Of those students, an average of 276 students pursue the Media Arts and Design major. The number of applicants pursuing the current major in Media Arts and Design under the existing BA/BS degree in Communication Studies indicates student demand for the proposed degree program.

Enrollment projections show a full-time equated student enrollment (FTES) of 80 in the program's first year (2024-25). The projections continue as follows: FTES 2025-26, 160.0; 2026-27, 240.0; and 2027-28, 320. JMU anticipates 80 graduates per year beginning in 2028-29. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

JMU writes: “Because the need for multimedia storytellers and creators stretches across many industries and different types of job, no single sector captures the range of jobs that graduates of the proposed Media Arts and Design program go on to hold. Graduates of the proposed program will have strong skills in creating narratives and technological competency in media creation tools that position them to succeed in many specific employment subcategories that show job growth nationally over the next decade including: writers, advertising/promotions/marketing/brand managers (the most similar U.S. Bureau of Labor Statistics subcategory to the growing sector of social media manager jobs), website developers and digital designers, and graphic designers.” The BLS occupation categories cited by JMU include: writers (4% projected growth 2022-32); web developers and digital designers (16%); advertising, promotions, and marketing managers (6%); and graphic design (3%).

The occupations cited from the Virginia Employment Commission’s ten-year (2020-30) projections (<https://virginiaworks.com/Occupational-Projections>) are: graphic designer (2.9%); multimedia artist (2.2%); advertising and promotions manager (5.5%); marketing manager (11.5%); and writer (-4%).

JMU provided 16 job ads, all from Virginia.

Duplication

The proposed degree program is highly duplicative with similar degree programs at nine other public institutions (see table below). The degree of curricular overlap with the other nine degree programs varies significantly. JMU’s program has a distinct focus on design that appears to be unique.

Enrollment	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Christopher Newport University	317	295	319	284	261
George Mason University	0	0	0	537	459
Longwood University	210	207	203	205	176
Norfolk State University	252	299	399	244	242
Radford University	288	278	223	184	133
University of Mary Washington	0	0	0	0	56
Virginia Commonwealth Univ	1021	919	614	508	433
Virginia Tech	704	683	757	838	783
Virginia State University	341	331	326	261	257
Degrees Awarded	2018	2019	2020	2021	2022
Christopher Newport University	112	103	103	107	89
George Mason University	0	0	96	160	153
Longwood University	42	64	49	54	64
Norfolk State University	40	46	64	44	47
Radford University	87	80	78	66	52
University of Mary Washington	0	0	0	0	8
Virginia Commonwealth Univ	274	294	216	252	203
Virginia Tech	192	227	178	261	219
Virginia State University	65	64	59	58	37

Resource Needs

All resources, including tuition and fee revenue and state support, associated with the Media and Design concentration under JMU’s Communication Studies bachelor degree program will be reassigned to the proposed degree program. JMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The JMU Board of Visitors approved the proposed program on June 24, 2021. (The program proposal was submitted to SCHEV in June 2023.)

Old Dominion University
Bachelor of Science (B.S.) in Data Science
(CIP: 30.7001)

Program Description

Old Dominion University seeks the creation of a Bachelor of Science (BS) degree program in Data Science to be initiated in fall 2024. The proposed program would be located in the School of Data Science.

The purpose of the proposed degree program is to provide students “with foundational knowledge in the core competency areas of data science.” The program would provide students with foundational skills in computer-based problem solving and programming in C++, mathematics (precalculus), and “elementary statistics”. Through the core coursework, students will learn to use data to identify trends and patterns and solve problems. The core curriculum will include courses in: elements in data science, foundations in data science, ethics and data, data science research methods, principles of information technology, introduction to data analysis, and data science, technology and society.

Two concentration areas would be offered: 1) artificial intelligence and machine learning and 2) data visualization. Coursework in the artificial intelligence concentration will provide students with an understanding of the basic tools used to discover patterns and structure to make predictions in data sets. Students will learn how to identify data structures and algorithms. Students who select the data visualization concentration will learn different methods of business analytics, including basic descriptive statistics, and advanced descriptive and predictive analytics. Coursework will provide students with knowledge of concepts, processes, technologies, and methods used in data visualization.

All graduates will possess knowledge and skills to: 1) extract and analyze information from large structured and unstructured data sets; 2) apply statistics to perform data analysis; 3) utilize program design for computer-based algorithm development; 4) interpret data findings and prepare graphics to present information; and 5) prepare analytical reports. ODU developed five (5) new courses for the degree program.

The proposed program would require 120 credit hours: 27 credit hours of core coursework including a three-credit hour capstone project course; 14 credits for required foundational coursework; 27-29 credit hours in a concentration area; 35 credit hours of general education coursework; and 15-17 credits of electives.

Justification for the Proposed Program

ODU contends that the “increased amount of available data has escalated the demand for entry-level data science professionals.” In 2018, researchers examining undergraduate data science curricula noted that “while training MS and PhD level Data Scientists is important...[and] individuals with advanced degrees would fill-in some fraction of intermediate to advanced/senior data science related position in industry,...the unmet demand with respect to junior and entry level positions would most likely remain” (<https://peer.asee.org/designing-undergraduate-data-science-curricula->

[a-computer-science-perspective.pdf](#)). ODU also references the 2017 report “The Quant Crunch: how demand for data science skills is disrupting the job market”: “higher education needs to be nimble and responsive, and its bachelors, graduate, certificate, and executive-level programs have to be responsive to workforce needs” ([burning-glass.com/wp-content/uploads/The_Quant_Crunch.pdf](#)). ODU asserts that the proposed program will “provide students with the entry-level skills necessary to support data-driven activities across organizations.”

ODU cites a 2018 National Academies of Sciences, Engineering, and Medicine publication: “It is imperative that educators, administrators, and students begin today to consider how to best prepare for and keep pace with this data-driven era of tomorrow. Undergraduate teaching, in particular, offers a critical link in providing more data science exposure to students and expanding the supply of data science talent” (<https://nap.nationalacademies.org/read/25104/chapter/3#7>). Further, “a wide variety of instructional programs will be needed to prepare students for the data-enriched world of the coming years... [to include] introductory courses, full degrees at both associate and bachelor’s levels, and a range of minors and certificates (<https://nap.nationalacademies.org/read/25104/chapter/2#2>). ODU notes that one of the committee recommendations was: “academic institutions should embrace data science as a vital new field that requires specifically tailored instruction delivered through majors and minors in data science as well as the development of a cadre of faculty equipped to teach in this new field” (<https://nap.nationalacademies.org/read/25104/chapter/2#2>). ODU affirms that graduates of the degree program will possess the knowledge and skills “to meet organizations’ needs for entry-level professionals who can develop statistical models, perform analytics on complex data, and use data science and analytics to solve problems and create new strategies for success.”

Student Demand

In November 2023, ODU’s “Office of Institutional Effectiveness and Assessment sent an online survey to individuals who requested information about computing and math programs from ODUGlobal between May and November 2023. ODUGlobal is the unit responsible for recruiting and admitting students to ODU’s online degree programs.” Students were asked, if ODU offered a BS in Data Science, would they enroll? Of the 80 respondents, 23 (approximately 28%) indicated “definitely” to enroll and 19 (approximately 24%) indicated “very likely” to enroll; 10 (8%) indicated “likely” to enroll in the proposed degree program.

In November 2023, ODU’s “Office of Institutional Effectiveness and Assessment sent an online survey to undeclared freshmen and sophomores in ODU’s College of Science. The survey link remained open for 12 days. The survey was sent to 346 students. There were 28 responses to the survey.” Students were asked, if ODU offered a BS in Data Science, would they enroll? Of the 28 respondents, four (approximately 14%) indicated “definitely” to enroll and four (approximately 14%) indicated “very likely” to enroll; six (approximately 21%) indicated “likely” to enroll in the proposed degree program.

Enrollment projections show a full-time equated student enrollment (FTES) of 43 in the program's first year (2024-25). The projections continue as follows: FTES 2025-26, 85.0; 2026-27, 127.0; and 2027-28, 212. ODU anticipates 54 graduates per year beginning in 2028-29. If projections are met, then this degree program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

ODU indicates that graduates of the proposed BS in Data Science would be prepared for entry-level positions as data scientist and data analyst. ODU provided 10 job announcements. Of the 10, six were in Virginia. Employment announcements indicate a need for bachelor-level graduates. The U. S. Bureau of Labor Statistics (BLS) projects that between 2022 and 2032 employment of data scientists is expected to grow 35% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-6>). ODU wrote that the BLS notes, “at least a bachelor’s degree” is needed to enter field (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-4>). The Virginia Employment Commission (VEC), Labor Market Information does not have data or a job category for “data scientists.” However, VEC data show demand for an occupation with similar or related knowledge, skills, and education level as those of data scientists. The data for operations research analysts show demand will be robust for professionals in Virginia. The VEC, Labor Market Information projects that between 2020 and 2030 employment of operations research analysts is expected to increase 25.98% or 195 positions annually; (<https://virginiaworks.com/Occupational-Projections>).

Duplication

Four public institutions in Virginia (GMU, William & Mary, UVA, and Virginia Tech) offer similar or related degree programs.

George Mason University (GMU) offers a BS in Computational and Data Sciences. Both programs offer foundation courses in computer science and data ethics. ODU’s program will require a capstone course.

The College of William and Mary in Virginia (William & Mary) offers a BS in Data Science. Both programs require courses in mathematics, statistics, data science, ethics, and a capstone course. Both programs require coursework in a sub area. ODU’s proposed program has two concentrations: artificial intelligence and machine learning and, data visualization, while W&M has three track areas: data applications, algorithms, and spatial data analysis.

University of Virginia (UVA) offers a BS Data Science. Both programs require courses in data science and programming. Both programs require a culminating course. Virginia Polytechnic Institute and State University (Virginia Tech) offers a BS in Computational Modeling and Data Analytics. Both programs require courses in mathematics, statistics, data analytics, and programming. ODU’s program requires a capstone course and, the program has two concentration areas: artificial intelligence and machine learning and, data visualization.

Enrollments and degrees awarded for comparable programs in Virginia

Enrollment	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
George Mason University	81	117	159	196	254
William & Mary			38	93	90
University of Virginia					
Virginia Tech				593	592
Degrees Awarded	2019	2020	2021	2022	2023
George Mason University	10	30	31	44	48
William & Mary			8	35	49
University of Virginia					
Virginia Tech				174	173

Resource Needs

The Cost and Funding Sources to Initiate and Operate the proposed degree program was reviewed by SCHEV finance staff. The proposed program will be funded primarily through the reallocation of resources in the School of Data Science with support from the Office of the Provost and Vice President of Academic Affairs. Resources to fund three new faculty will come from the Office of the Provost and Vice President of Academic Affairs. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general fees (E&G) will support the proposed program. ODU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The ODU Board of Visitors approved the proposed program on December 9, 2022.

Virginia Commonwealth University
Bachelor of Arts (B.A.) in Computer Science
(CIP: 11.0701)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Bachelor of Arts (BA) degree program in Computer Science to be initiated in fall 2024. The proposed program would be located in Department of Computer Science within the College of Engineering.

VCU writes: “The purpose of the proposed B.A. degree program in Computer Science is to educate, through a multidisciplinary approach, a wider range of students in Virginia with the skills needed to identify, construct, and maintain computer systems across various industries. The proposed degree program will provide students with the knowledge and skills in client computing needs assessment, computing system design and prototyping, coding, code testing, and system documentation generation. The proposed degree program will provide students specific coursework to become proficient in contemporary software development methodologies, including agile programming, through collaborative projects, enhanced teamwork, and problem-solving skills. The program's multidisciplinary approach will enable students to apply their computational knowledge to their chosen specialized areas of interest. Graduates will possess the fundamental knowledge and skills in programming and software development to work as entry-level computer programming, computer support specialists, computer systems analysts, software developers, quality assurance analysts, software testers, web developers and digital designers. Graduates of the proposed degree program will be prepared to work in all industries in the public and private sectors that seek candidates who can seamlessly integrate computing skills to address business needs.”

The proposed BA in Computer Science would require 120 credit hours. All students would be required to complete: 27 credit hours of core coursework, 12 credits of additional required credits, 12-13 credits of restricted electives, and 18 credits in a minor or a second major. The curriculum is designed to be offered in the traditional, face-to-face format

Justification for the Proposed Program

VCU writes: “There is a sustained and growing need for computer professionals in Virginia and the nation. Increasingly, industries of all types are hiring computing professionals to move their businesses forward. These professionals are found ‘in every kind of business, every kind of science, in government, analyzing data, websites, and scientific data’ (What can you do with a computer science degree? *U.S. News & World Report*. <https://www.usnews.com/education/best-graduate-schools/articles/what-can-you-do-with-a-computer-science-degree>). ‘[O]n an intellectual level, computer science has become fundamental to almost every aspect of society’ (The discipline that is transforming higher ed. *The Chronicle of Higher Education*, 66(28). <https://www.chronicle.com/article/the-discipline-that-is-transforming-higher-ed/>) Since computing and software are vital to all professions, there is a significant need to develop computing professionals who can apply computing skills to all employment sectors and

various contexts. The proposed B.A. degree program will respond to the current needs by preparing individuals who can provide computing skills needed in all industries and government areas.

The proposed program responds to the current need in Virginia and the nation for individuals trained with robust computing skills. The current needs include: 1) a market demand in most industries for professionals with computing skills and 2) a more multi-disciplined workforce that better aligns with computing careers in all areas.” The proposed program will qualify for the Tech Talent Innovation Program.

Student Demand

Evidence of student demand comes from two sources: 1) a survey of high school students, and 2) a survey of current VCU students who are either minoring in Computer Science or are pre-engineering with undeclared majors.

High School Survey

- **Prompt 1:** *If VCU offered this Bachelor of Arts in CS program, I would enroll.*
Rising Seniors: 23 respondents strongly agreed, 49 agreed
Rising Juniors: 3 respondents strongly agreed, 7 agreed
- **Prompt 2:** *I am interested in pursuing a degree in Computer Science.*
Rising Seniors: 58 respondents strongly agreed, 30 agreed
Rising Juniors: 8 respondents strongly agreed, 1 agreed

Computer Science Minors and Undeclared Pre-engineering Students Survey

- **Prompt 1:** *If VCU offered this Bachelor of Arts in CS program, I would enroll.*
14 respondents strongly agreed, 8 agreed
- **Prompt 2:** *I am interested in pursuing a degree in Computer Science.*
24 respondents strongly agreed, 4 agreed

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 20 in the program’s first year (2024-25). The projections continue as follows: FTES 2025-26, 40.0; 2026-27, 60.0; and 2027-28, 80.0. VSU anticipates having 16 graduates each year beginning in 2028-2029. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Employment Demand

VCU writes: “Graduates of the proposed B.A. in Computer Science degree program will be qualified to become entry-level software developers, software engineers, software quality assurance analysts and testers, computer programmers, and computer systems analysts. Graduates will be prepared to work in all industries and public sector jobs requiring computing or software engineering skills.

According to the U.S. Bureau of Labor Statistics (BLS), between 2022 and 2032, employment for computer professionals is expected to grow “much faster than the average for all occupations” (The U.S. Bureau of Labor Statistics. Occupational Outlook Handbook. <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>). The BLS goes on to say, “[T]his increase is expected to result in about 377,500 new

jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently” (ibid.).

According to data cited by VCU from the Virginia Employment Commission, Labor Market Information 10-year growth projections for relevant occupations are: software developers (25%), computer systems analysts (10%), computer programmers (-11%), and web developers (16%).

VCU provided 12 job ads, of which 10 (nine in Virginia) require a bachelor degree in computer science, and two do not require a bachelor degree in computer science.

Duplication

Three public institutions in Virginia offer a degree program similar or related to the proposed BA in Computer Science: Longwood University, the College of William and Mary and the University of Virginia. VCU’s program is essentially similar to the existing three BA programs in the basic computing competencies covered. VCU’s program requires more math and statistics than existing programs and is unique in requiring a minor or second major.

Resource Needs

The proposed program would be funded through resources already in place for the BS in Computer Science.

Board Approval

The VCU Board of Visitors approved the proposed program on December 8, 2023.

**Virginia Commonwealth University
Master of Science (M.S.) in Data Science
(CIP 30.7001)**

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Master of Science (MS) in Data Science degree program to be initiated fall 2024. The proposed degree program is based in the Department of Computer Science in the College of Engineering.

The proposed MS program is designed “to educate students with the advanced knowledge, skills, and tools essential for the analysis and interpretation of complex data.” Students enrolled in the proposed program receive exposure to “data manipulation, machine learning algorithms, data visualization, big data technologies, and database management” in addition to “programming languages such as SQL, Python, and R.” Graduates of the program are prepared to utilize “data for informed decision-making across various industries” which include healthcare, biomedical research, government agencies, and academia.

The MS in Data Science requires the completion of 30-credit hours: 18-credit hours of core coursework and 12-credit hours of restricted elective coursework split between two domains, computer science and statistics and operational research. As part of the core curriculum, students must complete a two-semester experiential capstone working with an industry partner.

Justification for the Proposed Program

VCU contends that the proposed MS degree program responds to current needs in the Virginia and the nation by preparing students to work in environments requiring professionals with advanced training in data science. VCU claims that data scientists, with advanced training are needed in response to two specific demands: 1) market demand for data professionals that can extract insights from the vast amount of data generated by individuals, organizations, and businesses, and 2) a need to foster interdisciplinary collaboration to address societal challenges and opportunities. VCU cites an article published by the Virginia Economic Development Partnership (VEDP) outlining a need for data scientists. According to VEDP this need is two-fold: 1) Virginia has one of the highest concentrations of data scientist employment in the country and 2) Virginia ranks among the top 12 locations where companies are actively looking for data scientists (<https://www.vedp.org/news/virginia-universities-prepare-meet-tomorrows-data-science-needs>). Furthermore, VCU asserts that “[d]ata scientists empower innovation by bridging gaps across fields and helping experts in a variety of disciplines gain critical insights from data” that is crucial in addressing societal challenges by leveraging data-driven insights across multiple disciplines.

Student Demand

As evidence of student interest in the proposed degree program, VCU cites two sources for enrollment demand: 1) a survey of demand among current VCU undergraduate and graduate students and 2) a survey of demand among VCU alumni. VCU surveyed undergraduate and graduate students in quantitative disciplines in 2023. A total of 157

students responded to the survey with 121 respondents indicating that they would be interested in pursuing a degree in data science. Of the 140 respondents to the alumni survey, 102 would be interested in pursuing a degree in data science.

Enrollment projections show a full-time equated student enrollment (FTES) of 12 in the program's first year (2024-25). The enrollment projections continue as follows: FTES 2025-26, 22; 2026-27, 24; and 2027-28, 24. VCU anticipates graduating 12 students per year beginning in 2028-29. If these enrollment and graduate projections are met, then this program will meet Council's productivity/viability standards within five years.

Employment Demand

According to the U.S. Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook employment of data scientists is expected to grow 35%, or "much faster than the average for all occupations" (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-6>). Employment growth for data scientists is expected to stem from an increased demand for data-driven decisions.

The Virginia Employment Commission's (VEC) Labor Market Information website shows a 27% growth between 2020 and 2030 for mathematical science occupations and 37% for statisticians (which includes data scientists).

Issues of Duplication

Four public universities offer a similar or related degree program. The following universities offer graduate degree programs in the area of data science: George Mason University, Old Dominion University, Radford University, and the University of Virginia.

George Mason University (GMU) offers a Master of Science (MS) in Data Analytics Engineering that is related to the proposed degree program. The degree program is designed to provide students with an understanding of the technologies and methodologies necessary for data-driven decision making. The program requires 30 credit hours. The core requires 15 credit hours. The program requires 15 credits of coursework in a concentration. Thirteen areas of concentration are offered. A capstone course is required. GMU's program requires 15 credit hours in a concentration area. VCU's proposed program does not have concentrations but requires 12 additional hours in restricted electives (6 hours from computer science and 6 hours from statistics).

Old Dominion University (ODU) offers a Master of Science (MS) in Data Science and Analytics that is related to the proposed degree program. The degree program focuses on providing students with a foundation to use various programming tools and software packages to develop statistical models. The program requires 30 credit hours. The core requires 15 hours. The program requires 12 credits of coursework in a concentration. Four areas of concentration are offered. A capstone course is required. ODU's program requires 12 credit hours in a concentration area. VCU's proposed program does not have concentrations but requires 12 additional hours in restricted electives (6 hours from computer science and 6 hours from statistics).

Radford University (Radford) offers a Master of Science (MS) in Data and Information Management that is related to the proposed degree program. The program’s focus is to teach students how to manage data systems. The degree program requires 30 credit hours with 15 credits of core coursework. Six credit hours of capstone project is required. Radford’s program is quite different in focus and curriculum from the proposed program. Radford’s coursework is focused on providing students with the tools and techniques necessary to manage and process traditional and big data and develop and maintain high performance computing systems. All of the five required core courses are focused on database management, warehousing, performance, security, and distributed systems. VCU’s does not require this coursework.

The University of Virginia (UVA) offers a Master of Science (MS) in Data Science that is related to the proposed degree program. The degree program focuses on the technologies and methodologies of data science to solve complex problems. The program requires 32 credit hours, which include 26 credit hours in core courses and 6 credit hours in elective courses. A 2-4 credit hour capstone experience is required. UVA’s program requires coursework in programming fundamentals, foundations of computer science, Bayesian machine learning, and deep learning. VCU’s program does not require these courses, however it includes them as restricted electives. UVA’s program’s core is 26 credit hours. VCU’s proposed core is 18 credit hours.

Enrollments and Degrees Awarded at Comparable Programs in Virginia.

Enrollments	F 2018	F 2019	F 2020	F 2021	F2022
George Mason Univ	383	476	527	602	727
Old Dominion Univ			6	13	29
Radford University	7	4	6	4	4
University of Virginia	69	99	231	258	206
Degrees Awarded	2017-18	2018-19	2019-20	2020-21	2021-22
George Mason Univ	119	152	198	222	153
Old Dominion Univ					4
Radford University	4	5	1	5	3
University of Virginia	32	57	54	101	139

Resource Needs

Projected revenue from tuition and education and general fees (E&G) will support the proposed program. VCU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VCU Board of Visitors approved the proposed program on December 8, 2023.

Virginia State University
Master of Business Administration (M.B.A.) in Business Administration
(CIP: 52.0201)

Program Description

Virginia State University (VSU) is proposing the creation of a Master of Business Administration (MBA) degree program in Business Administration to be initiated in fall 2024. The proposed program would be located in the Reginald F. Lewis College of Business, Office of the Dean.

The degree program is designed “to provide students with the skills and knowledge needed to manage the operations of businesses and organizations.” Students will gain an understanding of financial management and technology management. The core curriculum will include coursework in accounting analysis for decision making, managing information technology, managerial financial economics, entrepreneurship and innovation management, data analytics, and marketing management. Students will learn to assess an organization’s operations using principles and theories in economic analysis, organizational design, and business strategy. Students will study marketing practices and learn how to build a marketing brand for an organization. Graduates will be prepared to develop business plans, forecast economic trends, identify market opportunities and create strategies for business growth, and utilize data analytics to inform decision making. VSU developed 16 new courses, including the seven courses for the degree program.

The program would require 36 credit hours of coursework. All students would be required to complete: 18 credit hours of core coursework; 15 credits of restricted elective coursework; and three credits for a capstone course.

Justification for the Proposed Program

VSU states that “businesses generally need management professionals with MBA degrees as such professionals possess advanced knowledge and skills to strategically manage organizations and help businesses succeed. In the Virginia Quarterly fall 2021 issue, management and business-related occupations were projected to be among the occupations with high projected growth during the coming decade in Virginia” (<https://virginiaworks.com/docs/Publications/Career-Information/LMI-Career-and-Labor-News-Quarterly/PDF/2021CQ-Fall.pdf>). Moreover, the Virginia Economic Development Partnership indicates that “over the last few decades, the Commonwealth of Virginia has become one of North America’s premier locations for the tech sector. Thousands of tech firms and tech industry leaders have been attracted to Virginia by its combination of diverse, world-class talent...technology businesses relocating or expanding into Virginia join world-class tech leaders like Amazon, Microsoft, Google, and Meta (<https://www.vedp.org/industry/software>). Technological skills and managerial skills learned in the proposed MBA in Business Administration degree program will prepare professionals to fill the managerial positions in the high-technology sector.

VSU wrote: “Diversity in managerial ranks is being increasingly recognized as a necessity for achieving success in the business sector, yet the lingering issue of

diversity in MBA degree programs has been highlighted in the press over the past five years.” In a 2020 Wall Street Journal article, the Dean of the Harvard School of Business acknowledged the university’s efforts to recruit black students have been “painfully insufficient” (<https://www.wsj.com/articles/a-decade-long-stall-for-black-enrollment-in-m-b-a-programs-11592393431>). Further, the lack of diversity in managerial ranks is a direct result of the inadequate enrollment of African American students in MBA degree programs. The lack of black students in MBA programs is a factor contributing to low representation in US corporate leadership. “About 4.1% of US chief executives and 7.8% of people in management occupations identified as black in 2019” (<https://www.wsj.com/articles/a-decade-long-stall-for-black-enrollment-in-m-b-a-programs-11592393431>). VSU notes that the demographics of the primary group of students (i.e., African Americans) attracted to Virginia State University will benefit from the existence of the proposed MBA in Business Administration degree program. More important, “graduates of the proposed degree program will be instrumental in contributing to Virginia’s goal and helping to sustain the state’s drive to have a ‘diverse, talented’ workforce.”

Student Demand

In March 2023, VSU surveyed undergraduate juniors and seniors enrolled in degree programs in the Reginald F. Lewis College of Business. VSU asked students would they enroll in the proposed degree program. Of the 105 respondents, 45 (approximately 43%) indicated “definitely” and 41 (approximately 39%) indicated “somewhat likely” to enroll in the proposed degree program.

In September 2023, VSU surveyed alumni of programs offered by the Reginald F. Lewis College of Business. VSU asked students would they enroll in the proposed degree program. Of the 41 respondents, 26 (approximately 63%) indicated “definitely” and 14 (approximately 34%) indicated “somewhat likely” to enroll in the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 15 in the program’s first year (2024-25). The projections continue as follows: FTES 2025-26, 18.0; 2026-27, 43.0; and 2027-28, 65.0. VSU anticipates having 30 graduates each year beginning in 2028-2029. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Employment Demand

VSU noted that the proposed degree program will prepare students to serve as business analysts, business development managers, cost and pricing specialists, and accounting and finance directors. VSU provided 10 job announcements. Of the 10, seven were in Virginia. Employment announcements indicate a preference for the MBA in Business Administration degree.

Data specific to future employment demand was not available as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for business administrators. However, VSU notes that data is available for similar occupations such as management analysts, market research analysts, and

computer and information systems managers. The BLS projects that between 2022 and 2032, employment of management analysts is projected to grow 10%, or “much faster than average for all occupations” (<https://www.bls.gov/ooh/business-and-financial/management-analysts.htm#tab-6>). The BLS notes that management analysts typically do the following: analyze financial and other data, including revenue, expenditure, and employment reports; develop solutions or alternative practices, and recommend new systems, procedures, or organizational changes” (<https://www.bls.gov/ooh/business-and-financial/management-analysts.htm#tab-2>). Graduates of the proposed program will possess the knowledge and skills to perform such duties. The Virginia Employment Commission (VEC), Labor Market Information projects that between 2020 and 2030 employment of management analysts is expected to increase 15.20% or 864 positions annually (<https://virginiaworks.com/Occupational-Projections>).

Duplication

The proposed degree program is highly duplicative with similar degree programs at other public institutions (see table below). Ten (10) public universities (GMU, JMU, Longwood, ODU, Radford, W&M, UMW, UVA, VCU, and Virginia Tech) offer a similar or related Master of Business Administration (MBA) in Business Administration degree program. Virginia State University will be the first public Historically Black College or University (HBCU) in Virginia to offer a MBA in Business Administration degree program.

The core coursework in all of the degree programs is similar and includes courses such as: accounting, data analytics, information technology, business strategy, ethics, finance, leadership, marketing, and/or a capstone course requirement. Four of the degree programs offer sub areas; VSU will not offers sub areas to initiate the degree program.

Enrollment and degrees awarded for a comparable degree programs in Virginia

Enrollments	F 2018	F 2019	F 2020	F 2021	F 2022
George Mason University	294	331	383	405	405
James Madison Univ	107	115	144	202	215
Longwood University	25	31	255	539	618
Old Dominion University	163	155	172	176	156
Radford University	38	48	64	55	74
Univ of Mary Washington	80	76	66	109	103
University of Virginia	910	939	957	1,024	960
Virginia Commonwealth Univ	281	282	307	277	237
Virginia Tech	305	292	311	287	258
William & Mary	709	686	749	782	675
Degrees Awarded	2019	2020	2021	2022	2023
George Mason University	125	165	97	125	135
James Madison University	54	47	33	62	81
Longwood University	18	26	30	193	296
Old Dominion University	50	46	42	38	49

Radford University	10	11	16	29	29
Univ of Mary Washington	37	35	20	35	34
University of Virginia	442	466	468	537	483
Virginia Commonwealth Univ	77	108	111	105	103
Virginia Tech	129	132	126	120	146
William & Mary	306	308	329	296	411

Resource Needs

The Cost and Funding Sources to Initiate and Operate the proposed degree program was reviewed by SCHEV Finance staff. The proposed program will be funded primarily through reallocation in the Reginald F. Lewis College of Business. Resources to fund one new classified position will come from the Office of the Dean of the College. The university does not anticipate adverse impacts on the College. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and, educational and general fees (E&G) will support the proposed program. VSU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VSU Board of Visitors approved the proposed program on April 21, 2023.

Virginia State University
Master of Science (M.S.) in Data Analytics
(CIP: 30.7101)

Program Description

Virginia State University (VSU) is proposing the creation of a Master of Science (MS) degree program in Data Analytics to be initiated in fall 2024. The proposed program would be located in the College of Engineering and Technology, Department of Engineering.

The degree program is designed to educate students “in the use of specialized computer systems to examine large data sets.” Students will develop skills to acquire, extract, integrate, transform, and model data. The core curriculum will include courses in advanced programming for data analytics, data analytics, advanced information visualization, ethics in data analytics, and mathematical statistics. Students will study data analytics tools to process and store large datasets and statistical tools to analyze data. Students will understand how to apply artificial intelligence techniques to automate data analysis tasks. Graduates would possess knowledge and skills to: 1) collect, categorize, and analyze data; 2) design algorithms to collect and clean data; 3) create and evaluate machine learning models for data analysis; and 4) use data visualization software to present findings; and 5) make recommendations based on data analysis to address issues and problems. VSU developed 12 new courses, including the six core courses for the degree program.

The program would require 33 credit hours of coursework. All students would be required to complete: 18 credit hours of core coursework and nine credit hours in elective coursework. The program will require three credit hours of non-thesis coursework or six credit hours for thesis coursework.

Justification for the Proposed Program

VSU asserts that “the proposed MS in Data Analytics responds to a current need for data analysts with advanced knowledge of complex algorithms, advanced statistical tools, and machine learning for responsible for data collection, analysis, and communication across diverse fields.” The current needs include: 1) a shortage of data analysts and 2) fulfilling a gap in the data workforce to include more focused and advanced data analytics education for underrepresented students.

VSU cited the 2021 article, “Data scientist shortage leaves organizations uncertain” and wrote: In 2020, QuantHub data indicated a shortage of 250,000 data science professionals (<https://www.quanthub.com/data-scientist-shortage-2020/>). Thirty-five percent (35%) of surveyed organizations reported that they expected to have the most difficulty finding appropriate skill sets for data science and data analytics roles. The ten (10) organizations surveyed consisted of professional networking platforms, job search platforms, and management consulting firms including Burtchworks, LinkedIn, Indeed.com, Women in Data Science (WIDS), Computer Weekly, Glassdoor, Harham. McKinsey, Dice, and CIO. “We know there’s a shortage of data scientists because they’ve been so difficult to recruit,” said Donald Farmer, principal of TreeHive Strategy. Rebecca Kelly, technical evangelist at KX Systems, a streaming analytics vendor,

stated that “sheer volume of job lists for data scientist indicates an increase in demand without a corresponding increase in supply (<https://www.techtarget.com/searchbusinessanalytics/feature/Data-scientist-shortage-leaves-organizations-uncertain>). VSU noted: “The shortage is particularly severe for underrepresented populations in data analytics. As of fall 2022, there are no Historically Black Colleges and Universities that offer a degree program...in data analytics.

VSU wrote: The field of data analytics is critically important, as it helps businesses and industries make sense of their large datasets for further growth and development. Data analytics offers valuable insights, but we must be aware of potential pitfalls like amplifying crowd behavior or using discriminatory datasets. These issues can lead to biased outcomes in predictive analytics based on historical data. For example, an algorithm designed to determine "creditworthiness" that is programmed to maximize profit could ultimately decide to give out predatory, subprime loans (<https://www.vox.com/recode/2020/2/18/21121286/algorithms-bias-discrimination-facial-recognition-transparency>). One of the most compelling pieces of evidence of this problem is the issue of algorithmic or racial bias. Data analytic professionals from diverse backgrounds that is, underrepresented groups would understand and recognize issues with data that would lead to such racial bias. One way to mitigate data issues that lead to such problems is for higher education institutions to educate more master's level students from underrepresented groups. VSU indicated: “The proposed MS degree program in Data Analytics will enhance the Greater Richmond region, as well as the state of Virginia's ability to build and support a diverse and skilled data analytics workforce.” VSU also indicated that in fall 2022, “316 graduate students were enrolled in graduate degree programs at VSU. Of the 316 graduate students, 285 were African American which is a strong indicator of VSU's longstanding history of training diverse cohorts of students for the workforce.” Graduates of the proposed degree program can enhance diversity in the data science and data analytics professions.

Student Demand

In spring 2023, VSU surveyed undergraduate juniors and seniors enrolled in academic programs in the College of Engineering and Technology. VSU asked students their likelihood of enrolling in the proposed degree program. Of the 38 respondents, 23 (approximately 61%) indicated “definitely” and 11 (approximately 29%) indicated “somewhat likely” to enroll in the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 16 in the program's first year (2024-25). The projections continue as follows: FTES 2025-26, 24.0; 2026-27, 32.0; and 2027-28, 36.0. VSU anticipates having 18 graduates each year beginning in 2028-2029. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

VSU noted that the proposed degree program will prepare students to work in a variety of public and private sectors as data analysts, data scientists, and operations research analysts. VSU provided 11 job announcements. Of the 11, seven were in Virginia.

Data specific to future employment demand was not available as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for data analysts. However, data is available for a closely related field. The BLS projects that between 2022 and 2032 employment of operations research analysts is projected to grow 23%, or “much faster than average for all occupations” (<https://www.bls.gov/ooh/math/operations-researchanalysts.htm#tab-6>). The BLS notes that operations research analysts typically do the following: “identify problems in areas such as business, logistics, healthcare, or other fields; collect and organize information from a variety of sources; develop and test quantitative models, support software, and analytical tools; analyze collected data and extract information relevant to the problem being addressed; and write memos, reports, and other documents explaining their findings and recommendations for managers, executives, and other officials” (<https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-2>). Graduates of the proposed degree program will possess the knowledge and skills to perform such duties. The BLS also notes that, “as technology advances and companies and government agencies seek efficiency and cost savings, demand for operations research analysis should continue to grow. In addition, increasing demand should occur for these workers in the field of analytics to improve business planning and decision making” (<https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-6>). The Virginia Employment Commission (VEC), Labor Market Information projects that between 2020 and 2030 employment of operations research analysts is expected to increase 25.98% or 195 positions annually (<https://viriniaworks.com/Occupational-Projections>).

Duplication

Six public institutions (GMU, ODU, Radford, UVA, VCU, and Virginia Tech) offer similar or related degree programs.

George Mason University (GMU) offers a MS in Data Analytics Engineering. Both programs require coursework in statistics, analytics, and ethics and a capstone course requirement. GMU requires computer science and operations research coursework whereas, VSU will require a course in advanced information visualization.

Old Dominion University (ODU) offers a MS in Data Science and Analytics. Both programs require coursework in statistics, analytics, big data, and data visualization and a capstone course requirement. ODU requires coursework in computer science whereas, VSU will require coursework in ethics.

Radford University (Radford) offers a MS in Data and Information Management. Both programs require a core course in information visualization and capstone course requirement. Radford requires a course in management whereas, VSU requires a course in ethics.

The University of Virginia (UVA) offers a MS in Data Science. Both programs require coursework in data visualization, statistics, ethics, and a capstone course requirement. UVA requires coursework in computer science, machine learning, and deep learning and capstone course requirement.

Virginia Commonwealth University (VCU) offers a MDA in Decision Analytics. Both programs require a course in statistics. VCU requires a course in business and information systems whereas, VSU requires a course in ethics.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a MA in Data Analysis and Applied Statistics. Both programs coursework in statistics. Virginia Tech's program requires 21 credit hours of core coursework in statistics, while the proposed VSU program will require 3 credit hours in statistics. VSU requires coursework in ethics and a capstone requirement.

Enrollments and degrees awarded for comparable programs in Virginia

Enrollments	F 2017	F 2018	F 2019	F 2020	F 2021	F 2022
George Mason University	296	383	476	527	602	727
Old Dominion University				6	13	29
Radford University	11	7	4	6	4	4
Virginia Commonwealth Univ	88	103	97	87	109	89
Virginia Tech	344	430	528	597	16	11
University of Virginia	49	40	69	99	258	199
Degrees Awarded	2018	2019	2020	2021	2022	2023
George Mason University	119	152	198	222	153	319
Old Dominion University					4	4
Radford University	4	5	1	5	3	2
Virginia Commonwealth Univ	44	49	61	33	62	45
Virginia Tech	68	95	102	12	13	16
University of Virginia	49	50	32	57	139	158

Resource Needs

The Cost and Funding Sources to Initiate Operate the proposed degree program was reviewed by SCHEV Finance staff. The proposed program will be funded primarily through reallocation in the College of Engineering. Resources to fund three new faculty will come from the Office of the Dean of the College Engineering. The university does not anticipate adverse impacts on the College. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and, educational and general fees (E&G) will support the proposed program. VSU affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VSU Board of Visitors approved the proposed program on April 23, 2023.

State Council of Higher Education for Virginia Agenda Item

Item: #I.D. – Academic Affairs Committee – Action on Proposed Education Licensure Degree Programs in Shortage Areas

Date of Meeting: March 18, 2024

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Dates: (1) October 24, 2023; and (2) January 9, 2024

Actions:

(1) At its October 2023 meeting, Council adopted a set of initiatives in support of the goals of the statewide strategic plan for higher education and Governor Youngkin’s higher education objectives and key results (OKR’s). One of these initiatives called for SCHEV to collaborate with public institutions on the establishment of new degree programs to address education shortage areas.

(2) At its January 2024 meeting, Council acted to approve the first group of education licensure shortage area degree programs under the approved initiative; Council approved four degree programs at three institutions.

Purpose of this Agenda Item:

The purpose of this item is to seek and inform Council’s action on proposed degree programs leading to education licensure in shortage areas.

Background Information/Summary of Major Elements:

Biennial priority initiatives represent Council-endorsed actions that SCHEV will take to support the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education*. After an iterative process, ten priority initiatives were adopted by Council in October 2023. One of those initiatives is focused on establishing criteria to define and incentives to address urgent labor market needs. A discrete action supporting this initiative involves developing degree programs that will strengthen Virginia’s K-12 licensed educator workforce pipeline:

Governor’s OKR	SCHEV Initiative Action
2. Build the college and career pipeline in partnership with K-12.	Develop Teacher Preparation Degree Programs:

2.4 Leverage the Schools of Education to attract, grow and retain the greatest PreK-12 teaching force in the nation.	Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.
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In support of the initiative, staff consulted with public institutions’ chief academic officers via the Instructional Programs Advisory Committee (IPAC) and held dedicated virtual meetings with academic program and teacher education contacts at the institutions. As a result of those consultations, an appetite was evident for an initiative that would facilitate creation of degree programs in education licensure professions for which Virginia is currently experiencing shortages. This determination was consistent both with current news reports on the persistence of teacher shortages in the Commonwealth (e.g., https://richmond.com/news/state-regional/education/virginia-teacher-shortage/article_38aaab38-4374-11ee-8330-f3eeacd8aee2.html), and with the September 2023 report by the Joint Legislative Audit and Review Commission (JLARC) on the Teacher K-12 Pipeline (<https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp>). The JLARC report highlights the persistence of shortages in Virginia and notably asserts that “direct pathways to licensure tend to better prepare teachers to be successful in the classroom” (emphasis added). The initiative under which this action item is being presented to Council will expand Virginia public institutions’ capacity to produce licensed education professionals via direct pathways.

The process developed for this initiative involved creating a specialized guidance for program proposals that both streamlined required information and specified that the justification for the proposed program must address a licensure/endorsement area for which there is a current shortage in Virginia.

The initiative timeline included a submission “deadline” of November 17, 2023, with a commitment to present proposed programs for Council action by March 2024. The eight degree programs presented here constitute the second and final installment of degree programs proposed under this initiative for the current academic year.

Materials Provided:

Table: Programs by Institution, with Projected Increase in Licensed Educator Production.

Financial Impact:

The financial impacts of the degree programs presented here will vary by program and institution. In the case of the two bachelor-level degree programs, a favorable financial impact is expected on students, who will achieve initial licensure in a shorter time, and thus save on a year of tuition and other expenses. All the proposed degree programs will be self-sustaining through reallocation of resources from other programs, increased revenue from enrollment growth or both. None of the proposed programs would require a special appropriation from the General Assembly.

Timetable for Further Review/Action: N/A

Resolution:

Based on a review of institutional submissions, staff presents to the Academic Affairs Committee eight new degree programs to address education licensure shortage areas, from four institutions: George Mason University (GMU), Norfolk State University (NSU), Old Dominion University (ODU) and the University of Virginia (UVA).

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the four institutions listed below to implement the specified degree programs in education licensure shortage areas, effective fall 2024, except the UVA MEd in Reading Education, which will be initiated effective summer 2024.

Institution	Degree	Program Name	CIP
GMU	Bachelor of Science in Education (BSEd)	Secondary Education	13.1205
GMU	Master of Education (MEd)	Inclusive Early Childhood Education	13.1210
GMU	Master of Education (MEd)	Literacy Education	13.1315
NSU	Bachelor of Science (BS)	Middle Education	13.1203
NSU	Master of Arts (MA)	Counseling Education	13.1101
ODU	Master of Arts in Teaching (MAT)	Elementary Education	13.1202
ODU	Master of Arts in Teaching (MAT)	Secondary Education	13.1205
UVA	Master of Education (MEd)	Reading Education	13.1315

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

Institution	Award	Title	CIP	Initial License/Endorsement	Increase in Annual Production
GMU	BSEd	Secondary Education	13.1205	Secondary grades 6-12/Computer science, English, History and social sciences	18
GMU	MEd	Inclusive Early Childhood Education	13.1210	Early/primary education, preK-3 Early childhood special education (birth through age 5)	10
GMU	MEd	Literacy Education	13.1315	Reading specialist	14
NSU	BS	Middle Education	13.1203	Middle education/Mathematics, Laboratory sciences	16
NSU	MA	Counseling Education	13.1101	School counselor preK-12	17
ODU	MAT	Elementary Education	13.1202	Elementary education, preK-6	27
ODU	MAT	Secondary Education	13.1205	Secondary grades 6-12/English, history and social sciences, Mathematics, Science-biology, Science-chemistry, Science-Earth science, Science-physics	27
UVA	MEd	Reading Education	13.1315	Reading Specialist	25

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: March 18, 2024

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to initiate and inform Council review of twelve “Program Announcements” for new degree programs that public institutions plan to propose for Council action/approval within the next year. The Program Announcement is a feature of the SCHEV program-approval policy, 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:

Council’s program-approval policy includes a two-stage system for the establishment of new degree programs. The first stage is the Program Announcement. The Program Announcement is intended to serve three primary purposes:

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

Materials Provided:

- *Table of Program Announcements*
- *Appendix: Program Announcements from Public Institutions, March 2024*

Financial Impact: N/A

Timetable for Further Review/Action:

For programs announced here, proposals may be submitted after a one-month period to allow for feedback from other institutions. Proposals must be submitted to SCHEV by March 19, 2025.

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

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

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

Resolution: N/A

Table of Program Announcements

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

	Institution	Degree Designation	Program Name	CIP	Institutions with Similar Programs	Page
1	The College of William and Mary in Virginia	Bachelor of Science	Human Health and Physiology	26.0908	GMU, Longwood, Radford (2)	1
2	The College of William and Mary in Virginia	Bachelor of Arts/Bachelor of Science	Public Health	51.2201	GMU, ODU, Radford, VTech	6
3	Old Dominion University	Master of Science	Criminology and Public Health	45.0401	GMU, NSU, Radford, VCU	11
4	Old Dominion University	Doctor of Philosophy	Cybersecurity	11.1003	—	16
5	Old Dominion University	Doctor of Philosophy	Data Science	30.7001	UVA	21
6	Old Dominion University	Master of Science	Geographic Information Science and Technology	45.0702	GMU (2), VTech	26
7	University of Virginia	Doctor of Philosophy	Kinesiology	26.0908	ODU, VCU	30
8	The University of Virginia's College at Wise	Master of Science in Nursing	Master of Science in Nursing-Family Nurse Practitioner Track	51.3801	GMU, JMU, ODU, Radford, UVA, VCU	34
9	The University of Virginia's College at Wise	Master of Technology Management and Data Analytics Degree	Master of Technology Management and Data Analytics	30.7101	GMU, UVA (2), VCU, VTech	38
10	Virginia Commonwealth University	Master of Science	Chaplaincy	51.1506	—	43
11	Virginia Commonwealth University	Bachelor of Science	Exercise Physiology	26.0908	NSU, ODU, UVA, W&M	47
12	Virginia Commonwealth University	Bachelor of Science	Health Research	51.0719	—	51

I. Basic Program Information

Institution (official name)	The College of William and Mary in Virginia
Degree Program Designation	Bachelor of Science
Degree Program Name	Human Health and Physiology
CIP code	26.0908, Exercise Physiology
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	November 17, 2023

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

Core Courses – 24 credit hours

- HHP 101 Introduction to the Human Body (3)*#
- HHP 130 Introduction to Nutrition (3)*#
- HHP 210 Human Anatomy (3)*#
- HHP 210L or 211L Human Anatomy Lab (1)*#
- HHP 300 Statistical and Data Analysis in Health (3)*#
- HHP 320 Human Physiology (3)*#
- HHP 320L Human Physiology Lab (1)*#
- HHP 325 Exercise Physiology (4)*#
- CAPSTONE (pick one) (3)*#
 - HHP 410 Advanced Topics in Human Health and Physiology
 - HHP 420 Advanced Topics in Physiology
 - HHP 430 Advanced Topics in Nutrition
 - HHP 490 Advanced Research in Human Health and Physiology
 - HHP 498 Internship

Required Courses – 3 credit hours

- HHP 340 Issues in Health (3)*# **Or**
- HHP 342 Ethics in Health Sciences (3)*#

Restricted Electives - 9 credit hours

Choose three (3) courses (and their associated labs if required for the course) from the list below.

- HHP 310 Biomechanics of Human Movement (3)*#
- HHP 314 Medical Terminology (3)*#
- HHP 315 Health-Related Exercise Prescription (3)*#
- HHP 316 Medical Pharmacology (3)*#
- HHP 317 Motor Control, Learning, and Development (3)*#
- HHP 326 Microbes in Human Disease (3)*#
- HHP 326L Microbes in Human Disease Laboratory (1)*#
- HHP 330 Nutrition and Human Performance (3)*#

- HHP 331 Nutrition Across the Lifespan (3)*#
- HHP 411 Cardiovascular Physiology (3)*#
- HHP 412 Cellular Basis of Neuromuscular Physiology (3)*#
- HHP 414 Physiology of Aging (3)*#
- HHP 430 Nutrition in Health & Disease (3)*#
- HHP 470 Independent Study in Human Health and Physiology (1-3)*#
- HHP 480 Research in Human Health and Physiology (1-3)*#

General Education and University Course Requirements – 38-54 credit hours

- Foreign Language Proficiency – 0-16 credit hours
- Mathematics Proficiency – 4 credit hours
- Creative and Performing Arts Proficiency – 2 credit hours
- General Education (COLL) Requirements – 32 credit hours

Unrestricted Electives – 30-46 credit hours

Total Credits Hours – 120 credit hours

* Designates new course

Indicates that a similar or equivalent course is currently taught under existing KINE prefix, which will be removed upon closure of existing BA/BS Kinesiology degree program.

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

- Students will demonstrate scientific knowledge and skills in scientific reasoning and research in order to apply scientific principles to health and life sciences-based problems.
- Students will understand and be able to assess how the structure and function of the human body and its systems work together to maintain homeostasis as well as adaptive and maladaptive responses.
- Students will demonstrate competency in practical lab skills within research and/or clinical settings.
- Students will be able to evaluate the primary function of nutrients in supporting basic physiologic functions, including their relationship to chronic disease outcomes and strategies for disease prevention and treatment.
- Students will be able to create and organize scientific writing that evaluates current literature and justifies future studies.

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

- Effectively evaluate healthcare research and treatment plans using thoughtful analysis and critical thinking skills.
- Educate clients and share information with other healthcare professionals through the development of strong communication skills.
- Work with other professionals in health-related research or treatment using collaborative skills developed in the classroom, laboratories, and internships.
- Assess research or treatment outcomes using data analytic skills.
- Assess and justify research projects or healthcare plans using ethical and moral decision-making skills.
- Develop and revise health-related research and healthcare plans based on evidence-based practice and life-long learning skills

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)
Radford University	Bachelor of Science in Allied Health Sciences, 51.0000	19
Radford University	Bachelor of Science in Health Sciences, 51.9999	22
George Mason University	Bachelor of Science in Kinesiology, 31.0505	77
Longwood University	Bachelor of Science in Kinesiology, 31.0505	37

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Health Education Specialists	60,400	64,800	7% (4,400)	Bachelor’s Degree
Exercise Physiologists	16,500	18,200	10% (1,700)	Bachelor’s Degree

Labor Market Information: Virginia Employment Commission, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Health Education Specialists	1,250	1,430	14% (180)	18	Bachelor's Degree
Exercise Physiologists	570	640	12% (70)	7	Bachelor's Degree

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)	180	200
2	Projected Enrollment (FTE)	180	200
3	Estimated Tuition and E&G Fees	In-state \$2,057,000 Out-of-state \$2,360,000	In-state \$2,278,000 Out-of-state \$2,640,000
4	Projected Revenue from Tuition and E&G Fees	\$4,417,000	\$4,918,000
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)

Healthcare and health related jobs continue to be a rapidly growing area for jobs. Undergraduate education in health has been on the rise over the last ten years and is continuing to increase. William and Mary has shown strong interest in health-related majors over the past several years and is positioned to provide our students with a degree in Human Health and Physiology that will prepare students to work or pursue graduate studies in many health-related fields. A degree program in Human Health and Physiology will allow students to apply for jobs and programs that are in a variety of health-related fields with a focus on physiology but without being limited to any sub-field. The proposed program will provide students with exposure to broad and overlapping areas of health including understanding of the structure human body (anatomy), the function human body (physiology and sensorimotor mechanics), and fuel utilization (nutrition). This will help students understand and integrate the many factors affecting human health.

A degree program in Human Health and Physiology will add to the workforce in Virginia. According to a 2022 Virginia Employment Commission report, "healthcare and social assistance continues to have the highest employment of any industry in the Commonwealth". Job ads for exercise physiologists, health education specialists, and community health workers

in Virginia also demonstrate a high demand in the field of human health and physiology. Students will find employment in a variety of sectors including government, non-profit, and private companies. Through the rigorous BS in Human Health and Physiology, they will be well-prepared to work and lead in the growing area of healthcare. They will be able to find entry-level jobs, in and outside Virginia, that are looking for individuals with the type of education and training provided in Human Health and Physiology degree at a high caliber institution.

I. Basic Program Information

Institution (official name)	The College of William and Mary in Virginia
Degree Program Designation	Bachelor of Arts (BA) / Bachelor of Science (BS)
Degree Program Name	Public Health
CIP code	51.2201 Public Health, General
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	November 17, 2023

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

Bachelor of Science (BS):

Core Courses – 24 credit hours

- PBHL 101 Introduction to Public Health (3)*#
- PBHL 201 Foundations of Epidemiology (3)*#
- PBHL 212 Global Health (3)*#
- HHP 300 Statistical and Data Analysis in Health Sciences (3)*#
- PBHL 323 Health Policy (3)*#
- PBHL 325 Environmental Issues in Public Health (3)*#
- PBHL 350 The Social and Behavioral Sciences in Health (3)*#
- CAPSTONE pick one
 - PBHL 410 Advanced Topics in Public Health (3)*#
 - PBHL 490 Advanced Research in Public Health (3)*#
 - PBHL 498 Internship (3)*#

Additional Requirements – 9-12 credit hours

Choose three (3) courses (and their associated labs if required for the course) from the list of NQR (Natural World and Quantitative Reasoning) classes listed below (9-12 credits).

- HHP 210 Human Anatomy (3)*#
- HHP 210L Human Anatomy Laboratory (1)*#
- HHP 310 Biomechanics of Human Movement (3)*#
- HHP 314 Medical Terminology (3)*#
- HHP 315 Health-Related Exercise Prescription (3)*#
- HHP 316 Medical Pharmacology (3)*#
- HHP 317 Motor Control, Learning, and Development (3)*#
- HHP 320 Human Physiology (3)*#
- HHP 210L Human Physiology Laboratory (1)*#
- HHP 325 Exercise Physiology (3)*#
- HHP 326 Microbes in Human Disease (3)*#
- HHP 326L Microbes in Human Disease Laboratory (1)*#
- HHP 330 Nutrition and Human Performance (3)*#
- HHP 331 Nutrition Across the Lifespan (3)*#
- HHP 411 Cardiovascular Physiology (3)*#

- HHP 412 Cellular Basis of Neuromuscular Physiology (3)*#
- HHP 414 Physiology of Aging (3)*#
- HHP 430 Nutrition in Health & Disease (3)*#
- HHP 470 Independent Study in Health Sciences (1-3)*#
- HHP 480 Research in Health Sciences (1-3)*#

General Education and University Course Requirements – 38-54 credit hours

- Foreign Language Proficiency – 0-16 credit hours
- Mathematics Proficiency – 4 credit hours
- Creative and Performing Arts Proficiency – 2 credit hours
- General Education (COLL) Requirements – 32 credit hours

Unrestricted Electives – 30-49 credit hours

Total Credit Hours

120 credits

Bachelor of Arts (BA)

Core Coursework – 24 credit hours

- PBHL 101 Introduction to Public Health (3)*#
- PBHL 201 Foundations of Epidemiology (3)*#
- PBHL 212 Global Health (3)*#
- HHP 300 Statistical and Data Analysis in Health Sciences (3)*#
- PBHL 323 Health Policy (3)*#
- PBHL 325 Environmental Issues in Public Health (3)*#
- PBHL 350 The Social and Behavioral Sciences in Health (3)*#
- CAPSTONE pick one
 - PBHL 410 Advanced Topics in Public Health (3)*#
 - PBHL 490 Advanced Research in Public Health (3)*#
 - PBHL 498 Internship (3)*#

Restricted Electives – 9 credit hours

Select 3 courses (9 credits) in PBHL at or above the 300 level from the courses listed below.

- PBHL 330 Community Nutrition (3)*#
- PBHL 331 Public Health Nutrition: Concepts & Controversies (3)*#
- PBHL 332 Population Nutrition, Policy, and Programs (3)*#
- PBHL 351 The Social Determinants of Health: Living and Dying in the USA (3)*#
- PBHL 362 Public Health and Physical Activity (3)*#
- PBHL 412 Global Health Issues (3)*#
- PBHL 461 Maternal, Neonatal, and Child Health (3)*#
- PBHL 440 Public Health: Health Equity, Sustainability, and Well-Being in a Global Age (3)*#
- PBHL 470 Independent Study in Public Health (1-3)*#
- PBHL 480 Research in Public Health (1-3)*#

General Education and University Course Requirements – 38-54 credit hours

- Foreign Language Proficiency – 0-16 credit hours
- Mathematics Proficiency – 4 credit hours
- Creative and Performing Arts Proficiency – 2 credit hours
- General Education (COLL) Requirements – 32 credit hours

Unrestricted Electives – 33-49 credit hours

Total Credit Hours

120 credits

* Designates new course

Indicates that a similar or equivalent course is currently taught under existing KINE prefix, which will be removed upon closure of existing BA/BS Kinesiology degree program.

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

Educational Outcomes are based on the Association of Schools and Programs of Public Health’s Undergraduate Public Health Learning Outcomes (2011):

- Students will demonstrate knowledge of human cultures and the physical and natural world as it relates to individual and population health.
- Students will demonstrate intellectual and practical skills as they relate to individual and population health. These include inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving.
- Students will demonstrate civic knowledge and engagement both locally and globally, while developing foundations and skills for lifelong learning.
- Students will be able to synthesize and apply their learning related to individual and population health through the application of acquired health concepts and skills to novel public health problems and contexts.

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

- Analyze data and demonstrate assessment skills related to public health challenges.
- Construct policies and plan public health programs.
- Employ effective communication skills.
- Support efforts to advance health equity.
- Combine skills to effectively work with community partnerships.
- Apply public health sciences skills.
- Demonstrate management and finance skills.
- Apply leadership and systems thinking skills to working to solve complex public health problems.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	Bachelor of Science in Public Health (BSPH), Public Health; 51.2201	6
Virginia Tech	Bachelor of Science (BS), Public Health, 51.2201	41
George Mason University	Bachelor of Science (BS), Community Health, 51.2208	185
Radford University	Bachelor of Science (BS), Public Health, 51.2208	4

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 - 2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Health Education Specialists	60,400	64,800	7% (4,400)	Bachelor’s Degree
Medical and Health Services Managers	509,500	654,200	28% (144,700)	Bachelor’s Degree
Environmental Scientists and Specialists	80,000	84,900	6% (4,900)	Bachelor’s Degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Health Education Specialists	1,251	1,425	14% (174)	17	Bachelor’s Degree
Medical and Health Services Managers	8,011	10,615	32.5% (2,604)	260	Bachelor’s Degree
Environmental Scientists and Specialists, Incl Health	3,484	3,687	6% (203)	20	Bachelor’s Degree

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)	70	80
2	Projected Enrollment (FTE)	70	80
3	Estimated Tuition and E&G Fees	in-state \$799,000 out of state \$920,000	in-state \$901,000 out of state \$1,080,000
4	Projected Revenue from Tuition and E&G Fees	\$1,719,000	\$1,981,000
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)

Public Health is a quickly growing field. Undergraduate Public Health education was on the rise before the Covid-19 pandemic and is continuing to increase. William and Mary has shown strong interest in Public Health over the past several years and is positioned to provide our students with a well-rounded general Public Health education that will prepare students to work or pursue graduate studies in the field. Having a degree program in Public Health will allow students to apply for jobs and programs that are in a variety of Public Health fields without being limited to a sub-field. In addition, the proposed program will provide students with exposure to what the field recognizes as core areas. This will help students explore the entire field and help determine what sub-field of Public Health they would like to work in or pursue future study. A degree program in Public Health will add to the workforce in Virginia. As shown through job ads, there is high demand for jobs in the Public Health field in Virginia. There are positions working with data, doing community outreach, and consulting to name a few. Students will find employment in a variety of sectors including government, non-profit, and private companies. Through the rigorous BA/BS in Public Health curriculum, they will be well-prepared to work and lead in this growing field. They will be able to find entry-level jobs, in and outside of Virginia, that are looking for Public Health degrees at high caliber institutions.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Master of Science
Degree Program Name	Criminology and Public Policy
CIP code	45.0401
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 18, 2024 (anticipated)

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

Core Courses - 15 credit hours

Criminology & Public Policy Evaluation (3 credits)*

Criminological Theory (3 credits)*

Social Research Methods (3 credits)*

Applied Statistics & Data Analysis (3 credits)*

Social Inequality, Crime, and Victimization (3 credits)*

Thesis option (30 hours): In addition to the core requirements above, students electing to undertake original research will complete a Thesis Seminar (3 credit hours), a Thesis (6 credit hours), and two courses (6 credits) of electives. In the Thesis Seminar, students will prepare chapters one through three of their thesis proposal (statement of the problem, review of the literature, research methodology) and produce an annotated bibliography. Each student will then complete and defend their thesis to a committee of esteemed faculty advisors (6 credit hours).

Thesis Option Courses

Thesis Seminar (3 credits)*

Thesis (6 credits)*

Electives (6 credits)

Non-thesis option (30 hours): Students are expected to complete 3 credits of a ‘Leadership for Social Change’ course, 3 credits of a ‘Diversity’ course, and 3 credits of research seminar following completion of 15 credits of required courses and two courses (6 credits) of electives. The research seminar course will include a culminating assessment (i.e., a policy paper) that forces students to apply their knowledge and research skills and critically evaluate a particular criminal justice policy issue. Non-thesis students will complete their degrees after completing 30 total credits.

Non-thesis Option Courses

Leadership for Social Change Seminar (3 credits)*

Diversity Seminar (3 credits)*

Pick one:

Feminist Criminology*

Gender-Based Violence*

LGBTQ People, Crime, and Justice*

Race/Ethnicity, Crime, and Justice*
Women, Sex Discrimination, and the Law*
Research Seminar (3 credits)*
Electives (6 credits)

Total Credits - 30

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

- Develop both a theoretical and research-based understanding of crime and victimization as well as the operation of the criminal justice system.
- Understand the development of and reasoning behind criminological policies and systems.
- Become conversant in criminological and victimological research.
- Develop the methodological skills necessary to conduct research as well as to evaluate the research of others.
- Analyze the impact of social inequality and stratification on crime, victimization, civil disorder.
- Examine the impact of criminal justice policies on our communities.

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

- Demonstrate advanced knowledge of criminological principles and evidence-based practices for reducing crime and improving victim and public welfare.
- Utilize social science research methods (qualitative as well as quantitative) and data analysis / statistics.
- Apply research findings in a manner that improves methods or approaches to ameliorating existing, emerging or anticipated public safety problems.
- Initiate, design, develop, and implement research in both academic and professional settings.
- Research and draft proposals examining the impact of policies and legislation on organizational performance and public safety.
- Conduct performance evaluations and manage a diverse set of individuals, policies, and programs.
- Collaborate with various types of individuals including victims and offenders, public and private entities, first responder personnel, as well as corporate or governmental groups.
- Hire, manage, organize, and coordinate individuals, programs, and organizations.
- Collect interview and/or survey data for analytics, oversee grant proposals, and prepare research and deliver presentations to employers and stakeholders.
- Ensure that organizational resources are budgeted appropriately, and policies or programs have equitable impacts upon individuals and groups.
- Demonstrate proficiency in written and verbal modes of communication common to the discipline and profession.
- Function in a leadership role in an academic or professional setting.

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)
Norfolk State University	Master of Arts in Criminal Justice, CIP code 43.0104	9
George Mason University	Master of Science in Criminal Justice, CIP code 43.0104	22
Radford University	Master of Science/Arts in Criminal Justice, CIP code 43.0104	10
Virginia Commonwealth University	Master of Science in Criminal Justice, CIP code 43.0103	7

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Postsecondary Teachers	1,333,900	1,442,000	8% 108,100	Master’s or PhD
Political Scientists	6,200	6,600	7% 400	Master’s
Social & Community Service Managers	178,400	194,600	9% 16,200	Bachelor’s Degree
Probation Officers and Correctional Treatment Specialists	93,900	96,300	3% 2,400	Bachelor’s Degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Criminal Justice & Law Enforcement Teacher, Postsecondary	411	473	15% 62	6	N/A
Political Scientists	924	935	1% 11	1	Master’s

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Social Scientists and Related Workers, All Other	4,470	4,551	2% 81	8	Bachelors' Degree
Social & Community Service Managers	2,899	3,171	9% 272	27	Bachelor's Degree
Criminal Justice and Law Enforcement Teachers, Postsecondary	411	473	15% 62	6	N/A
Law Teachers, Postsecondary	532	608	14% 76	8	N/A
Law Enforcement Workers	36,272	36,698	1% 426	43	N/A
Probation Officers and Correctional Treatment Specialists	2,872	2,936	2% 64	6	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	8	25
2	Projected Enrollment (FTE)	4	12
3	Estimated Tuition and E&G Fees	\$15,240 (in-state) \$35,496 (out-of-state)	\$16,080 (in-state) \$36,480 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$121,920	\$606,000
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

The proposed program responds to current needs in the Commonwealth of Virginia and the United States. Criminal justice and social welfare agencies command a substantial portion of local, state, and national governmental budgets, and public safety represents the second largest budget item for the Commonwealth of Virginia. Within this space, the need for highly trained criminology and public policy professionals has never been greater due to ongoing increases in unconscionable offenses such as hate crime, child abuse/neglect, intimate partner violence, and gun-related homicide, all offenses that inhibit our ability to overcome divisions along, race, ethnicity, class and gender lines. To address recent increases in violent crime and improve public safety, scholars have argued that “police and policymakers should pursue violence-prevention strategies of proven effectiveness and enact needed policing reforms” that approach community stakeholders with empathy, emphasize healing with trauma-informed care, and invest in an anti-violence workforce. The proposed program in Criminology and Public Policy will be the first of its kind in the Commonwealth and it will address the need for “agents of change,” developing critical thinkers who possess the knowledge and skillset to evaluate the efficacy of existing crime prevention policies, identify what works, what does not, and what is promising, and propose evidence-based solutions for improving public safety and equal justice. With equal attention to theory, policy, and the research process, the proposed program will prepare graduates to meet changing societal demands in both the public and private sector.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Cybersecurity
CIP code	11.1003
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 18, 2024

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

CORE COURSEWORK AND TOTAL CREDIT HOURS:

Cybersecurity Core Courses* (30 hours)

CYSE 600 Cybersecurity Principles

CYSE 601 Advanced Cybersecurity Techniques and Operations

CYSE 603 Advanced Cybersecurity Law and Policy

CYSE 605 Leadership and Management in Cybersecurity

CYSE 616 Cyber Defense Fundamentals.

CYSE 800 Research Methods in Cybersecurity

CYSE 701/801 Advanced Cybersecurity Techniques and Operations II

CYSE 802 Cybersecurity Seminar

CYSE/PHIL 703/803 Moral Reasoning for Emerging Technologies

CYSE 868 Cybersecurity Practicum

*The 600 level courses would not be required for those entering with an MS degree.

ADDITIONAL REQUIREMENTS:

Restricted Foundational Electives**

Students select 15 credits of the following:

CYSE 519 Cyber Physical System Security

CYSE 520 Applied Machine Learning in Cybersecurity

CYSE 525 Cybersecurity Strategy and Policy

CYSE 526 Cyber War

CYSE 595 Topics in Cybersecurity

CYSE 607 Advanced Digital Forensics

CYSE 610 Advanced Cryptography

CYSE 615 Mobile and Wireless Security

CYSE 625 Advanced Ethical Hacking and Penetration Testing

CYSE 635 AI Security and Privacy

CYSE 695 Advanced Topics in Cybersecurity

CYSE 697 Independent Study in Cybersecurity

CS 564 Networked Systems Security

CS 565 Information Assurance for Cybersecurity

CS 566 Principles and Practice of Cyber Defense

CS 567 Introduction to Reverse Software Engineering

CS 761/ 861 Malware Analysis and Reverse Engineering (3 Credit Hours)

CS 569 Data Analytics for Cybersecurity

CS 522 Introduction to Machine Learning (3 Credit Hours)
CS 580 Introduction to Artificial Intelligence (3 Credit Hours)
CS 624 Data Analytics and Big Data (3 Credit Hours)
CS 722/ 822 Machine Learning (3 Credit Hours)
CS 733/ 833 Natural Language Processing (3 Credit Hours)
ENMA 625 Introduction to Homeland Security Logistics
MSIM 670 Cyber Systems Engineering
**Students entering with an MS will not take these courses.

Advanced Electives

Students select 15 hours from three different disciplines.

CRIM 832 Advanced Cybercriminology (3 Credit Hours)
CS 764 Blockchains and Cryptocurrencies: Fundamentals, Technologies, and Economics (3 Credit Hours)
CS 865 Internet of Things Security (3 Credit Hours)
CS 872 Advanced Computer and Network Security (3 Credit Hours)
CS 873 Data Mining and Security (3 Credit Hours)
CS 874 Distributed System Security with .Net (3 Credit Hours)
CYSE 897. Independent Study (3 credit hours).
ENGL 830 The Digital Humanities (3 Credit Hours).
ENMA 801 Digital Systems Engineering (3 Credit Hours)
ENMA 824 Risk Analysis (3 Credit Hours)
ENMA 825 System Risk and Failure Analysis (3 Credit Hours)
ENMA 850 System of Systems Engineering (3 Credit Hours)
ENMA 855 Human System Engineering (3 Credit Hours)
ENMA 871 Risk and Vulnerability Management of Complex Interdependent Systems (3 Credit Hours)
ECE 742 Computer Communication Networks (3 Credit Hours)
IDT 830 Principles and Practices of Human Performance Technology
IS 802 Approaches to Collective Security (3 Credit Hours)
IS 721/821 New World Order: Chaos or Coherence?
PSYC 870 Human Factors Psychology (3 Credit Hours)
PSYC 876 Human-Computer Interaction (3 Credit Hours)

Dissertation Research:

CYSE 899 Doctoral Dissertation (18+ credits)

Dissertation Research

The dissertation (CYSE 899) may take the form of one major project or three related research projects prepared for journal publication.

TOTAL CREDIT HOURS: 78 hours beyond the BS/BA; 48 beyond the MS

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

- Analyze ethical and social issues in the area of cybersecurity and communicate the underlying implications of those issues to multiple audiences.
- Conduct independent research on cybersecurity using multiple research methods.
- Communicate in writing the results of their research for both scholarly and non-scholarly audiences.
- Integrate principles and methods from a variety of disciplines to study cybersecurity.
- Apply their interdisciplinary expertise through course instruction and scholarly research.
- Orally communicate their understanding of cybersecurity and explain decisions in cohesive and well-structured presentations to both technical and non-technical audience.

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

- As faculty members, graduates will be able to:
- Develop and deliver effective cybersecurity instruction in an undergraduate or graduate college or university program.
 - Conduct cybersecurity research studies independently and in collaboration with other scholars.
 - Advise and mentor cybersecurity students.
 - Serve as professional consultants and advisors to government and industry bodies seeking guidance.
 - Expand scientific knowledge about cybersecurity through multiple disciplinary frameworks.
- As a cybersecurity researcher working in industry or government settings, graduates will be able to:
- Develop original research projects focused on cybersecurity.
 - Secure funding for cybersecurity research projects.
 - Translate cybersecurity research findings into practice.
 - Effectively communicate with various audiences about cybersecurity research findings.
 - Provide technical leadership in cybersecurity settings.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
No public institution offers a PhD in Cybersecurity in Virginia. Two identify concentrations or emphasis areas within a broader degree program.		
GMU	PhD in Information Technology – concentration in Cybersecurity Engineering	8.2 students per year at the degree level. Data not available at concentration level. Dept. website shows 44 PhD students with 11 identifying interest in cybersecurity.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
VCU	PhD in Computer Science – catalog indicates cybersecurity as one of the emphasis areas	1 student per year at degree level. Data not available at the emphasis area.

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2022 - 2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Information Security Analysts	168,900	222,100	32% (53,200)	BS
Computer and Information Research Scientists	36,500	44,800	23% (8,300)	MS

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Information Security Analysts	16,340	22,360	37% (5,980)	1,970	BS
Digital Forensics Analysts	17,130	19,620	15% (2,490)	1,580	BS
Computer and Information Research Scientists	3,760	4,320	13% (560)	320	MS

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	12	48
2	Projected Enrollment (FTE)	9	36
3	Estimated Tuition and E&G Fees	\$15,240 (in-state) \$35,496 (out-of-state)	\$16,080 (in-state) \$36,480 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$177,672	\$913,248

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$500,000	\$1,000,000

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

The proposed PhD in Cybersecurity responds to the urgent need for cybersecurity professionals in the Commonwealth of Virginia, which has more cybersecurity job vacancies than any other state.

In Virginia, 22 undergraduate and Master’s degree cybersecurity programs have been developed, but no PhD program has been developed. According to one author team, “The challenge of meeting the cybersecurity work-force shortage through degree programs is intensified by the reality of the limited number of cybersecurity and engineering faculty at colleges and universities.” The proposed degree program will prepare faculty and researchers to educate future professionals and study complex topics. The number of students enrolled in Bachelor’s degree programs increased tenfold between 2017 and 2023 and the number of associate’s degree students more than doubled (see Tables 1 and 2).

Table 1 Enrollment in Cybersecurity Bachelor’s Degree Programs in Virginia, 2017, 2023

	Fall 2017	Fall 2023
Computer and Information Systems Security	244	2594
Cyber/Computer Forensics	35	137
Cyber/Electronic Operations		31
Cybersecurity Defense Strategy/Policy		251
Total	279	3013

Table 2 Enrollment in Cybersecurity Associate’s Degree Programs in Virginia, 2017, 2023

	Fall 2017	Fall 2023
Computer and Information Systems Security	1280	3363

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Doctor of philosophy (PhD)
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 18, 2024 (anticipated)

II. Curriculum Requirements.

CORE COURSEWORK AND TOTAL CREDIT HOURS:

Data Science Core Courses^ (30 hours)

DASC/CS 620 Introduction to Data Science and Analytics (3 credits)

CS 624 Data Analytics and Big Data (3 credits)

CS 625 Data Visualization (3 credits)

STAT 603 Statistical/Probability Models for Data Science and Analytics (3 credits)

DASC 690 Capstone Project/Thesis (3 credits)

DASC 800 Interdisciplinary Studies Proseminar*

PHIL 703/803 Moral Reasoning for Emerging Technologies*

DASC/CS 720/820 Advanced Data Science and Analytics*

CYSE 868 Data Science Applications in the Professions*

DASC 871 Fundamentals of Interpretable Machine Learning and Explainable AI (3 credits)

^The 600 level courses would not be required for those entering with an MS degree.

ADDITIONAL REQUIREMENTS:

Restricted Foundational Electives** - Students Select 15 credits from the following:

BNAL 503 Data Visualization and Exploration (3 credits)

BNAL 515 Advanced Business Analytics/Big Data Applications (3 credits)

CS 522 Machine Learning I (3 credits)

CS 532 Web Science (3 credits)

CS 550 Database Concepts (3 credits)

CS 569 Data Analytics for Cybersecurity (3 credits)

CS 580 Introduction to Artificial Intelligence

CYSE 520 Applied Machine Learning in Cybersecurity (3 credits)

CYSE 635 AI Security and Privacy (3 credits)

ECE 651 Statistical Analysis and Simulation

ECE 607 Machine Learning 1 (3 credits)

ENMA 646 Information Science for Systems and Engineering Management (3 credits)

GEOG 525 Internet Geographic Information Systems

GEOG 532 Advanced GIS

GEOG 562 Advanced Spatial Analysis

GEOG 590 Applied Cartography/GIS

GEOG 519 Spatial Analysis of Coastal Environments

GEOG 520 Marine Geography

GEOG 563 GIS Programming
GEOG 573 Geographic Information Systems for Emergency Management
GEOG 600 Geospatial Data Analysis (3 credits)
GEOG 601 Spatial Statistics and Modeling (3 credits)
IT 650 Database Management Systems (3 credits)
IT 651 Business Intelligence (3 credits)
IT 652 Information and Communications Technology for Big Data
PHYS 520 Intro to Computational Physics (3 credits)
STAT 604 Statistical Tools for Data Science and Analytics (3 credits)
**Students entering with an MS will not take these courses.

Advanced Electives - Students select **15** hours from three different disciplines:

BDA 821 High-Dimensional Statistics
BDA 831 Applied Functional Data Analysis
BDA 845 Transform Methods for Data Science
BNAL 821 Simulation Modeling for Business and Supply Chain Systems
CS 833 Natural Language Processing
CS 828 Deep Learning
CS 825 Information Visualization
CS 812 Stochastic Modeling
CS 832 Human Computer Interaction
ECE 884 Computer Vision
ECE 882 Digital Signal Processing II
MSIM 851 Advanced Analysis for Modeling and Simulation
MSIM 8XX Big Data Systems
ENMA 801 Digital Systems Engineering
IT 891 Seminar in Business Intelligence
IT 892 Seminar in Knowledge Management
MAE 740/840 Autonomous and Robotics Systems
CEE 874 Transportation Network Flow Models
PHYS 811 Computational Physics
DASC/CS 895 Fundamentals and Applications of Deep Learning
DASC 8XX Advanced Generative AI: Theory, Applications, and Ethics
DASC 8XX Causality Analysis for Data Science
DASC 8XX Advanced Representation Learning
DASC 8XX Markov Decision Process and Reinforcement Learning
DASC 8XX Advanced Scientific Machine Learning: from theory to practice
DASC 8XX Foundation Models for Data Science
DASC 8XX/BDA 8XX Random Process and Sequence Learning
MATH 618 Applied Functional Analysis
MATH 820 Advanced Applied Functional Analysis
OEAS 805 Advanced Environmental Data Science
STAT 825 Linear Statistical Models
STAT 830 Multivariate Statistics
Other Approved electives.

Dissertation Research:

DASC 898 Doctoral Research (15+ credits)

DASC 899 Doctoral Dissertation (3+ credits)

Dissertation Research

The dissertation (DASC 899: Doctoral Dissertation) may take the form of one major project or three related research projects prepared for journal publication.

TOTAL CREDIT HOURS: 78 hours beyond the BS/BA; 48 beyond the MS

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

- Analyze ethical and social issues in the area of data science and communicate the underlying implications of those issues to multiple audiences.
- Conduct independent research on data science using multiple research methods.
- Communicate in writing the results of their research for both scholarly and non-scholarly audiences.
- Integrate principles and methods from a variety of disciplines to study data science.
- Apply their interdisciplinary expertise through course instruction and scholarly research.
- Orally communicate their understanding of data science and explain decisions in cohesive and well-structured presentations to both technical and non-technical audience.

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

As faculty members, graduates will be able to:

- Develop and deliver effective data science instruction in an undergraduate or graduate college or university program.
- Conduct data science research studies independently and in collaboration with other scholars.
- Advise and mentor data science students.
- Serve as professional consultants and advisors to government and industry bodies seeking guidance.
- Expand scientific knowledge about data science through multiple disciplinary frameworks.

As a data science researcher working in industry or government settings, graduates will be able to:

- Develop original research projects focused on data science.
- Secure funding for data science research projects.
- Translate data science research findings into practice.
- Effectively communicate with various audiences about data science research findings.
- Provide technical leadership in data science settings.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
UVA	PhD in Data Science (CIP Code 30.7001 – Data Science)	The curriculum integrates the foundations of computation, data engineering, data modeling, theory, data policy, and ethics. (No degrees granted to date – new program).
W&M	Ph.D. with specialization in Data Science. (CIP Code 30.0101- Biological and Physical Sciences)	The Ph.D. in Data Science Studies at William & Mary is offered as a specialization within Applied Science. Average Enrollment = 26; Average Degrees Earned = 5. (Data not available for specialization).

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data Scientists	168,900	228,200	35% (59,400)	BS
Computer and Information Research Scientists	36,500	44,800	23% (8,300)	MS

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Operations Research Analysts	7,513	9,465	26% (1952)	195	BS

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	10	50
2	Projected Enrollment (FTE)	8	40
3	Estimated Tuition and E&G Fees	\$15,240 (in-state) \$35,496 (out-of-state)	\$16,080 (in-state) \$36,480 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$152,208	788,400
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	\$1,000,000

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words). The proposed PhD in Data Science responds to the urgent need for data science professionals in the Commonwealth of Virginia – it is among the top states with the highest concentration of jobs and location quotients for this occupation. As an example, the DoD CSIA, located in Arlington, VA, is recruiting Data Scientists under a Direct Hire Authority (DHA), which is authorized to recruit for positions for which there is a critical hiring need.

In Virginia, five undergraduate, two Master’s and only one Doctoral degree programs have been developed in Data Science. There is some evidence of shortfalls in of data science professors and researchers hindering the expansion of educational programs, limiting the number of qualified candidates entering the job market. The proposed degree program will prepare faculty and researchers to educate future professionals and study complex topics.

Table 1 shows enrollment in bachelor’s and master’s degree programs in 2020 – 2023; 2020 is the earliest years that indicates program enrollments. The number of students enrolled in Bachelor’s degree programs increased dramatically between 2020 and 2021 and then leveled off, while the number of master’s degree students has maintained its high level since initiation.

Table 1. Enrollment in Data Science Bachelor’s Degree Programs in Virginia, 2023-2023

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Data Science, General. (30.7001)	40	697	730	707
Data Analytics, General. (30.7101)	-	4	6	4
Total	40	701	736	711

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Master of Science
Degree Program Name	Geographic Information Science and Technology
CIP code	45.0702
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 18, 2024

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

New courses are denoted with asterisks (*, course #s TBD).

Core Courses (15 credit hours)

GEOG 600 Geospatial Data Analysis (3 cr)
GEOG 601 Spatial Statistics and Modeling (3 cr)
GEOG 6XX Geospatial Professional Seminar* (3 cr)
GEOG 7XX Capstone Project* (3 cr)

Restricted Electives (15 credits hours)

Student will select courses from the below set of courses with permission of the Graduate Program Director.

GEOG 504 Digital Techniques in Remote Sensing (3 credits)
GEOG 519 Spatial Analysis of Coastal Environments (3 credits)
GEOG 520 Marine Geography and GIS (3 credits)
GEOG 532 Advanced GIS (3 credits)
GEOG 5XX UAS Applications Proseminar* (3 credits)
GEOG 573 GIS in Emergency Management (3 credits)
GEOG 590 Applied GIS/Cartography (3 credits)
GEOG 6XX Earth Observation and Analytics* (3 credits)
GEOG 6XX GeoInt & Homeland Security (3 credits)
GEOG 7XX Geospatial Internship* (3 credits)

Total Credits: 30 credit hours

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

- Analyze geospatial data and design and implement robust spatial analyses to solve diverse geographic problems.
- Communicate written understanding of advanced GIS applications, critique technical approaches, and prescribe solutions in a well-structured, professional manner.
- Integrate principles and methods of geospatial analysis from a variety of its subdisciplines (cartography, remote sensing, and spatial analysis) to develop and

implement best practices and solve complex problems, implement and manage GIS within organizations.

- Orally communicate understanding of GIScience and explain geodata, analytical techniques, and applied uses for decision-making in cohesive and well-structured presentations to both technical and non-technical audiences.
- Evaluate ethical and social issues in the area of GIS data management, analysis and policies to implement ethical standards across personal, organizational, and industry-wide settings and promote social responsibility.

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

- Ability to conceive, design, and implement complex geospatial analysis projects in a wide range of spatial scales, agencies, and application areas.
- Broad awareness of the diversity of geospatial data, including sources and acquisition methods, data quality, and data management best practices.
- Understand and use ethical and professional standards and practices in geospatial professions within the workplace, profession and wider society.
- Demonstrate advanced technical skills operating GIS software, including desktop, web, and spatial analytical software tools.
- Apply critical analytical skills honed by experience in laboratory projects, analyzing data quality, and critiquing projects and metadata.
- Presentation and written communication skills able to effectively convey spatial analysis, maps, and abstract geographic methods and patterns, among peers, managers, and wider constituents.
- Ability to work on complex projects within groups, demonstrating team management and leadership skills.
- Employ holistic, geographic view of GIS, spanning problem definition, data, analysis, and application and societal implications.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	MS, Geographic Information Science and Cartography, 45.0702	5
George Mason University	MS, Geography, 45.0701	4
Virginia Tech	MS, Geography, 45.0701	4

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2023 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Cartographers and photogrammetrists	14,000	14,7000	5%, 700	Bachelor’s degree
Surveying and mapping technicians	64,200	66,300	3%, 2,100	High-school diploma or equivalent
Surveyor	50,000	53,100	5%, 2,300	Bachelor’s degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Cartographers and Photogrammetrists	425	461	8.47%, 36	22	Bachelor’s degree
Surveying and Mapping Technicians	2,116	2,276	7.56%, 160	16	High school diploma or equivalent
Surveyors	1,500	1,577	5.13%, 77	8	Bachelor’s degree
Architects, Surveyors, and Cartographers	5,666	6,002	5.93%, 336	34	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	8	20
2	Projected Enrollment (FTE)	6	16
3	Estimated Tuition and E&G Fees	\$15, 240 (in-state) \$35,496 (out-of-state)	\$16,080 (in-state) \$36,480 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$162,432	\$444,000

Cost and Funding Sources to Initiate and Operate the Program			
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 of Virginia is among the top states for geospatial science and technology. The state is home to the headquarters of the National Geospatial-Intelligence Agency (NGA) and numerous military installations, leading environmental, infrastructure and engineering corporations, and abundant municipal and state agencies that seek to hire advanced professionals. While the BLS and VEC predict strong growth, these national projections do not capture the concentrated need in Virginia as GIS lies at the intersection of various professions. Hampton Roads, especially, is renowned as a nexus of applied GIS, ranging from NASA Langley Research Center, Port of Virginia, the Navy and several other DoD installations, and the largest city, Virginia Beach, that require geospatial professionals to support their missions, management, and sustainability. Further, autonomous systems, digitalization of facilities, smart IoT technologies, and the burgeoning offshore wind and alternative energy and blue economy require an underpinning of geospatial technology. No other higher education institution in Virginia can provide a combination of advanced substantive GIS education *and* applied analytics unique to marine, coastal, and climate resilience other than Old Dominion. The proposed program supports increased university graduate placement in the burgeoning autonomous and uncrewed systems industries (aerial and surface vessels and their associated mapping applications.) Hence, this masters in GIST will not only provide a sought-after pool of graduates to industry and the public sector, but also will attract student professionals from beyond Virginia.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Doctor of Philosophy (Ph.D.)
Degree Program Name	Kinesiology
CIP code	26.0908
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	March 1, 2024

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

New courses are denoted with an asterisk (*).

Core Courses: 18 credit hours

KINE 5495 – Human Physiology (3 credits)

KINE 7600 – Translational Research in Kinesiology (3 credits)

KINE 8400 – Topics in Kinesiology I (1 credit) *

KINE 8401 – Topics in Kinesiology II (1 credit) *

KINE 8402 – Topics in Kinesiology III (1 credit) *

EDLF 5330 – Quantitative Methods & Data Analysis 1 (3 credits)

EDLF 7420 – Quantitative Methods & Data Analysis 2 – General Linear Models (3 credits)

EDLF 8350 – Multivariate Statistics (3 credits)

Research Requirements: 24 credit hours minimum

KINE 9998 – Doctoral Research Apprenticeship (3 credits)

Students must complete a minimum of 12 credits.

KINE 9999 – Doctoral Dissertation (6-12 credits)

Students must complete a minimum of 12 credits.

Electives: 30 credit hours

Students must consult with their Ph.D. advisor. Students must select masters- or doctoral-level research apprenticeship and/or didactic coursework.

Total Credit Hours: 72

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

- Develop and carry out an independent, hypothesis-based Kinesiology research agenda, with attention to theoretical, methodological, and ethical dimensions.
- Critically analyze and synthesize scientific literature and research in Kinesiology.
- Analyze, evaluate, and address issues related to research ethics and inclusion of underrepresented groups in experimental design.

- Select and apply quantitative approaches to specific research questions; and analyze and interpret results.
- Conceptualize, design, and defend an independent Kinesiology research proposal.
- Design and conduct original research in Kinesiology, including selection and application of appropriate research designs and methodologies.
- Apply oral and written communication skills to publish, present, and disseminate research in academic settings.

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

- Contribute to ongoing departmental research programs and develop a unique and original research agenda that builds upon existing scientific literature to advance the field of kinesiology.
- Develop and teach introductory and advanced undergraduate kinesiology courses.
- Develop rigorous, hypothesis-driven lab, clinical and/or field-based experiments using state-of-the-art equipment, technology, and research techniques to advance departmental research goals and the body of knowledge within kinesiology.
- Apply best practices, concepts, and principles of measurement and evaluation in lab, clinical, and/or field settings; and accurately interpret data, test scores and statistical results to advance understanding of human movement and well-being.
- Promote the discovery, development, interpretation, dissemination and application of human movement and physical activity for population health and wellbeing.
- Communicate verbally and in writing to expert and non-expert audiences in a variety of styles and settings (e.g. academic research, academic and community presentations, collaboration, lab management, and teaching).

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)
Old Dominion University	Ph.D. in Kinesiology and Rehabilitation, 31.0505	2
Virginia Commonwealth University	Ph.D. in Rehabilitation and Movement Science, 26.0908	2

VI. Labor Market Information

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Biological science teachers, postsecondary	62,400	67,700	9% 5300	Doctoral degree
Health specialties teachers, postsecondary	262,800	313,000	19% 50,200	Doctoral degree
Recreation & fitness studies teachers, postsecondary	16,300	16,800	3% 500	Doctoral degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Biological science teachers, postsecondary	2163	2517	16% 354	35	Not applicable
Health specialties teachers, postsecondary	4845	6213	28% 1368	137	Not applicable
Recreation & fitness studies teachers, postsecondary	662	728	9% 66	7	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)	5	20
2	Projected Enrollment (FTE)	5	20
3	Estimated Tuition and E&G Fees	\$21,728	\$46,584
4	Projected Revenue from Tuition and E&G Fees	\$108,640	\$341,560
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 American Kinesiology Association defines kinesiology as “the academic discipline which involves the study of physical activity and its impact on health, society, and quality of life.” The discipline is growing in large part due to the recognition that inactivity represents a major societal concern. There is clear consensus on the need for innovative programs to increase and promote physical activity at all stages of life. There is also a critical need to study and develop best practices in the prevention and treatment of injuries to improve athletic performance, quality of life, and the likelihood of maintaining independent living.

In recent decades, the number of undergraduate kinesiology programs and students has skyrocketed across the U.S., yet the development of Ph.D. programs has not kept pace. As of 2022, there were over 700 undergraduate kinesiology/exercise science programs across the U.S. with over 30,000 graduates, as compared to only 75 doctoral programs with 275 graduates. An August 2023 search of *Chronicle of Higher Education* job postings returned over 1500 Kinesiology and Exercise Science faculty listings, far exceeding the number of new faculty graduating annually. BLS and VEC projections of 3-28% growth among postsecondary teachers in the closest occupations (biological sciences, health specialties, recreation and fitness studies) over the coming decade further demonstrate the viability of employment for graduates of the proposed degree. The proposed Ph.D. in Kinesiology will help fill a need in Virginia and across the United States for qualified faculty to teach and conduct innovative kinesiology research.

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 2025
Governing Board Approval Date (actual or anticipated)	June 2024

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

Core Degree Requirements:	
*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 completion of 44 credit hours. This is a non-thesis program with a concentration in Family Nurse Practitioner.	

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

- Synthesize, translate, apply, and disseminate evidence in health and nursing science to improve the health of a diverse patient population and advance nursing science.
- Lead an interprofessional team in implementing initiatives to promote health equity by addressing social determinants of health on a system level that is guided by ethical principles.

- Inform the design and implementation of system level initiatives aimed at improving health equity and the quality and safety of healthcare delivery using health information technology.
- Apply ethical principles to influence policy to address social determinants of health.
- 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.
- Utilize a systematic decision-making process to provide person-centered care and clinical management that focuses on individuals and families; integrating evidence-based practice to improve health outcomes, health promotion, and disease prevention.
- 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)

- 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.
- Conduct physical assessments 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.
- 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.
- Perform procedures in primary care settings (e.g., ingrown toenail removal, suturing, wound debriding).
- Collaborate with other health care professionals to maintain and author policies and procedures that improve access and health care equity.
- Conduct and disseminate practice quality improvement and epidemiological research to improve personal and health care practices.
- Utilize health care technology to monitor and analyze population health care trends and create health promotion and primary treatment plans.
- 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.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average – 2019-2023)
George Mason University	51.3801 - MSN	280
James Madison University	51.3803 - MSN	143
Old Dominion University	51.3801 – MSN	315
Radford University	51.3805 – MSN	76
University of Virginia	51.3818 – MSN	598
Virginia Commonwealth University	51.3818 – MSN	502

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Nurse Anesthetists., Nurse Midwives and Nurse Practitioners ¹	323,900	447,400	38% / 123,600	MSN or DNP
Nurse Practitioner ²	266,300	384,900	45% / 118,500	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	5,939	9,332	57% / 3393	339	Minimum of a Master’s; or DNP

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025-2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	10	24
2	Projected Enrollment (FTE)	7.42	16
3	Estimated Tuition and E&G Fees	FT \$12,959 PT \$9,293	FT \$17,175 PT \$12,898
4	Projected Revenue from Tuition and E&G Fees	\$107,594	\$342,792
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$824,446	\$824,446

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 January and February 2024 by the UVA Wise Nursing Marketing Team, 57% of the 61 respondents indicated they are extremely interested or very interested in enrolling in an MSN-FNP program at UVA Wise.

I. Basic Program Information

Institution (official name)	University of Virginia's College at Wise
Degree Program Designation	Master of Technology Management and Data Analytics Degree
Degree Program Name	Master of Technology Management and Data Analytics
CIP code	30.7101
Anticipated Initiation Date	August 2025
Governing Board Approval Date (actual or anticipated)	June 7, 2024

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

Core Courses: 18 credit hours	
*TCH 5000: Foundations of Data Analytics	3
*TCH 5010: Data Science	3
*TCH 5020: Data Visualization	3
*TCH 5030: Global Perspectives in Technology: Societal Impacts and Management Strategies	3
*TCH 5040: Artificial Intelligence / Machine Learning	3
*TCH 5050: Business Analytics and Data Governance	3
	18
Restricted Electives: 12 credit hours	
Students will select courses from a list of courses.	
• *TCH/ACC 5100: Accounting Analytics (3 credit hours)	
• *TCH 5110: Data Analytics and Social Sciences (3 credit hours)	
• *TCH 5120: Financial Technology (3 credit hours)	
• *TCH 5130: Healthcare Management (3 credit hours)	
• *TCH 5140: Human Resource Management Analytics (3 credit hours)	
• *TCH 5150: Marketing Analytics (3 credit hours)	
• *TCH 5160: Project Management (3 credit hours)	
• *TCH 5170: Supply Chain and Logistics Management (3 credit hours)	
• *TCH 5180: Management of Information Technology (3 credit hours)	
• *TCH 5200: Big Data Management (3 credit hours)	
• CSC 4110: Advanced Database Systems (3 credit hours)	
• CSC 4150: Introduction to Robotics and Artificial Intelligence (3 credit hours)	
• CSC/SWE 4240: Software Project Management (3 credit hours)	
• CSC 4280: Cybersecurity (3 credit hours)	
• CSC 4281: Penetration Testing (3 credit hours)	
• CSC 4282: Digital Forensics (3 credit hours)	
• CSC 4350: Computer Networks (3 credit hours)	
• CSC 4380: Information Security (3 credit hours)	
• MIS 4240: IS Audit and Risk Management (3 credit hours)	
• MIS/DSC 4340: Cloud and Collaboration Computing (3 credit hours)	
• *TCH 5950: Special Topics (3 credit hours)	
• *TCH 5990: Internship (1 - 3 credit hours)	

No more than three 4000 level courses with a “B” or better will be counted as part of the program.

Total credit hours for the curriculum/degree program: 30 Credit Hours

The proposed Master of Technology Management and Data Analytics degree requires successful completion of 30 credit hours. The degree is a non-thesis 30 credit hour program.

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

- Exhibit advanced proficiency in data analysis by critically evaluating complex datasets, applying advanced analytical methods to derive insights, and synthesizing information to propose innovative technological and data driven solutions.
- Apply advanced data analytics techniques to solve complex business problems, using data-driven insights to make informed decisions, optimize processes, and drive organizational growth and efficiency in fields such as healthcare management, supply chain management and human resource management.
- Acquire leadership capabilities to manage technological change effectively within organizations, fostering a culture of adaptability and innovation to address evolving industry landscapes.
- Critically evaluate ethical dilemmas in technology management, demonstrating an ability to assess and justify ethical decisions, navigate legal and social implications, and formulate policies to ensure responsible technology use.
- Develop the ability to collaborate across disciplines, bridging the gap between technical and non-technical stakeholders.

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

- **Data Proficiency and Analysis:**
 - Proficiency in collecting, managing, and analyzing data sets using various tools and techniques.
 - Ability to derive actionable insights, trends, and patterns from complex data to drive informed decision-making.
- **Strategic Technology Management:**
 - Understanding how to align technology initiatives with organizational goals and strategies.
 - Proficiency in evaluating, implementing, and managing technology solutions to enhance business operations and competitiveness.
 - Collaboration abilities to foster teamwork, communicate technical concepts effectively, and lead projects to successful completion.
- **Problem-Solving and Innovation:**
 - Strong analytical and problem-solving skills to address complex technological challenges.
 - Ability to innovate and propose novel solutions leveraging data-driven insights and emerging technologies such as Artificial Intelligence.
- **Ethical Decision-Making and Compliance:**

- Understanding the ethical implications of data analytics and technology usage in business.
- Knowledge of legal and regulatory frameworks related to data privacy, security, and compliance.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Master's Degree, Business Analytics, 30.7102	N/A
Virginia Commonwealth University	Master's Degree, Decision Analytics, 30.7101	45
Virginia Tech	Master's Degree, Data Science, 27.0601	14
University of Virginia	Master's Degree, Data Analysis and Applied Statistics, 30.7001	99
University of Virginia	Master’s Degree, Business Analytics, 52.1301	44

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2024 -2034 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer & Info Research Scientists	36,500	44,800	22.74%	Master’s
Computer Systems Analysts	531,400	582,500	9.61%	Bachelor’s / Master’s
Data Scientists	168,900	228,200	35.17%	Bachelor’s / Master’s
Operations Research Analyst	109,000	134,600	22.47%	Bachelor’s / Master’s
Mathematicians & Statisticians	35,600	46,200	28.78%	Master’s
Management Analysts	987,600	1,083,300	9.69%	Bachelor’s / Master’s

Labor Market Information: Virginia Employment Commission, 2024 -2034 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Business Intelligence Analytics	2,550	3,270	2.82%	720	Bachelor’s / Master’s*
Computer & Info Research Scientists	3,760	4,240	12.77%	480	Master’s
Computer Systems Analysts	24,010	26,210	9.16%	2,200	Bachelor’s / Master’s
Data Scientists	2,550	3,270	28.24%	720	Bachelor’s / Master’s
Management Analysts	56,800	65,440	15.21%	8,640	Bachelor’s / Master’s
Operations Research Analyst	7,510	9,470	26.10%	1,960	Bachelor’s / Master’s

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	15	47
2	Projected Enrollment (FTE)	16.25	46.25
3	Estimated Tuition and E&G Fees	19,944	26,976
4	Projected Revenue from Tuition and E&G Fees	168,240	588,480
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	408,186	458,186

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

Evolving Technological Landscape: Businesses in Virginia, particularly in tech hubs like Northern Virginia, Richmond, and others, are continuously adopting new technologies. Professionals who understand how to manage and leverage these technologies effectively are in high demand.

Data-Driven Decision Making: Companies across industries are increasingly relying on data to drive their strategies. Individuals with expertise in data analytics can help organizations make informed decisions, optimize processes, and gain a competitive edge.

Business Innovation: Virginia has a diverse business landscape, from tech startups to established companies. Professionals trained in technology management and data analytics can drive innovation within these organizations, finding new ways to utilize technology for business growth.

Industry-Specific Applications: Virginia hosts a range of industries, including government, healthcare, finance, and more. Each sector increasingly requires experts who can harness technology and data analytics tailored to their specific needs.

Regional Economic Growth: As technology continues to be a driving force in global economies, Virginia seeks to strengthen its workforce by fostering individuals skilled in managing technology and extracting insights from data.

I. Basic Program Information.

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Chaplaincy
CIP code	51.1506
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	December 2024 (anticipated)

II. Curriculum Requirements.

Core Coursework: 61 credit hours

- PATC 525 – Study of Chaplaincy Across the World Religions (3)*
- PATC 600 – Theology and Philosophy in Chaplaincy and Spiritual Care (3)*
- PATC 601 – Chaplaincy Formation (3)*
- PATC 602 – Spiritual Assessment (3)*
- PATC 609 – Introduction to Spiritual Care Practice (3)*
- PATC 610 – Basic Spiritual Care Theory (3)*
- PATC 611 – Theory and Practice of Spiritual Care I (3)
- PATC 612 – Theory and Practice of Spiritual Care II (3)
- PATC 613 – Group Process I (1)
- PATC 614 – Group Process II (1)
- PATC 615 – Group Process III (1)
- PATC 616 – Group Process Interdisciplinary Collaboration (2)*
- PATC 617 – Theory and Practice of Spiritual Care III (3)
- PATC 620 – Social Factors in Spiritual Care and Chaplaincy (3)*
- PATC 621 – Bereavement, Grief, Loss and Spiritual Care (3)
- PATC 625 – Spiritual Care and Wellbeing (3)*
- PATC 635 – Clinical Ethics (3)
- PATC 642 – Developing & Presenting Spiritual Care & Chaplaincy Research (3)
- PATC 646 - Clinical Practicum I (2)
- PATC 647 – Clinical Practicum II (2)
- PATC 648 – Clinical Practicum III (2)
- PATC 649 – Clinical Practicum IV (2)*
- PATC 655 – Preparation for Professional Chaplaincy Practice (2)*
- PATC 660 – Capstone Project (4)*

Required Courses: 15 credit hours

- PATC 520 – History of Chaplaincy (1)*
- PATC 592 – Independent Study in Spiritual Care (2)
- PATC 639 – Spiritual Care Management (3)
- PATC 643 – Advanced Spiritual Care Practice in Healthcare Settings (3)*
- PATC 644 – Advanced Spiritual Care Practice in Non-Healthcare Settings (3)*
- PATC 645 – Spiritual Care Over the Lifespan (3)*

Total credit hours: 76

II. Description of Educational Outcomes.

- Identify and integrate one's professional strengths and limitations in the provision of spiritual care.
- Practice in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.
- Apply theories to effectively offer spiritual support that contributes to well-being of the care recipients, their families, and staff.
- Apply theories to effectively offer spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation and spiritual/religious practices.
- Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
- Understand and function within the chaplain's institutional culture and systems, including utilizing business best practices appropriate to one's role in the organization.
- Integrate the spiritual and emotional dimensions of human development into one's practice of care.
- Integrate a working knowledge of different ethical theories appropriate to one's professional context.
- Articulate how primary research and research literature inform the profession of chaplaincy and one's spiritual care practice.
- Articulate an approach to spiritual care, rooted in one's faith/spiritual tradition that is integrated with a theory of professional practice.
- Articulate a conceptual understanding of group dynamics and organizational behavior.
- Articulate ways in which one's feelings, values, assumptions, culture, and social location affect professional practice.

IV. Description of Workplace Competencies/Skills

- Promote, facilitate, and support ethical decision-making in one's workplace. [OL4]
- Advocate for and facilitate ethical decision-making in one's workplace. [OL3]
- Use appropriately one's professional authority as a chaplain. [PIC5]
- Provide effective spiritual support that contributes to the wellbeing of care recipients, including patients (or the relevant analogue in a non-healthcare setting), their families/friends, and staff. [PPS2]
- Facilitate care recipients' own theological/spiritual/ philosophical reflection. [PPS8]
- Document one's spiritual care accurately, cautiously, and usefully and in the appropriate records. [PPS11]
- Provide spiritual care that incorporates a working knowledge of an academic discipline that is not explicitly religious/ spiritual (e.g., psychology, sociology, anthropology, history). [ITP2]

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	388,200	459,600	18% 71,400	Master’s Degree

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	14,170	16,930	20% 2,760	276	Master’s Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	7	14
2	Projected Enrollment (FTE)	7	14
3	Estimated Tuition and E&G Fees	\$17,673 (in-state); \$40,766 (out-state)	\$17,673 (in-state); \$40,766 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$ 285,362	\$ 570,724
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 necessity for this program is accentuated by the evolving landscape of healthcare delivery models, where chaplains are increasingly recognized as vital members of interdisciplinary care teams. Notably, nine of the ten largest hospitals in Virginia already incorporate chaplains into their care delivery model. Additionally, the National Consensus Project for Quality Palliative Care mandates the inclusion of chaplains within interdisciplinary teams, and Medicare hospice providers are required to offer spiritual care, by trained chaplains, to patients. Research recommends the integration of spiritual care into the care plan of those with serious illness, the integration of specific training in the area of spirituality for members of the interdisciplinary team caring for patients with serious illness, and to consistently have chaplains as part of the team caring for patients with serious illness. With the demographic trends indicating an aging among professional chaplains' workforce (45% of active professional chaplains being between the ages of 45-64 and 19.1% being 65+), there is an urgency to streamline and broaden educational pathways to ensure a supply of qualified professionals in the field.

In response to findings from our Academic Program Review (APR) Self-Study, which revealed a significant desire among chaplaincy trainees for a centralized and comprehensive educational site, we propose the establishment of a degree program tailored to meet this demand. Our survey, conducted during our APR self-study, indicated that approximately 40% of individuals pursuing chaplaincy expressed a preference for a single location where they could attain their academic degree, clinical training, and clinical practice experience.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Exercise Physiology
CIP code	26.0908
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	May 5, 2024 (anticipated)

II. Curriculum Requirements.

General Education Requirement: 30 credit hours

Core Coursework: 37 credit hours

EXPH 101 Introduction to Exercise Physiology (2 credits) *

EXPH 250 Medical Terminology (1 credit)

EXPH 350 Nutrition for Health and Performance (3 credits)

EXPH 371 Psychology of Physical Activity (3 credits)

EXPH 374 Kinesiology and Biomechanics (4 credits)

EXPH 375 Exercise Physiology (4 credits)

EXPH 380 Strength and Conditioning (3 credits)

EXPH 440 Clinical Exercise Physiology (3 credits)

EXPH 441 Exercise Testing and Prescription (3 credits)

EXPH 470 Research in Exercise Physiology (3 credits) *

EXPH 475 Advanced Exercise Physiology (3 credits) *

EXPH 480 Professional Seminar (1 credit)

Experiential Learning: 4 credit hours

EXPH 496 Exercise Physiology Internship (4 credits)

Additional Requirements: 25-37 credit hours

BIOL 101/BIOZ 101 Biology Concepts and Laboratory (4 credits)

or BIOL 151/BIOZ 151 Introduction to Biological Sciences I and Laboratory (4 credits)

MATH 151 Precalculus Mathematics (0-4 credits)

STAT 210 Basic Practice of Statistics (3 credits)

PHYS 201 General Physics I (4 credits)

BIOL 205 Human Anatomy (4 credits)

CHEM 101/CHEZ 101 General Chemistry I and Laboratory (4 credits)

PHIS 206/PHIZ 206 Human Physiology and Laboratory (4 credits)

HUMS 202 Choices in a Consumer Society (1 credit)

Experiential fine art (1-3 credits)

Foreign Language (0-6 credits)

Open electives: 30-39 credit hours

Total credit hours: 120

II. Description of Educational Outcomes.

- Recognize and describe the fundamental physiological responses to acute and chronic exercise.
- Assess and interpret health-related physical fitness in apparently healthy individuals and those with controlled disease.
- Develop and implement safe and effective individual and group exercise programs to improve physical fitness based on health status and fitness goals.
- Recognize and demonstrate ethical and professional standards for professions in exercise physiology and related fields.
- Evaluate and critique translational research in the field of exercise physiology.
- Demonstrate cognitive, psychomotor and affective competencies that are required for entry level jobs in Exercise Physiology.

IV. Description of Workplace Competencies/Skills.

- Conduct a comprehensive pre-participation health screening for apparently healthy individuals and individuals with chronic disease prior to initiation of an exercise program.
- Assess physical fitness parameters including cardiorespiratory fitness, musculoskeletal fitness, body composition, speed, power, coordination, and balance.
- Identify common barriers to starting an exercise program and develop strategies to overcome them.
- Develop individualized exercise prescriptions and group-based physical activity programs based upon initial fitness, physical limitations, availability of fitness resources, and fitness goals.
- Communicate and effectively demonstrate proper exercise techniques to ensure safe participation.
- Monitor participants across a range of fitness levels for abnormal exercise responses.
- Develop and implement endurance and resistance training programs for improvement of human performance.
- Maintain a safe and enjoyable exercise environment for apparently healthy individuals and those with chronic disease.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	BS Kinesiology and Exercise Science 31.0505	84.0
Longwood University	BS Kinesiology and Exercise Science 31.0505	37.4
Norfolk State University	BS Kinesiology and Exercise Science 31.0505	29.4
Old Dominion University	BS Kinesiology and Exercise Science 31.0505	17.8

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	BS Kinesiology and Exercise Science 31.0505	113.6
College of William and Mary	BS/BA, Sports, Kinesiology, and Physical Education/Fitness, General 31.0501	123.0

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Exercise Physiologists	16,500	18,200	10% 1,700	Bachelor's degree
Health Education Specialists	60,400	64,800	7% 4,400	Bachelor's degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Exercise Physiologists	570	640	12% 70	7	Master's degree
Health Educators	1250	1430	14% 180	18	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program					
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029		
1	Projected Enrollment (Headcount)	250	450		
2	Projected Enrollment (FTE)	240	430		
3	Estimated Tuition and E&G Fees	\$9,989 (in-state); \$35,853 (out-state)	\$9,989 (in-state); \$35,853 (out-state)		
4	Projected Revenue from Tuition and E&G Fees	\$ 2,656,000	\$ 4,195,380		
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)

In Virginia, approximately 60% of the population has at least one chronic disease, and almost 2 million people have two or more. Physical activity programs are effective in preventing and treating chronic disease conditions such as heart disease, diabetes, obesity, and depression. This has led to a rising demand for qualified exercise professionals capable of assessing fitness accurately and designing safe and effective exercise programs. As such, Virginia Works and the US Bureau of Labor Statistics project a 10% or higher job growth for Exercise Physiologists and Health Educators over the next decade. The proposed degree program aims to address this need by offering a curriculum aligned with the standards and guidelines set by the Committee on Accreditation for the Exercise Sciences (CoAES), which will ensure that graduates possess the knowledge, skills, and abilities for entry-level positions thereby satisfying Virginia employer needs for qualified Exercise professionals.

Enrollment in our current Exercise Science concentration in the BS degree in Health, Physical Education, and Exercise Science has averaged ~550 students annually for the past five years. The proposed degree program will better reflect the improved curriculum and provide for accurate tracking of our graduates. Most importantly, this program will address the needs and demands of Virginia students by offering a comprehensive, science-based curriculum, preparing graduates for both entry-level positions in Exercise Physiology and providing the foundational knowledge for those interested in pursuing graduate study in Exercise Physiology or Allied Health professions.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science (BS) in Health Research
Degree Program Name	Health Research
CIP code	51.0719
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	September 13, 2024 (anticipated)

II. Curriculum Requirements.

General Education Requirement: 30 credit hours

Core Coursework: 36 credits

EXPH 250: Medical Terminology (1 credit)
HRES 251: Making Research Matter (1 credit) *
HRES 300: Healthcare Delivery in the United States (3 credits)
HRES 302: Biobehavioral Sciences (3 credits) *
HRES 350: Principles of Research Ethics (3 credits) *
HRES 351: Introduction to Regulatory Compliance (3 credits) *
HRES 353: Disease Trends, Prevention, and Control (3 credits)
HRES 358: Introduction to Epidemiology (3 credits)
HRES 400: Research Administration (3 credits) *
HRES 401: Research Design and Data Analysis (4 credits) *
HRES 435: Health and Healthcare Disparities (3 credits)
EXPH 476: Pathophysiology and Pharmacology (3 credits)

Experiential Learning

HRES 395: Health Research Internship (3 credits)

Other Required Courses 19-27 Credits

BIOL 101 Biology Concepts (3 credits)
or BIOL 151 Introduction to Biological Sciences (3 credits)
CHEM 101/CHEZ 101 General Chemistry I and Laboratory (4 credits)
Fine Art (1-3 credits)
Foreign Language (0- 6 credits)
HUMS 202 Choices in a Consumer Society (1 credit)
PHIS 206 Human Physiology and Laboratory (4 credits)
STAT 210 Basic Practice of Statistics (3 credits)
SPCH 221 Oral Communication and Presentation (3 credits)

Open electives: 40-48 credits

Total credit hours: 120

II. Description of Educational Outcomes.

- Describe basic concepts, methods, and best practices in health-related research.
- Apply health related theoretical models and frameworks to develop, implement, assess, and communicate research that addresses critical knowledge gaps necessary to enrich the human experience and optimize health for all.
- Identify and interpret compliance reporting requirements in accordance with federal regulations and/or sponsoring agency policies and procedures.
- Describe various research designs and apply basic statistical techniques to address health-related research questions and hypotheses.
- Describe various research designs and apply basic statistical techniques to address health-related research questions and hypotheses.
- Recognize and describe the associations between social and lifestyle factors and pharmacological interventions on health and disease.

IV. Description of Workplace Competencies/Skills.

- Prepare and maintain Institutional Review Board protocols and other regulatory documents.
- Create and review standard operating procedures.
- Recruit, screen, and enroll study participants for health-related research studies
- Collect study data and prepare preliminary reports.
- Administer standard study questionnaires and tests, score test measurements and questionnaires, and code data for computer entry.
- Maintain appropriate study documentation and records.
- Communicate study-related activities with research team members, the institutional review board, and study sponsor representatives.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Medical and Health Services Managers	509,500	654,200	28% 144,700	Bachelor’s Degree

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

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Health Educators	8,010	10,620	33% 2,610	261	Bachelor’s Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 – 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	250	450
2	Projected Enrollment (FTE)	240	430
3	Estimated Tuition and E&G Fees	\$9,989 (in-state); \$35,853 (out-state)	\$9,989 (in-state); \$35,853 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$ 2,656,000	\$ 4,195,380
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 need for this proposed degree program is highlighted by the State’s continuous and increased investment in health research. This is demonstrated by the Governor’s support of the Commonwealth Health Research Board, an entity tasked with providing financial support for research that “maximizes the human health benefits of the Commonwealth.” Additionally, the most recent 2024-2026 biennium budget bills from the State House and Senate include an investment totaling \$7,500,000.00 toward the Virginia Biosciences Health Research Corporation, which comprises many of the state academic institutions, including Virginia Commonwealth University. These funds may be used to perform research in biosciences. In 2023, VCU Massey Comprehensive Cancer Center reported an increase of \$5,000,000.00 from the Governor and General Assembly to a record amount of \$25,000,000.00. A large percentage of these funds have and will continue to go to research. Similar patterns have been reported at other institutions that conduct health research. Given the State’s growing investment in health research, there will be a critical need for personnel to facilitate research activities.

Given that this is the first bachelor’s degree program of its kind for the institution and for the state, it is difficult to determine a student need. However, all state institutions have focused on undergraduate research, whether through focused centers or training programs. All the current efforts are ancillary to degree programs. The proposed BS in Health Research will afford students the opportunity to increase their knowledge about research and research practices while conducting health-related research.

State Council of Higher Education for Virginia Agenda Item

Item: #I.F. – Academic Affairs Committee – Continuation of Discussion of Academic Affairs Committee Responsibilities

Date of Meeting: March 18, 2024

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

Ms. Kathleen Kincheloe
Certification Specialist, Private Postsecondary Education
kathleenkincheloe@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 23, 2023

Action: The Academic Affairs Committee engaged in discussion of SCHEV Academic Affairs responsibilities relating to public higher education. Due to time constraints, the Committee was not able to discuss SCHEV responsibilities for private postsecondary education.

Purpose of the Agenda Item:

The purpose of this item is to inform the Academic Affairs Committee’s continued discussion of SCHEV responsibilities related to academic affairs, as begun in the October 2023 Council meeting. The Committee’s March 2024 discussion will focus on SCHEV’s responsibilities for private postsecondary education in Virginia.

Background Information/Summary of Major Elements:

The Academic Affairs Committee oversees work of the agency’s Academic Affairs section by taking action on a range of items that come before Council for approval or disapproval, and by receiving reports of staff and institutional activities related to higher education policy and the regulation of private postsecondary education. The work of the Academic Affairs section falls under two main categories, relating to public and private postsecondary education respectively.

Materials Provided:

The staff document, “SCHEV Academic Affairs Responsibilities,” is provided behind this cover sheet. Information on private postsecondary responsibilities begins on its second page.

Financial Impact: N/A

Timetable for Further Review: N/A

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

Work overseen by the Academic Affairs Committee supports the following strategies, among others, of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.
- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Resolution: N/A

SCHEV Academic Affairs Responsibilities

I. Public Sector Academic Affairs

Main SCHEV duties related to academic affairs at public institutions of higher education:

- **Approval Actions:**
 - Degree and certificate program approval and program actions approval
 - Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
 - Instructional site approval and instructional site change approval
 - Mission statement change approval

- **Policy Development and Administration:**
 - AP/Cambridge/CLEP/IB policies
 - Dual enrollment credit acceptance
 - Military-friendly policies
 - Student learning assessment policy
 - Transfer-related policies:
 - State Policy on College Transfer
 - Guidelines for the Development of Transfer Agreements
 - Guidelines for the Development of Pathway Maps
 - Policy on Policy on Passport and Uniform Certificate of General Studies Programs

- **Liaisonship:**
 - Assessment Policy Advisory Group
 - Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
 - Military Education Advisory Committee (MEAC)
 - Open Virginia Advisory Committee (OVAC)
 - Virginia Assessment Group (VAG)
 - Virginia Educational Development Collaborative (VEDC)
 - Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)

- **Policy Analyses (examples):**
 - Access for students with disabilities
 - Transfer effectiveness
 - Electronic learning capital needs

- Faculty recruitment
- Dental school in Wise
- Community colleges and teacher education pathways
- Past Grant-supported Programs:
 - Faculty Collaboratives (Association of American Colleges and Universities)
 - Interstate Passport (Western Interstate Commission for Higher Education)
 - No Child Left Behind—Higher Education (U.S. Department of Education)
 - Transfer Virginia (Aspen Institute), in cooperation with VCCS

II. Private Postsecondary Education (PPE)

SCHEV duties related to the authorization and regulation of private and out-of-state institutions certified to operate in Virginia. (“Certification” is Virginia’s term for state authorization.)

- Certification by SCHEV is required for the following institutional types to operate in Virginia:
 - any new private degree-granting institution
 - any new vocational postsecondary institution
 - any out-of-state institution with physical presence in Virginia
 - any degree-granting, out-of-state institution that enrolls Virginia residents in a solely online format, unless the institution is a State Authorization Reciprocity Agreement (SARA) member
- Categories of activity administered by PPE:
 - New applications for certification
 - Annual recertification (approx. 230 certified institutions currently operate in the Commonwealth)
 - Review of religious/theological schools eligible for exemption
 - Oversight of school closures and ongoing preservation of student records
 - Compliance audits of certified schools, both periodic and in response to student complaints
- Issues:
 - PPE provides regulatory assurance required by federal government agencies (U.S. Departments of Education and

- Defense) in order for students of Virginia institutions – both public and private – to be eligible for federal financial aid programs.
- PPE supports the analysis of student protection legislation – recent examples: enrollment agreements; out-of-state distance education authorization.
 - Degree-granting institutions are freed from requirement of annual recertification after a 20-year period of regulation.
 - PPE is a non-general fund unit; its operating expenses are funded by fees collected from certified schools.
- Liaisonhip:
 - Career College Advisory Board (CCAB)
 - Regional and national accreditors
 - U.S. Department of Education (USED)
 - Virginia Office of the Attorney General (OAG)
 - Virginia Department of Veterans Services (DVS)
 - Virginia licensing boards: Department of Professional and Occupational Regulation (DPOR); Board of Nursing
 - Workforce Investment Boards (WIBs)

State Council of Higher Education for Virginia Agenda Item

Item: #I.G. – Academic Affairs Committee – Update on Transfer Virginia

Date of Meeting: March 18, 2024

Presenter: Dr. Paul A. Smith
Senior Associate for Student Mobility Policy and Research
paulsmith@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 provide the Committee with an overview of the current status of transfer in Virginia, with emphasis on SCHEV's responsibilities for overseeing state transfer policy, and issues for potential future Council action.

Background Information/Summary of Major Elements:

The *Code of Virginia* assigns SCHEV responsibility to develop and implement policies on a range of transfer-related topics, including: articulation agreements; dual-admission agreements; dual-enrollment transferability; pathway maps; military-education transferability; and Passport and Uniform Certificate of General Studies credentials. As a supplement to its specific statutory duties, SCHEV also has played a leading role in the Transfer Virginia initiative, which has the overarching goal of promoting effective practices among Virginia's two- and four-year institutions in order to benefit students maximally as each pursues a transfer pathway to the baccalaureate. Dr. Smith will review the current state of transfer and identify issues and challenges that remain to be addressed.

Materials Provided:

None enclosed. At the meeting, staff will provide a slideshow presentation.

Financial Impact: N/A

Timetable for Further Review: N/A

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

Council's responsibility for transfer policy in Virginia 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: N/A

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: March 18, 2024

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of the Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided:

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

Financial Impact:

N/A

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

N/A

Timetable for Further Review/Action:

N/A

Resolution:

N/A

Report of the Staff Liaison to the Academic Affairs Committee, March 18, 2024

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

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Instructional Programs Advisory Committee (IPAC)

- IPAC was convened for a virtual meeting on January 12, 2024. Topics included: JLARC Study on Higher Education Cost Efficiency, best practice guidelines for accommodation practices for students with disabilities, and an update on the 2024 General Assembly session.

Open Virginia Advisory Committee

- The Open Virginia Advisory Committee (OVAC) met January 18 and February 15, 2024. The committee includes representatives from public two- and four-year institutions. The agendas included discussion on the effect of inclusive access and generative artificial intelligence (AI) on the adoption of open education resources, and collaborative opportunities with other committees. The OVAC is scheduled to reconvene on March 21, 2024.

Staff Activities and Recognition

Jodi Fisler

- Attended the annual meeting of the American Association of Colleges & Universities (AAC&U), held in Washington, DC January 17-19.
- Co-presented a pre-conference workshop on strategic planning and assessment for educational developers at the Conference on Higher Education Pedagogy at Virginia Tech on February 7.
- Began facilitating a semester-long faculty learning community (FLC) on integrating dialogue skills into classroom activities. Fourteen faculty from 12 two- and four-year institutions are participating in this FLC, which is one of four being offered in Spring 2024 by the Virginia Educational Development Collaborative in partnership with SCHEV.
- Represented SCHEV at the Virtual Library of Virginia (VIVA) Steering Committee and SCHEV Library Advisory Committee meetings, held at the University of Virginia on March 8.

Emily Muniz

- Attended and presented at the National Institute for the Study of Transfer Students (NISTS) annual conference in St. Louis, Missouri, February 21-23. Ms. Muniz, with Dr. Micol Hutchison, Director of Transfer for the Virginia Community College System (VCCS), were members of a panel presentation, *Collaborating on State-Level Initiatives*. The purpose of the presentation was to highlight the

ongoing work by two- and four-year faculty and staff across the commonwealth to implement two components of Transfer Virginia: common curricula and pathway maps.

Paul Smith

- Attended the National Institute for the Study of Transfer Students' (NISTS) annual conference in St. Louis, Missouri, February 21-23. Dr. Smith presented with Isabella Graber, SCHEV's Transfer Virginia Intern, on a methodological approach to quantifying curricular alignment of transfer programs. The outcomes provided by this analysis offer a visible metric to show improvement in curricular alignment pre- and post-pathway development. Additionally, the new method provides improved transparency and a numerical baseline for future work. Per Virginia Code, SCHEV in consultation with the institutions, is required to develop two-year to four-year program specific pathway maps. Dr. Smith's and Ms. Graber's presentation was one of four presentations at NISTS highlighting the work of the Transfer Virginia team.

Academic Affairs Staff:

Public Sector Academic Affairs

Ms. Karen Banks, Academic Affairs Support Specialist
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Emily Muniz, Associate for Transfer and Talent Pathways
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Dr. Kirstin Pantazis, Associate for Academic Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
October 23, 2023**

DRAFT MINUTES

Ms. O'Holleran called the meeting to order at 3:03 p.m. in Room 116 at the Virginia Community College System Office. Committee members present: Victoria Harker, John Broderick, Walter Curt; Jennie O'Holleran; and John Jumper.

The following Committee members were absent: Delceno Miles.

Staff members present: Tom Allison; Lee Andes; Peter Blake; Alan Edwards; Grace Covello Khattar; Tod Massa; Laura Osberger; Emily Salmon; Kristin Whelan and Yan Zheng.

APPROVAL OF MINUTES

On a motion by General Jumper and seconded by Mr. Curt, the Committee approved the minutes of its September 18, 2023, meeting.

ACTION ON BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-26 BIENNIUM

Ms. O'Holleran asked Mr. Allison to facilitate a discussion of staff's proposed budget and policy recommendations for the 2024-26 biennium. He advised that the information in the meeting materials reflected revisions to the prior-meeting materials based on input and feedback from members at and following the September meeting, as well as staff calculations using prior and new data.

Mr. Allison briefly summarized proposals for Council to recommend to the executive and legislative branches regarding several specific budget line-items/programs within three general categories: (i) improving student success and labor market outcomes; (ii) affordability and access; and (iii) institutional operations. He advised that the proposals sought increases of \$157.3 million in the first year (or 4.8% above the FY 2024 baseline) and \$225.3 million in the second (or 6.8% above the FY2024 base), totaling \$382.6 million in additional general funds over the biennium.

During the discussion of items/programs within the student success/labor market outcomes category, Gen. Jumper inquired about the impact of the Mental Health Workforce Pilot program. Ms. Salmon reviewed the grants' feedback mechanisms for assessing the impact of the program, noting a series of data points, interviews and reports completed since the program's initiation in late-2022. President Broderick inquired about the intent behind staff's proposal. Mr. Allison reported that the propose of additional funding would be sufficient to fund one additional counselor at the remaining nine four-year public institutions; he also noted that the proposal included transforming the program from a two-year pilot to a permanent program.

During discussion of the affordability and access category, Gen. Jumper noted that the waiver component of the Virginia Military Survivors and Dependents Education Program (VMSDEP) contained a policy consideration regarding review of the program's eligibility standards; he inquired how and by whom these eligibility standards would be reviewed in fulfillment of such a recommendation. Mr. Andes responded that such a review would involve various stakeholders, including the Youngkin Administration, the Department of Veterans Affairs and representatives of the legislative branch. President Broderick inquired about the by-institution breakdown of the VMSDEP waiver proposal. Mr. Allison directed members' attention to a table in the material's appendix. Gen. Jumper requested clarification on the funding of VMSDEP for in-state versus out-of-state students. Mr. Andes responded that, due to the unique population served by this program, some students may be out-of-state given the nature of their military service.

Also during the affordability-and-access discussion, Ms. O'Holleran recognized Chris Peace, president of the Council of Independent Colleges in Virginia (CICV), at the outset of discussion of the Virginia Tuition Assistance Grant (TAG) program. Following his remarks, Mr. Peace introduced presidents of two private institutions who each spoke about the impact of the TAG program at their institutions. In response to Mr. Curt's inquiry into the percentage of all Virginia undergraduate degrees earned at the nonprofit private institutions, CICV staff responded that around 30% of all baccalaureate degrees in Virginia are awarded by private colleges. Mr. Curt also engaged the two presidents in discussion of the enrollment capacity of private colleges as well as the recent action of Bridgewater College to reduce its published tuition price.

During discussion of the institutional-operations category, Gen. Jumper asked whether out-of-state students are eligible for grants through the Virginia Sea Grant and/or Virginia Space Grant consortia. Staff noted that the Sea Grant proposal was not for additional funds for student grants, and that staff would follow-up regarding the Space Grant program.

Additionally, Mr. Allison reviewed the Higher Education Equipment Trust Fund (HEETF), which is authorized by bonds; noted the criteria for the capital outlay process; and highlighted the (non-budgetary) policy considerations proposed by staff for the 2024-26 biennium.

On a motion by General Jumper and seconded by President Broderick, the committee unanimously approved the proposed budget and policy recommendations for the 2024-26 biennium.

ACTION ON ENROLLMENT PROJECTIONS

Ms. O'Holleran invited Mr. Massa to facilitate members' review and discussion of institutions' submissions of projected enrollments over the next six years.

In response to a question from Ms. Harker, Mr. Massa summarized the processes of enrollment-projection development and review, as well as how the "feasibility" of projections is approached. He noted state and national sources of data and projections,

as well as the review of enrollment information in each odd-numbered year by the state-level Op-Six group during its preparations for and meetings with the public institutions regarding their draft six-year operating plans.

Mr. Massa presented data regarding projected enrollments in total and by sector, with particular focus on in-state, first-time-in-college students and on projections by the public four-year institutions. While the institutions as a whole project enrollment increasing by more than 13,000 between fall 2022 and fall 2029, he clarified that enrollment changes will vary greatly across the sectors. Mr. Massa reported that, nonetheless, staff's conclusion was that the projections were feasible at the state level in terms of in-state undergraduates; he noted rebounding enrollments at some public institutions as support for staff's conclusions.

Mr. Curt noted data from the Weldon-Cooper Center at UVA indicating that the number of current Virginia kindergarteners is approximately 20,000 fewer than the current number of ninth graders. He stressed the importance of continued attention on the future of enrollment at the public institutions and urged that staff Council help the Youngkin Administration and future administrations address current and looming enrollment challenges.

President Broderick inquired of the past accuracy of enrollment projections. At the invitation of Mr. Blake, GMU vice president of enrollment management, David Burge, responded that he perceived recent projections to have been reasonably accurate; he noted that the institutions work closely with SCHEV staff throughout the process.

Gen. Jumper asked about the factors that the Weldon-Cooper Center considers in its projections. Mr. Massa responded that the Center uses all the tools at its disposal to develop projections. In response to a question from Gen. Jumper regarding the accuracy of institutions' projections, Mr. Massa advised that from his experience, some institutions have more difficulty than others in projecting; but overall, most institutions are on track.

On a motion by Gen. Jumper and seconded by Ms. Harker, the committee voted to approve (4 yay, 1 nay) the FY 2023 – FY 2029 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement, with Mr. Curt voting against.

MOTION TO ADJOURN

Ms. O'Holleran motioned, seconded by Mr. Curt, the adjournment of the meeting at 4:45 p.m.

Jennie O'Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL RESOURCES AND PLANNING COMMITTEE MEETING
ALL-VIRTUAL MEETING
November 21, 2023**

DRAFT MINUTES

Ms. O'Holleran called the all-virtual meeting to order at 9:45 a.m. Committee members virtually: Ken Ampy; John Broderick; Walter Curt; Scott Fleming; William Harvey; Thadeus Holloman; John Jumper; Delceno Miles; Cheryl Oldham; Jennie O'Holleran and Doug Straley.

The following Committee members were absent: Victoria Harker and Jason El Koubi.

Staff members present: Tom Allison; Lee Andes; Peter Blake; Alan Edwards; Grace Covello Khattar; Tod Massa; Laura Osberger; Kristin Whelan; and Yan Zheng.

DISCUSSION OF BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-26 BIENNIUM

Ms. O'Holleran asked Mr. Allison to facilitate a discussion of staff's proposed budget and policy recommendations for the 2024-26 biennium. He reviewed the process of submitting the recommendations to the General Assembly and to the Governor's team.

Mr. Allison began with the proposed policy recommendations. He noted that the enrollment recommendations included initiating a student-level data collection process to better understand where students are admitted and where they enroll. In addition to the data collection, staff also proposed flexibility for selective institutions to enroll more out-of-state students and flexibility on the cost to out-of-state students. Ms. Oldham inquired about the out-of-state enrollment recommendations and the conversations that occurred during the six-year plan process. Mr. Allison reviewed the budgetary and statutory language that prohibit out-of-state student growth, such as the requirement that non-resident students pay at least the full cost of their education, as well as the policy that caps each institution's proportion of out-of-state students. Regarding the institutional performance standards' 95% threshold for projections, Gen. Jumper expressed interest in the remediation plans of institutions that do not meet their projections. Mr. Broderick commented on capital outlay being important to achieving projections. Mr. Curt noted that times are different from when Mr. Broderick was a university president, and that enrollment has changed significantly.

Regarding the proposed affordable-talent-pathways recommendation, Gen. Jumper commented on current efforts to build student pathways to success between community colleges and four-year institutions, and he expressed his belief that the analytical power of SCHEV staff could be used to improve affordability.

Regarding proposals related to the Virginia Military Survivors and Dependent Education Program (VMSDEP), which has grown dramatically in cost and scope over the last five years, Mr. Allison said that the recommendations were designed to mitigate the

program's costs without impacting the benefits to veterans and their families, and he reviewed various options. Gen. Jumper inquired about the verification process for certifying that a veteran is in fact eligible. Mr. Allison and Mr. Andes responded that the Department of Veterans Services verifies veterans' VMSDEP eligibility, noting that SCHEV does not have an administrative role in this process. Gen. Jumper commented that the suggested "guardrails" seemed appropriate.

Mr. Allison and Mr. Andes also reviewed a series of proposals to change state financial-aid programs, including the consolidation of Virginia's two need-based aid programs and possible enhancement of award distributions. Mr. Fleming observed that the two programs operate under different calculations and inquired whether the formulas were under consideration. Staff responded that the formulas' differences were negligible and that institutions determine how the awards are distributed. Gen. Jumper voiced support for including some of staff's proposals in Council's recommendations and requested that the recommendations provide appropriate guardrails and track results. Mr. Andes noted that staff had worked closely with institutions' financial aid offices, the Youngkin administration and the General Assembly, expressing confidence that the proposed recommendations involved changes necessary to ensure that state financial aid is simplified; easier for students to understand; and more transparent. Ms. Miles inquired about the potential impacts on Virginia HBCUs. Staff responded that potential negative impacts on HBCUs are checked-for regularly when making such considerations.

Staff noted a series of aid-related changes recently at the federal level, including a change from calculation and use of Expected Family Contribution (EFC) to Student Aid Index (SAI), as well as the treatment of Selective Service registration for financial aid. Noting dual enrollment as another policy consideration, staff advised of a 2022 study conducted by the Joint Legislative Audit and Review Commission (JLARC) suggesting that SCHEV could have a more significant role in dual enrollment.

Mr. Allison reviewed multiple policy considerations regarding the set of institutional performance standards (IPS) that the Restructuring Act requires public institutions to meet to be eligible for certain, limited benefits. Gen. Jumper offered suggestions for making the IPS process more precise and specific, and Mr. Curt requested that Gen. Jumper's ideas be included in the proposals brought forward at the January meeting. Chair O'Holleran agreed that staff should include more specific information in January. Gen. Jumper advised that performance measurement year-over-year will look different given current enrollment trends, and he suggested that Council's recommendations should address the current demographic shifts and enrollment changes.

Regarding campus safety as a policy consideration, staff reviewed how institutions' security-related requests are funded and also advised of the involvement of SCHEV staff on an inter-agency threat assessment task force, recommendations from which are forthcoming in a late-2023 report to the General Assembly. Gen. Jumper commented that SCHEV should assist in ensuring that safety costs are not passed on to students and that staff should identify how institutions currently cover these costs so that Council can be more informed and active on these matters.

Staff reviewed new budget language from the 2023 Special Session that permits a public institution to use a portion of its state financial-aid appropriation for emergency

assistance programs for students. Mr. Andes advised that the concept of emergency assistance was not new, but that implementation at the state level was. He explained that, for a student, the amount of such assistance is usually minimal (\$500 or less), assisting with “emergency” situations such as food insecurity, automobile repairs and similar unexpected circumstances that can jeopardize a student’s continued enrollment. Gen. Jumper and Ms. Miles expressed concerns about abuse of such assistance and sought assurance of eligibility guardrails and close monitoring to ensure the program’s integrity and longevity. Mr. Broderick commented that an emergency fund not only can help a student stay enrolled, but also can help them avoid losing funds if they must withdraw. In response to Mr. Curt’s question of what specifically staff was asking of Council regarding this matter, Mr. Allison responded that in balancing specificity with more detail, staff were asking Council to direct staff to take responsibility for developing policies around emergency aid.

Regarding the policy consideration of institutions’ recruitment and retention of talent, staff explained that the item was not a proposal of increases in specific institutional staff, but rather a recommendation of continued efforts to provide competitive salaries and increases thereof statewide to faculty and staff. Staff also proposed consideration of the creation of a funding pool to support the recruitment and retention of talent in public higher education as a personnel strategy other than across-the-board salary-increase mandates, which require nongeneral fund (i.e., tuition) shares from institutions (students). As a result, such a fund also could mitigate the need for tuition increases on in-state undergraduates. Mr. Curt requested consideration of ways to encourage institutions to restructure their organization charts and mid-level staffing to reduce costs. Gen. Jumper suggested that Council investigate whether mid-level staffing numbers are increasing and, if so, verify where and how increases have occurred.

Chair O’Holleran turned the discussion to staff’s proposed budget recommendations. Mr. Allison reviewed budget line-items/programs within three general categories: (i) improving student success and labor market outcomes; (ii) affordability and access; and (iii) institutional operations. He advised that the proposals sought increases of \$157.3 million in the first year (or 4.8% above the FY 2024 baseline) and \$225.3 million in the second (or 6.8% above the FY 2024 base), totaling \$382.6 million in additional general funds over the biennium.

The first category of proposals -- improving student success and labor market outcomes – included: a funding increase for the Workforce Credential Grant (WCG) program; a codification of the mental health workforce (now) pilot program and a funding increase to expand the program to all public institutions; a reiteration of Gov. Youngkin’s 2022 recommendation of funding to secure a common vendor for mental health programs; a funding increase for graduate education in support of economic development; and new funds for near-peer and high-touch college advising, counseling and coaching. Gen. Jumper inquired how WCG-program outcomes compare to other states. He also asked whether the foci of the mental health workforce pilot program are on the greatest needs. Gen. Jumper suggested an examination of graduate aid to ensure that funds target institutions that perform best and results are documented. Ms. Oldham asked how the state ensures that the WCG program is focused on the most-needed credentials. Mr. Allison responded that staff could provide more information on how demand is tracked and compare credentialing with growth of occupations. Mr. Blake noted that staff

prepares a report annually on the Workforce Credential Grant program, which would be provided to members. Ms. Oldham and Gen. Jumper noted a need to track data for the graduate-aid recommendation and labor market outcomes.

The second category of proposed recommendations – affordability and access – included: undergraduate need-based financial aid; the Virginia Military Survivors and Dependent Education Program (VMSDEP) waiver and stipend; and the Virginia Tuition Assistance Grant (TAG) program. Mr. Allison reviewed each item, with the associated budget recommendation proposed by staff. Chair O’Holleran advised that all recommendations associated with VMSDEP should be associated with the previously-discussed policy considerations.

Gen. Jumper inquired of the feasibility of converting the Tuition Assistance Grant program from a residency-based assistance program into a need-based aid program, suggesting that the time might be right for exploration of such a concept. Ms. Oldham agreed. Chair O’Holleran suggested that more time to study the issue was needed prior to deciding what, if any, alterations to the TAG program be recommended to the 2024 General Assembly. Ms. Oldham commented that Council should state an intent to look further into the matter, with a goal of producing a thoughtful policy recommendation. Mr. Broderick suggested that staff work with representatives of the private institutions to get a better sense of the impacts and consequences of making TAG need based. Mr. Harvey observed the total proposed budget increase for TAG and asked how Council’s past recommendations have fared with prior governors and legislatures. Mr. Allison noted variable uptake, with some items being adopted as recommended, but with other items being revised significantly or not addressed. Mr. Blake noted that Council’s most recent recommendations were smaller amounts than the actual totals adopted in the state budget.

The final category of proposed recommendations – institutional operations – included: tuition mitigation; funding disparities; operation and maintenance (O&M) for new facilities; Virtual Library of Virginia; Virginia Sea Grant; and Virginia Space Grant Consortium. Mr. Allison reviewed these items in detail and described the upshot of the proposals as “leveling the playing field.” Mr. Curt asked about institutions like Radford, where state funding has not decreased proportionally to its enrollment decline, and whether its ongoing funding was part of staff’s “leveling” characterization. Mr. Allison described staff’s identification of three institutions operating below the 30th percentile and said that such identifications are part of staff’s assessments in proposing budget and policy recommendations. Dr. Harvey suggested the use of zero-based budgeting. Gen. Jumper suggested that it was time for SCHEV to reevaluate these processes and to determine a new spending goal. Staff responded that they would adjust the language in the recommendation to reflect Council’s input and desires. Gen. Jumper asked about tuition mitigation and funding disparities, stating that institutions are not incentivized to limit their budget requests. He inquired about the existence and effectiveness of a “dampening mechanism.” He also requested that the budget recommendations be crafted in ways that ensure that the institutions have “skin in the game.”

Gen. Jumper also asked whether the Sea Grant and Space Grant programs received funds other than state funds. Dr. Edwards advised that both are federal programs, and that the Sea Grant receives no direct state funds. Gen. Jumper advised that he

preferred to not include these programs' requests in Council's recommendations. Dr. Harvey observed that while other sources can support these programs, he was not opposed to supporting them. Mr. Holloman also voiced support.

Mr. Curt observed that staff's proposals constituted a 43.8% increase in general funds through 2026. He asked for the totals of Council's recommendations for FY 2024, which staff agreed to provide. Mr. Curt asked how staff justified the proposed increase. Mr. Allison advised that staff's recommendation of an additional \$157.3 million in the first year and \$225.3 million in the second year represented, respectively, a 4.8% increase and a 6.8% increase over the state budget's FY 2024 baseline. Mr. Blake noted most of staff's proposed increases were in need-based undergraduate financial aid and VMSDEP. Gen. Jumper stated that Council and staff must monitor the outcomes of the recommendations, with the confidence to defend them to external constituencies. He stated that the recommendations need to be "airtight" to justify such allocations of taxpayer money.

Chair O'Holleran adjourned the committee meeting at 11:54 a.m.

Jennie O'Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE MEETING
January 9, 2024**

DRAFT MINUTES

Ms. O'Holleran called the meeting to order at 10:12 a.m. in SCHEV's main conference room on the ninth floor of the Monroe Building in Richmond. Committee members present: Ken Ampy; John Jumper; and Jennie O'Holleran. Due to the absence of a quorum of members physically present, the following Committee members, who attended virtually, could not be approved to participate: John Broderick, Victoria Harker; and Delceno Miles.

Committee members absent: Walter Curt

Staff members present: Tom Allison; Lee Andes; Alan Edwards; Grace Covello Khattar; Tod Massa; Erin McGrath; Laura Osberger; Kristin Whelan; Emily Salmon; Justin Horton; and Yan Zheng. Deb Love from the Office of the Attorney General was also present.

APPROVAL OF MINUTES

Ms. O'Holleran deferred action on the Minutes of the Committee's meetings on October 23, 2023, and November 21, 2023, until the March 2024 meeting due to the absence of a quorum.

DISCUSSION OF THE GOVERNOR'S INTRODUCED BUDGET FOR THE 2024-2026 BIENNIUM

Ms. O'Holleran amended the agenda to start the meeting with the discussion item on the Introduced Budget, believing that the discussion would inform the action item on staff's proposed budget and policy recommendations.

Dr. Khattar and Dr. Zheng presented a summary of the Governor's Introduced budget. Staff reviewed SCHEV's role in working with the Secretary of Education's office prior to the Governor's budget release to provide data as requested. Further information was provided on the upcoming General Assembly process noting that the introduced budget will go through a series of iterations over the next few months.

As introduced on December 20, 2023, Governor Youngkin's budget adds \$111 million in new general fund for higher education; reduces appropriations for existing programs and initiatives by \$60.1 million in the 2024-26 biennium; and makes notable language changes. It also includes \$399 million in central account distributions as part of institutions' base budgets. The introduced budget provides support to maintain many of the existing programs and provides funding to a few new initiatives as well. It also considers the current and anticipated economic climate related to the state revenue picture and takes into account the possibility of a recession.

Staff reviewed the introduced budget in four parts; (1) systemwide funding initiatives, (2) institution-specific budget items, (3) SCHEV budget adjustments and (4) budget language changes. Council engaged in discussion on a series of items in the Governor's introduced budget including campus security, V-TOP, affordable access and the Virginia Military Survivors and Dependents Education Program (VMSDEP).

Members inquired about a series of items in the Governor's introduced budget including how campus security funds would be spent, the function of the Online Virginia Access Network, the funding for the Virginia Talent + Opportunity Partnership Program and the affordable access language. Staff responded to Council's questions to provide clarity on the series of questions. Further, Council discussed data concerns related to SCHEV staff having access to Cardinal data to run analyses on administrative cost increases. Further Council discussed the differences between the federal financial aid changes from Expected Family Contribution (EFC) to Student Aid Index (SAI). Council expressed concern with federal financial aid changes that could impact students and families. Council also noted a desire to receive data on the institutional performance standards (IPS) regularly – even if budget language changes require a biennial certification process.

ACTION ON BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-2026 BIENNIUM

Ms. O'Holleran acknowledged that the absence of a quorum precluded the Committee from taking action on this item, and she advised that action would be deferred to the full Council. She asked staff to review the proposed recommendations, with emphasis on changes since the discussion in November.

Mr. Allison presented on staff's proposed budget recommendations and policy considerations. He reflected on the recommendation-development process and noted the importance of Council taking action on budget and policy recommendations in light of the upcoming General Assembly session. Changes to the draft budget and policy recommendations seen in October include a reduction to SCHEV graduate aid recommendation, a reduction in the tuition mitigation request, a phased in approach to the funding disparities request, an increase to the workforce credential grant program and a reduction to undergraduate need-based aid. Staff also proposes policy changes including the Virginia Military Survivors and Dependents program (VMSDEP) program, a study on the TAG program, policy changes to the institutional performance standards and additional support to the recruitment and retention of talent.

Staff offers its proposed budget and policy recommendations as an integrated package. The individual components were developed in concert with one another. For example, staff proposed a modest compromise on funding for the VMSDEP program and also proposed funding to mitigate tuition increases overall. Staff could have proposed that Council recommend a larger amount for VMSDEP and nothing for tuition mitigation. The dollar amount of the combined total may be about the same, but the distribution among institutions would be different. The proposed integrated strategy reflects staff's conclusion that such an allocation was a fairer way to allocate funds for the two items.

Members discussed the budget and policy recommendations ensuring that feedback and outcomes data when accessible be used to ensure funds are being spent effectively. Council discussed the VMSDEP budget and policy changes, as well as ways to support and expand financial incentives for students to consider initially enrolling into a two-year college and then transferring to a four-year institution.

UPDATE ON 2023 DEGREES AND CERTIFICATES AWARDED

Ms. O'Holleran welcomed Mr. Massa to present on the degrees and certificated awarded in 2023. Staff noted that in 2022-23, Virginia's public and private nonprofit colleges and universities awarded 56,591 bachelor's degrees, 195 more than the previous year.

- Public four-year institutions conferred 39,012 bachelor's degrees, which was 115 fewer than the previous year.
- Private nonprofit institutions conferred 17,579 bachelor's degrees, 310 more than the previous year.

In 2022-23, Virginia's community colleges and Richard Bland College conferred 17,010 associate degrees, which compares to 18,061 in the previous year. (The public and private four-year institutions conferred an additional 1,259 associate degrees.) Together, the two-year institutions also produced 12,396 sub-baccalaureate certificates in 2022-23. (The public and private four-year institutions conferred 1,214.)

Together, the public and private universities also produced 34,129 graduate and professional degrees and 4,669 post-graduate certificates in 2022-23.

In total, Virginia's public and private nonprofit colleges and universities awarded 127,268 undergraduate and graduate degrees and certificates in 2022-23, slightly below last year's record of 128,620 awards.

The top four programs for bachelor-degree awards at public institutions were psychology, biology, computer and information sciences, and liberal arts and sciences. Degrees in STEM-H fields (science, technology, engineering, math and health professions) continued to grow.

The Commonwealth does not appear to be on-track to meet the degree-award goals of 2011's *Top Jobs Act* (Top Jobs for the 21st Century; or TJ21), with 1,356 fewer undergraduate degrees awarded to in-state students compared to last year. Staff analysis indicates that, unless significant gains are made in degree completion over the remaining four years, Virginia will fall short by as many as 30,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of decreases in the annual award of associate degrees and a lack of growth in bachelor's degrees since 2016-17. The COVID-19 pandemic exacerbated the situation.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year's degree report indicates that Virginia remains on pace to meet *The Virginia Plan's* goal of 70% of working-age Virginians holding a degree or

workforce credential by 2030. To date, 808,418 undergraduate credentials have been awarded since 2014-15 with a target goal of 1.5 million by 2030.

Staff noted data on differences in demographics as it relates to degrees and certificates awarded. Specifically, there is a difference in degrees awarded by gender, 42% of degrees went to men and 58% to women. Council discussed trends of degrees and certificates awarded by gender over time, noting that there have been no significant changes to this in recent years. Council further discussed packaging tuition from two-year to four-year colleges to support increase enrollment and community colleges. Discussion of the term non-credit occurred among Council members. Mr. Massa commented the importance of aligning language to federal programs and Mr. Allison pointed out the Virginia Community College System branding of their Fast Forward program. Council requested that staff review public facing sites for the term “non-credit” to assess where it is needed and where it is not needed.

MOTION TO ADJOURN

Ms. O’Holleran motioned to adjourn the meeting at 11:31 a.m., seconded by Mr. Ampy.

Jennie O’Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

State Council of Higher Education for Virginia Agenda Item

Item: #II.C. – Resources and Planning Committee – Discussion of Proposed Higher Education Funding from the 2024 General Assembly

Date of Meeting: March 18, 2024

Presenters: Dr. Grace Khattar
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Dr. Yan Zheng
Assistant Director for Finance Policy
YanZheng@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 9, 2024

Action: Council reviewed the higher-education components of the Governor's Introduced Budget for the 2024-26 biennium.

Purpose of the Agenda Item:

The purpose of this item is to inform the Committee's discussion of the 2024 Virginia General Assembly's funding for higher education and of next steps regarding areas of primary focus for staff in the 2024-26 biennium.

Background Information/Summary of Major Elements:

On December 20, 2023, Governor Youngkin proposed his budget for the 2024-26 biennium.

On February 20, 2024, the House and Senate each released its committee-approved budget amendments.

On March 7, 2024, the Chairs of the House Appropriations Committee and the Senate Finance and Appropriations Committee released the conference-approved budget bill.

Governor Youngkin has 30 days (from March 7) to review the conference budget. The General Assembly is scheduled to reconvene on April 17 to consider any items vetoed or amended by the Governor. The final budget for 2024-26 will take effect upon signing by Governor Youngkin, which he must do within seven days following the reconvened session. The 2024-26 budget will take effect on July 1, 2024.

Materials Provided:

A comparison of the conference report to the Governor's introduced budget for the 2024-26 biennium begins on the next page.

Financial Impact: N/A

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

Timetable for Further Review/Action:

Staff will update the Committee on the final budget at the May meeting.

Resolution: N/A

A. Operational Budget

Major (general fund) systemwide institutional operating budget items contained in the conference report:

- Restored \$75 million affordable access funding provided by Chapter 1 to each institution per year. In the introduced budget, the Governor placed this fund in a pool and set performance standards for institutions to receive the fund in FY 2026.
- Redirected the Governor's \$16.6 million in FY 2025 for campus safety and security to other priorities.
- Provided \$102.7 million per year for affordable access and degree production to support institutional operations, to minimize in-state undergraduate tuition increases, to improve retention and graduation and increase degree production in high demand programs.
- Provided additional undergraduate financial aid: \$17 million in FY 2025; and \$20 million in FY 2026.
- Provided additional graduate aid: \$2 million in FY 2025; and \$3 million in FY 2026.
- Changed the Governor's proposed funding of \$100 million in FY 2025 for a new Virginia Biotechnology, Life Sciences, and Pharmaceutical Manufacturing Network by providing \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between Virginia Innovative Partnership Authority (VIPA) with four institutions: University of Virginia; Virginia Tech; Virginia Commonwealth University; and Old Dominion University.
- \$3.2 million per year to reflect increased interest earnings and credit card rebates, which are allocated to institutions based on institutional performance standards.
- Increased funding for the Earn to Learn Nursing Education Acceleration Program: \$4 million per year for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification. This program is administered by the Department of Health.
- Increased salaries by 3% per year for all state employees, including adjunct faculty and graduate assistants.

Major (general fund) items in the SCHEV budget contained in the conference report:

- Increased funding by \$2 million per year for the Virginia Military Survivors and Dependent Education Program (VMSDEP) stipend.
- Provided \$20 million per year to offset cost of the tuition waiver programs, including VMSDEP.
- Increased funding for the Workforce Credential Grant program: \$3.9 million in FY 2025 and \$5.25 million in FY 2026.
- Increased funding to support Virtual Library of Virginia (VIVA) collections: \$325,000 in FY 2025 and \$650,000 in FY 2026. The funding is provided to address unavoidable cost increases to maintain access to online databases and journals.
- Balanced the funding in the Innovative Internship Program and Fund by reducing by \$9 million in FY 2025 and increasing by \$11.5 million in FY 2026.
- Restored the Pell Initiative funding of \$37.5 million in FY 2026, and reinserted language that was legislatively approved in Chapter 1, 2023 Special Session I that states the funds shall be ongoing.

- Restored funding for the Office of Qualified Education Loan Ombudsman: \$126,800 in FY 2025 and \$174,000 in FY 2026.
- Restored funding for the Fund for Excellence and Innovation (\$225,000 per year) and increased funding by an additional \$25,000 per year.
- Restored funding for grants to students attending schools/colleges of optometry (\$20,000 per year).
- Reduced funding for the Two-year College Transfer Grant: \$800,000 in FY 2025 and \$600,000 in FY 2026.
- Eliminated funding for the Online Virginia Network (\$4 million per year).
- Transferred appropriation for the Grow Your Own Teacher Program from SCHEV to the Department of Education.

B. Capital Outlay

Maintenance Reserve: Shifted half of the Governor’s FY 2025 funding over the biennium; provided a slight increase to enhance budget continuity by spreading the funding allocation for maintenance reserve to each year of the biennium.

C. Institutional Performance Standards

SCHEV is authorized to transition the certification of Institutional Performance Standards (IPS) from an annual to a biennial process. Such reflects the biennial cycle of enrollment and degree projections. (At Council’s September meeting, staff included such as one of the potential options for improving the IPS process.)

Preliminary General-Fund Comparison of the Governor’s Introduced Budget and the Conference Report for Higher Education for 2024-26 Biennium
 (Four Sections: Systemwide Institutional Funding; Institution-Specific Funding; SCHEV Budget; and Language)

ITEM	GOVERNOR’S INTRODUCTORY BUDGET	CONFERENCE AMENDMENTS TO THE GOVERNOR’S BUDGET
1. Systemwide Institutional Funding		
Campus safety and security initiative	\$16.6 million in FY 2025. Provided one-time funding for campus safety and security initiatives in coordination with the Virginia Fusion Center.	Redirected funding.
Affordable access, retention and degree production		Provided \$102.7 million per year with specific institutional amount to support institutional operations to minimize in-state undergraduate tuition increases, improve retention and graduation and increase degree production in high demand programs. In addition, institutions may use funds to address cybersecurity, campus safety and operations and maintenance issues.
Undergraduate financial aid		\$17 million in FY 2025 and \$20 million in FY 2026 to provide additional support for undergraduate need-based financial aid.
Graduate aid		\$2 million in FY 2025 and \$3 million in FY 2026 for graduate financial aid.
Pell Initiative	Redirected FY 2026 funding of \$37.5 million.	Restored FY 2026 funding of \$37.5 million.
Research	\$100 million in FY 2025 to fund the new Virginia Biotechnology, Life Sciences, and Pharmaceutical Manufacturing Network, a partnership between the Virginia Innovative Partnership Authority (VIPA) and three institutions: University of Virginia; Virginia Tech; and Virginia Commonwealth University. These funds are appropriated through VIPA.	Changed the Governor’s proposed funding of \$100 million in FY 2025 for a new Virginia Biotechnology, Life Sciences, and Pharmaceutical Manufacturing Network by providing \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between VIPA and four institutions: UVa; VT; VCU; and Old Dominion University. Each institution shall enter into an MOU with VIPA and is required to perform with specific numbers of researchers, expected research time, due dates & deliverables.
Higher education credit card rebates and interest earnings	\$3.2 million per year to increase the current appropriations for higher education credit card rebates and interest earnings. Credit card rebates and interest earnings are being level funded at the 2023 actual levels.	No change to Governor’s budget.
Salary bonus for state employees	Provided funding for two bonus payments, each equal to one percent of salary for full-time state employees and	Redirected funding for salary increases (see immediately below).

	state-supported local employees, effective December 1, 2024 and December 1, 2025.	
Salary increase for state employees	Provided funding for a one-percent salary increase for state employees, effective June 10, 2025. Adjunct faculty and graduate teaching assistants at public institutions are also eligible for the salary increase. State-supported local employees will receive a one percent salary increase effective July 1, 2025.	Provided a 3% salary increase each year for all state employees, including adjunct faculty and graduate assistant; effective June 10, 2024 and June 10, 2025.
Higher Education Equipment Trust Fund (HEETF)	(\$7.5 million) research allocation for the University of Virginia in FY 2024 was removed as a result of the new Biotech research initiative in 2024-26.	Provided additional allocations to support: <ul style="list-style-type: none"> • the equipment needs of institutions involved in the Bioscience Research Initiative: <ul style="list-style-type: none"> • UVA: \$7.5 million per year for the Manning Institute. • VCU: \$3 million in FY 2025 and \$2 million in FY 2026 for the Medicines for All Institute. • VT: \$4 million in FY 2026 for the Patient Research Center. • Equipment replacement in the Welding Lab at Southern Virginia Higher Education Center: \$500,000 in FY 2025.
Brown v Board of Education Scholarship Committee		Provided \$1 million each year to fund a scholarship program designed to address those individuals denied an education in Virginia public schools between 1954 and 1964.
Commission to Study the History of the Uprooting of Black Communities by Public Institutions of Higher Education		\$28,760 each year to study: (i) whether any public institution acquired property owned by any individual or entity within the boundaries of a community in which a majority of the residents are Black in order to establish or expand the institution's campus; and (ii) whether and what form of compensation or relief would be appropriate.
College Partnership Lab Schools	\$30 million in each year to fund the College Partnership Lab School Program	Eliminated \$60.0 million over the biennium. In addition, the amendment maintains language from the existing Appropriation Act that limits the use of the Fund to public four-year institutions.
2. Institution-Specific Funding		
JMU	\$997,816 per year to launch “Fast Flex,” a new non-traditional Bachelor of Science in Nursing (BSN) program to accelerate the number of nursing graduates each year and allow students	Redirected the Governor’s funding.

	to complete core nursing coursework in one calendar year rather than two academic years.	
NSU		Provided \$50,000 per year for Senator Yvonne B. Miller Internship Program.
UVA	(\$110,583) per year in the 2024-26 biennium to transfer funds supporting Cardinal Education centralized services to Southern Virginia Higher Education Center.	No change to Governor's budget
UVA-W	Continued the institution's authority to suspend the transfer of the recovery of the full indirect cost of auxiliary enterprise programs to the educational and general program.	No change to Governor's budget.
VCU		\$1.5 million per year for Wilder School of Government. \$475,000 per year for Transfer Sonographer Program from VCCS. \$2.75 million per year for Pauley Heart Center.
VCCS	\$3.9 million per year to establish regional career placement centers.	Redirected the \$3.9 million for centers. \$50,000 per year for Health Science and Technology Education Expansion. Moved (\$475,000) for Transfer Sonographer Program to VCU.
VIMS (Virginia Institute of Marine Science)	\$150,000 in FY 2025 to study innovative ways to utilize facilities and space on campus, including opportunities to renovate existing space to meet programmatic needs.	Redirected \$150,000 to conduct facilities review in order to support other education initiatives.
VSU Extension	\$1.8 million per year to increase funding for state match of federal funds.	No change to Governor's budget.
EVMS (Eastern Virginia Medical School)	\$21 million in FY 2025 and \$16 million in FY 2026 to support ongoing operations of the Eastern Virginia Health Sciences Center (EVHSC) at Old Dominion University, pursuant to Chapters 756 and 778, 2023 Acts of Assembly. One-time funding in FY 2025 supports costs associated with the merger of EVMS and ODU. Total additional support for EVHSC is \$35 million in FY 2025 and \$30 million in FY 2026 and future years.	No change to Governor's budget.

NCI (New College Institute)	(\$3.1 million) in FY 2026 to recognize savings and requires NCI to provide a comprehensive business plan and customer recruitment and expansion strategy to the Governor and the Chairs of the SFAC and HAC no later than October 1, 2024.	Restored \$3.1 million.
OVAN (Online Virginia Network Authority)	(\$4 million) per year to remove funding for this program.	No change to Governor's budget.
IALR (Institute for Advanced Learning and Research)		Increased operating support, \$715,000 in FY 2025 and \$920,000 in FY 2026.
RHEC (Roanoke Higher Ed Center)		Increased operating support, \$359,000 in FY 2025 and \$441,000 in FY 2026.
SVHEC (Southern Virginia Higher Ed Center)		Increased operating support, \$150,000 per year.
SwVHEC (Southwest Va Higher Ed Center)		Increased operating support, \$100,000 per year.
Department of Health (DOH) Nursing Education Acceleration Program	\$4 million per year to support for the Earn to Learn Nursing Education Acceleration Program for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification.	No change to Governor's budget.
3. SCHEV Budget		
Virginia Military Survivors and Dependents Education Program (VMSDEP) - Stipend	\$2 million per year to provide additional funding to maintain the VMSDEP stipend at the full amount for qualifying students based on a projected increase in the number of eligible students.	No change to Governor's budget.
VMSDEP – Program cost offset		\$20 million per year to offset cost of waiver programs under COV § 23.1, Chapter 6.
Virtual Library of Virginia (VIVA)	\$325,000 in FY 2025 and \$650,000 in FY 2026 for unavoidable cost increases to maintain access to online databases and journals.	No change to Governor's budget.
Workforce Credential Grant (WCG)	\$3.9 million in FY 2025 and \$5.3 in FY 2026 to provide additional funding to support the increasing demand for this program.	No change to Governor's budget.
Va Innovative Internship Program and Fund (V-TOP)	Increased \$9 million in FY 2025 and a reduction of \$9 million in FY 2026, which includes funds previously budgeted under Central Appropriations.	Reversed funding proposed in the introduced budget by reducing \$9 million in FY 2025 and restored \$11.5 million in FY 2026.

		Program language is modified to reflect the goals of the initiative's next phase.
Student mental health services	\$3 million per year to provide additional support for student mental health services at institutions of higher education participating in a statewide contract. Requires an institutional nongeneral fund match for state funds.	Removed the funding in the Governor's proposal budget.
Grow Your Own Teacher grant and support for dual enrollment credential education.	(\$340,000) per year to transfer appropriation for the Grow Your Own Teacher, as well as a program to assist public school teachers taking college courses to be credentialed to teach dual-enrollment high school courses, from SCHEV to the Department of Education.	No change to Governor's budget.
Fund for Excellence and Innovation (FFEI)	(\$225,000) per year to eliminate this fund.	Restored funding and increased it by \$25,000 in each year.
Grants for optometry students	(\$20,000) per year to eliminate this fund.	Restored funding.
Two-year College Transfer Grant (CTG)	(\$800,000) per year to recognize savings under this Program based on program demand.	No change in FY 2025. Restored \$200,000 in the second year to make the FY 2026 reduction of (\$600,000).
Pell initiative	(\$37.5 million) in FY 2026 to eliminate funding for Pell grant assistance at public institutions. Requires SCHEV to report on the outcomes and effectiveness of FY 2024 and FY 2025 funding by October 1 each year.	Added \$37.5 million to FY 2026. Added the Chairs of the HAC and SFAC as recipients of the annual report required by the Introduced Budget.
Office of the Student Loan Ombudsman	(\$126,811) in FY 2025 and (\$174,000) in FY 2026 to reduce funding for the office of the student loan ombudsman.	Restored funding.
4. Language		
Affordable Access	Directed SCHEV and the Secretary of Education to establish a set of performance standards and targets tailored to each institution that are informed by the institution's most recent six-year plan for institutions to receive funding in the first year. To receive its share of the \$75 million in the second year, an institution must: <ul style="list-style-type: none"> Keep tuition and E&G fee increase less than 2.5% or the change in the U.S. Average Consumer Price Index for All Urban Consumers (CPI-U), as published by the U.S. Bureau of 	Restored the funding to individual institutions in Chapter 1. Eliminated the language to establish a set of performance standards in the Governor's budget.

	<p>Labor Statistics, for the most recent 12 months at the time of approval by the Board of Visitors, whichever is lower; and,</p> <ul style="list-style-type: none"> • Submit to the Secretary of Education by August 1, 2025, an updated plan and progress toward performance targets. 	
Virginia Tuition Assistance Grant program (TAG)	<p>Modified TAG language to allow SCHEV to use some of the mandatory balances in the program to automate the TAG application/approval process.</p> <p>Increased the maximum award for distance education to 75% of the standard award, up from 50% currently.</p>	<p>Added deadline changes for the TAG program.</p> <p>Added language to permit eligible institutions to create an online process with SCHEV's consultation.</p> <p>Restored of the legislative policy regarding online awards.</p>
State financial aid policies to address the <i>Free Application for Federal Student Aid (FAFSA) Simplification Act</i>	<p>Amended existing language for policies regarding higher-education financial aid to address changes resulting from implementation of the federal <i>FAFSA Simplification Act</i>, which introduces new terminology, need calculations and reduced requirements. Changes include: addressing potential negative student aid index (SAI) calculations; authorizing consideration of continued aid for students currently receiving financial assistance based on expected family contribution (EFC); and technical provisions regarding the change from EFC to SAI.</p>	<p>No change to Governor's budget.</p>
Student food insecurity		<p>Required SCHEV to review the status of programs that address food insecurity at public institutions and report findings by November 1, 2024.</p>
Financial Aid Policy – Use state aid for emergency assistance		<p>Clarified state financial aid policy regarding the use of state aid for emergency assistance.</p> <p>Defined an eligible private non-profit institution participating in state financial aid.</p> <p>Provided authority for institutions to use up to 1 percent of financial aid appropriations for emergency assistance.</p>
Finance Aid Policy – Waiver Programs		<p>Set the methodology for calculating tuition and fee waivers under § 23.1, Chapter 6, including VMSDEP: (i) undergraduate only; (ii) domiciled only;</p>

		(iii) limited to four years; (iv) must file the FAFSA; (v) must be ‘last dollar’ (all state and federal aid and a portion of other aid must be assigned first); and (vi) applies to all new students beginning July 1, 2024; returning students, July 1, 2025.
NSU Unfunded Scholarship Authority		Provided authority to utilize unfunded scholarships to merit students without consideration of need as means for the University to attract, enroll and retain the most qualified students regardless of their financial condition.
VSU		Authorized the Governor to expend additional amounts as necessary to support costs associated with the Presidential Debate hosted by Virginia State University in October 2024.
EVMS Employee Definition		Residents and fellows employed by Eastern Virginia Health Sciences Center are considered state employees as defined by COV § 2.2-2818.
VCCS G3 Eligibility		Added eligibility for five programs in high-demand fields: Cooking and Related Culinary Arts, General; Elementary Education and Teaching; Secondary Education and Teaching; Engineering, General; and Hospitality Administration/Management, General.
Institutional Performance Standards (IPS)	Transitioned SCHEV certification of institutions’ performance from annual to biennial, reflecting biennial cycle of enrollment and degree projections.	No change to Governor’s budget.
Reporting requirements - intercollegiate athletic revenues and expenses		Restored language contained in previous budgets that was inadvertently deleted in the introduced budget.
Level II Authority under the Restructuring Act		Authorized Virginia State University, for a period of five years, to exercise additional financial and administrative authority as set out in the two functional areas of information technology and procurement, as set forth and subject to all the conditions in §§ 2.0 and 3.0 of the second enactment of Chapter 824 and 829 of the Acts of Assembly of 2008, except that any effective dates contained in Chapter 824 and 829 of the Acts of Assembly of 2008 are superseded by the provisions of this item.

State capital-funding policies	Provided language in Section 4-4.02 establishing state capital funding policies.	Deleted the language in the Governor's budget.
Six-Year Capital Outlay Advisory Committee	Added to the duties of the Six-Year Capital Outlay Plan Advisory Committee an annual reevaluation of all state-supported projects first authorized in an Appropriation Act or other authorizing legislation for construction or planning five or more years prior to the effective date in the Appropriation Act.	Deleted the language in the Governor's budget.
Virginia Longitudinal Data System (VLDS)		Provided \$1 million in the first year to the Virginia Office of Education Economics to accomplish the tasks set forth in HB1083, which would move the VLDS from SCHEV to VOEE, which is part of the Virginia Economic Development Partnership (VEDP).

Table 1

General Fund for Institutions in 2024-26 Biennium - Conference Amendments to Governor's Budget

Item	Restore Chapter 1 Affordable Access		Repurpose Proposed New Initiative	Affordable Access & Degree Production		Institution-specific		Transfer Undergraduate Financial Aid from SCHEV		Undergraduate Financial Aid		Graduate Financial Aid		Total	
	FY 2025	FY 2026		FY 2025	FY 2026	FY 2025	FY 2026			FY 2025	FY 2026	FY 2025	FY 2026	FY 2025	FY 2026
Inst	FY 2025	FY 2026	FY 2025	FY 2025	FY 2026	FY 2025	FY 2026			FY 2025	FY 2026	FY 2025	FY 2026	FY 2025	FY 2026
CNU	\$2,383,000	\$2,383,000	(\$331,950)	\$2,750,000	\$2,750,000					\$449,880	\$439,830	\$2,500	\$2,500	\$5,253,430	\$5,575,330
GMU	\$8,012,000	\$8,012,000	(\$2,462,100)	\$11,500,000	\$11,500,000					\$2,484,100	\$2,645,980	\$462,500	\$685,000	\$19,996,500	\$22,842,980
JMU	\$4,724,000	\$4,724,000	(\$1,597,275)	\$6,000,000	\$6,000,000	(\$997,816)	(\$997,816)			\$974,480	\$1,290,470	\$47,500	\$72,500	\$9,150,889	\$11,089,154
LU	\$2,453,000	\$2,453,000	(\$302,475)	\$2,500,000	\$2,500,000					\$447,370	\$467,850	\$5,000	\$10,000	\$5,102,895	\$5,430,850
NSU	\$1,598,000	\$1,598,000	(\$388,650)	\$10,000,000	\$10,000,000	\$50,000	\$50,000	\$1,250,000	\$1,250,000	\$928,340	\$982,240	\$15,000	\$25,000	\$13,452,690	\$13,905,240
ODU	\$7,477,000	\$7,477,000	(\$1,410,000)	\$9,500,000	\$9,500,000					\$2,047,260	\$2,847,140	\$212,500	\$317,500	\$17,826,760	\$20,141,640
RU	\$2,897,000	\$2,897,000	(\$526,350)	\$3,500,000	\$3,500,000					\$983,010	\$812,610	\$57,500	\$87,500	\$6,911,160	\$7,297,110
UMW	\$2,106,000	\$2,106,000	(\$249,450)	\$2,500,000	\$2,500,000					\$281,360	\$312,240	\$2,500	\$2,500	\$4,640,410	\$4,920,740
UVA	\$4,045,000	\$4,045,000	(\$2,005,050)	\$8,459,500	\$8,459,500					\$364,620	\$416,810	\$322,500	\$475,000	\$11,186,570	\$13,396,310
UVAW	\$501,000	\$501,000	(\$150,000)	\$1,000,000	\$1,000,000					\$234,220	\$187,640			\$1,585,220	\$1,688,640
VCU	\$10,394,000	\$10,394,000	(\$1,974,450)	\$11,250,000	\$11,250,000	\$4,725,000	\$4,725,000			\$2,524,720	\$2,820,120	\$340,000	\$502,500	\$27,259,270	\$29,691,620
VMI	\$832,000	\$832,000	(\$150,000)	\$1,250,000	\$1,250,000					\$83,250	\$87,070			\$2,015,250	\$2,169,070
VSU	\$1,491,000	\$1,491,000	(\$335,025)	\$10,000,000	\$10,000,000			\$1,250,000	\$1,250,000	\$718,200	\$837,630	\$5,000	\$10,000	\$13,129,175	\$13,588,630
VT	\$9,205,000	\$9,205,000	(\$2,914,275)	\$9,000,000	\$9,000,000					\$1,295,960	\$1,782,340	\$482,500	\$720,000	\$17,069,185	\$20,707,340
W&M	\$1,873,000	\$1,873,000	(\$700,800)	\$2,750,000	\$2,750,000					\$260,300	\$221,170	\$32,500	\$65,000	\$4,215,000	\$4,909,170
RBC	\$373,000	\$373,000	(\$150,000)	\$750,000	\$750,000					\$73,730	\$68,550			\$1,046,730	\$1,191,550
VCCS	\$14,636,000	\$14,636,000	(\$1,000,000)	\$10,000,000	\$10,000,000	(\$4,325,000)	(\$4,325,000)			\$2,849,200	\$3,780,310			\$22,160,200	\$24,091,310
Maintain Affordable Access															
Interest Earnings						\$0	\$0							\$0	\$0
Inst Total	\$0	\$0	(\$16,647,850)	\$102,709,500	\$102,709,500	(\$547,816)	(\$547,816)	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$1,987,500	\$2,975,000	\$107,001,334	\$127,636,684
VIMS						(\$150,000)						\$12,500	\$25,000	(\$137,500)	\$25,000
VSU ext						\$0	\$0							\$0	\$0
EVMS						\$0	\$0							\$0	\$0
NCI							\$3,101,809							\$3,101,809	\$3,101,809
OVAN						\$0	\$0							\$0	\$0
IALR						\$715,000	\$920,000							\$1,635,000	\$920,000
RHEC						\$359,000	\$441,000							\$800,000	\$441,000
SVHEC						\$150,000	\$150,000							\$300,000	\$150,000
SWVHEC						\$100,000	\$100,000							\$200,000	\$100,000
DOH nursing accelerate pgm						\$0	\$0							\$0	\$0
Affiliates Total	\$0	\$0	\$0	\$0	\$0	\$1,174,000	\$4,712,809	\$0	\$0	\$0	\$0	\$12,500	\$25,000	\$5,899,309	\$4,737,809
Grand Total	\$0	\$0	(\$16,647,850)	\$102,709,500	\$102,709,500	\$626,184	\$4,164,993	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$2,000,000	\$3,000,000	\$112,900,643	\$132,374,493

Table 2**General Fund Increase by Year in 2024-26 over FY 2024 E&G Programs**

Inst	FY 2024*	FY 2025	% Increase	FY 2026	% Increase
CNU	\$46,967,571	\$2,750,000	5.9%	\$2,750,000	5.9%
GMU	\$214,795,587	\$11,500,000	5.4%	\$11,500,000	5.4%
JMU	\$136,812,777	\$5,002,184	3.7%	\$5,002,184	3.7%
LU	\$42,113,930	\$2,500,000	5.9%	\$2,500,000	5.9%
NSU	\$80,222,732	\$10,050,000	12.5%	\$10,050,000	12.5%
ODU	\$179,269,305	\$9,500,000	5.3%	\$9,500,000	5.3%
RU	\$82,480,662	\$3,500,000	4.2%	\$3,500,000	4.2%
UMW	\$41,975,855	\$2,500,000	6.0%	\$2,500,000	6.0%
UVA	\$170,449,211	\$8,348,917	4.9%	\$8,348,917	4.9%
UVAW	\$28,199,324	\$1,000,000	3.5%	\$1,000,000	3.5%
VCU	\$252,467,283	\$15,975,000	6.3%	\$15,975,000	6.3%
VMI	\$21,101,276	\$1,250,000	5.9%	\$1,250,000	5.9%
VSU	\$64,604,140	\$10,000,000	15.5%	\$10,000,000	15.5%
VT	\$232,895,326	\$9,000,000	3.9%	\$9,000,000	3.9%
W&M	\$65,405,685	\$2,750,000	4.2%	\$2,750,000	4.2%
RBC	\$13,201,706	\$750,000	5.7%	\$750,000	5.7%
VCCS	\$514,882,202	\$5,675,000	1.1%	\$5,675,000	1.1%
Total	\$2,187,844,572	\$102,051,101	4.7%	\$102,051,101	4.7%

Note: *includes FY 2024 E&G general fund appropriations, TTIP, Chapter 1 affordable access, and nursing program funding

Table 3

SCHEV Budget		
Item	FY 2025	FY 2026
Transfer Financial Aid to HBCUs	(\$2,500,000)	(\$2,500,000)
Increase VTAG Award	\$2,000,000	\$2,000,000
VMSDEP - Stipend	\$0	\$0
Financial Aid and Waiver Programs	\$20,000,000	\$20,000,000
WCG	\$0	\$0
VIVA	\$0	\$0
Grow Your Own Teacher and support for dual enrollment credential education	\$0	\$0
Restore Pell Grant Initiative Funding	\$0	\$37,500,000
Restore Optometry Program Funding	\$20,000	\$20,000
College Transfer Grant	\$0	\$200,000
Restore Student Loan Ombudsman	\$126,811	\$174,000
Restore Internships	(\$9,000,000)	\$11,500,000
Proposed new Student Mental Health Service	(\$3,000,000)	(\$3,000,000)
VWIL Program	\$65,000	\$65,000
Restore Funds for Excellence and Innovation	\$250,000	\$250,000
Total	\$7,961,811	\$66,209,000

Capital Outlay

(A) Statewide Maintenance Reserve (C-46)

Inst.	FY 2025	FY 2026
CNU	\$2,701,851	\$3,512,406
GMU	\$4,166,436	\$5,416,367
JMU	\$5,012,314	\$6,516,008
LU	\$2,442,242	\$2,134,914
NSU	\$2,994,736	\$3,893,157
ODU	\$4,941,699	\$6,424,209
RU	\$6,223,402	\$2,890,423
UMW	\$7,627,044	\$2,765,157
UVA	\$14,854,042	\$19,310,254
UVAW	\$2,061,186	\$729,541
VCU	\$15,974,436	\$20,766,767
VMI	\$2,919,609	\$3,795,492
VSU	\$3,824,421	\$4,971,747
VT	\$18,885,458	\$24,551,095
W&M	\$4,677,332	\$6,080,531
RBC	\$400,547	\$520,711
VCCS	\$25,438,135	\$33,069,575
VIMS	\$786,767	\$1,022,796
EVMS	\$2,180,212	\$2,834,276
IALR	\$250,000	\$250,000
NCI	\$0	\$250,000
RHEC	\$288,384	\$374,899
SVHEC	\$250,000	\$250,000
SWHEC	\$250,000	\$308,042
Total	\$129,150,253	\$152,638,367

(B) Projects with general fund component in Education

Inst.	Project	FY 2025
JMU	Construct College of Health and Behavioral Studies Expansion	\$3,937,982
NSU	Improve Campus Infrastructure	\$14,064,327
NSU	Living Learning Center- Planning	\$2,000,000
ODU	Construct Engineering and Arts Building	\$9,000,000
VCU	Construct New School of Dentistry	\$5,200,000
VSU	Security Improvements	\$15,000,000
VIMS	Construct Marine Operations	\$6,737,768
Total		\$55,940,077

(C) Central Reserve for Capital Equipment Funding (C-47) \$86,057,000

CNU	Integrated Science Center Phase III (18496)
GMU	Construct Life Sciences and Engineering Building/ Renovate Bull Run Hall (18000)
JMU	Renovate and Expand Carrier Library (18485)
VSU	Demolish/Replace Daniel Gym and Demolish Harris Hall, Phase I
VCCS	Renovate Seefeldt Building, Woodbridge Campus, Northern Virginia (18162)
VCCS	Replace Diggs/Moore/Harrison Complex, Hampton, Thomas Nelson (18341)

(D) Detailed Planning Pool (C-48) \$10,908,457

GMU	Interdisciplinary Science and Engineering Building
JMU	Renovate Johnston Hall
UVAW	Renovate Darden Hall
VSU	Renovate Virginia Hall
VT	Renovate Derring Hall
VT ext	Agricultural Research and Extension Center Improvements- Eastern Shore
VCCS	Replace Buchanan and Tazewell Halls at Southwest Virginia Community College

(E) Public Educational Institution Capital Account (C-50), \$195,542,084

Inst	Project
CNU	Replace Integrated Science Center Fume Hoods & Pressurization Valves and Controls
CNU	Replace Plant Operations and Warehouse Building (18704)
JMU	Improve East Campus Infrastructure Phase 3 (18738)
LU	Replace Steam Distribution Systems To Four Campus Buildings
NSU	Renovate/Replace Fine Arts Building (18543)
VMI	Replace Windows in Old and New Barracks (18604)
W&M	Renovate Historic Campus (18678)
W&M	Improve James Monroe's Highland
RBC	Replace HVAC System for Statesman Hall
VSU ext	Renovate Summerseat for Urban Agriculture Center (18545)
VT ext	Improve Center Woods Complex (18699)

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. Discussion of Council's Budget and Policy Recommendations in relation to the Conference Budget

Date of Meeting: March 18, 2024

Presenter: Tom Allison
Assistant Director of Finance Policy and Innovation
tomallison@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 9, 2024

Action: Council approved budget and policy recommendations and reviewed Governor Youngkin's proposed budget amendments for higher education in the 2022-24 Biennium.

Purpose of the Agenda Item:

The purpose of this agenda item is to update the Resources and Planning Committee on the status of Council's budget and policy recommendations, as approved January 9, during the 2024 General Assembly session.

Background/Summary of Major Elements:

On December 20, the Governor introduced his budget for the 2024-2026 biennium. On February 20, the House Appropriations Committee and Senate Finance and Appropriations Committee released their amendments to the Governor's introduced budget and the respective chambers approved the amendments that week. On March 7, the Chairmen of the House Appropriations Committee and the Senate Finance & Appropriations Committee announced that an agreement had been reached on final details of the budget conference report.

Both the Governor's introduced budget and the General Assembly's amendments include many but not all priorities in Council's approved budget and policy recommendations. This is not uncommon. Specific to this budget cycle, Council's recommendations were approved in January, rather than in October, delaying staff's ability to promote Council's recommendations. The 2024 General Assembly also saw a record number of new members, with over one-third newly elected. Lastly, an uncertain economic outlook and its impact on revenues also restricted budget makers options to increase general fund support for initiatives.

Governor's Introduced Budget

Council's priorities in the Governor's budget included: funding for campus security, additional funding for the New Economy Workforce Credential Grant (WCG), mental health grants, an increase in stipends for the Virginia Military Survivors and Dependents Education Program (VMSDEP) and language changes to the Institutional Performance Standards (IPS). During the legislative session, the Governor's office also supported a bill to make changes to VMSDEP eligibility and benefits.

Conference Report

The Conference Report:

- continued several Council priorities that appeared in the Introduced Budget, including increasing the VMSDEP stipend. The conference budget also provided funding to allocate to institutions for the VMSDEP tuition waiver and made changes to VMSDEP eligibility and benefits, consistent with Council's recommendations.
- continued the Governor's proposed increase in WCG funding and in Virtual Library of Virginia (VIVA) funding, albeit at a lower level than Council had recommended.
- removed the Governor's proposed funding for campus security but included additional operating funds for institutions. These investments align with Council's recommendations for tuition mitigation.
- advanced SCHEV priorities that were not in the Governor's budget. The conference report included need-based financial aid for undergraduate and graduate students, reflecting Council's recommendations. It also increased funding for the Virginia Tuition Assistance Grant (VTAG or TAG), in-line with Council's recommendations.
- expanded eligibility for programs in high-demand fields in the G3 initiative, reflecting Council's recommendations to enhance affordable talent pathways.

Council priorities not included in the Governor's, House's, Senate's or Conference Committee's Budgets

Budget recommendations omitted from both the Governor's budget and the General Assembly's amendments were: addressing funding disparities; Virginia Sea Grant; and operations and maintenance (O&M).

Materials Provided:

None beyond the summary above. At the meeting, staff will provide a briefing and additional materials.

Financial Impact: TBD

Timetable for Further Review/Action:

Members will be updated upon action by the Governor and the Reconvened Session.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #II.E. – Resources and Planning Committee – Update on the Annual Report of the New Economy Workforce Credential Grant Program for FY 2023

Date of Meeting: March 18, 2024

Presenter: Tom Allison
Assistant Director for Finance Policy & Innovation
tomallison@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: March 21, 2022

Action: The committee reviewed the WCG program’s FY 2022 annual report.

Purpose of the Agenda Item:

The purpose of this item is to update the Committee on the New Economy Workforce Credential Grant (WCG) program, which SCHEV administers. The *Code of Virginia* requires reports on the program annually; this report is for activities related to fiscal year 2023.

Background Information/Summary of Major Elements:

The legislature and governor established the New Economy Workforce Grant (WCG) program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program.

The WCG program employs a pay-for-performance model, whereby grants are offered by community colleges and the Southern Virginia Higher Education Center to students to fund noncredit workforce training that leads to an industry-based credential in a high-demand field.

The grant carries a requirement that the student must complete their training to avoid paying additional costs. If a student completes the training and earns a credential, then that student pays only one-third (1/3) of the cost of the program, up to \$1,500. In addition, institutions are reimbursed for up to two-thirds of the cost for each student completion and credential earned.

A summary of findings from the FY 2023 annual report appears below. The full report, including disaggregated data on enrollment, completion, certifications and costs, is available on the websites of SCHEV and of Legislative Services.

Observations from FY 2023 include:

- Institutions offered training in 10 high-demand occupational fields.
- Collectively, institutions reported 13,428 enrollments in FY 2023, a 9% increase from FY 2022 and the most since the inception of the program.
- Of the 13,428 enrollments included in this report, 12,749 completed training. Among program completers, 9,539 went on to earn a credential. The rates of completions and credentials remained relatively stable at 95% and 71% respectively.
- Most racial and ethnic groups share high program completion rates, but gaps exist in credential completion: 62% of Asian American students earned their credential, 9 points below the program average of 71%. Black or African American students' credentialing rate was 10 points below the average. Success rates by race/ethnicity are correlational and could be explained by other factors such as program selection.
- The average tuition paid by students was \$849. The average state cost per credential attained was \$2,014.
- The program with the highest enrollments was Commercial Driver's License, with more than 22% of enrollments. Medical Assistant had the second highest enrollments, accounting for 6% of all enrollments in FY 2022.
- Throughout the history of the program, median annual wages increased \$9,350, or 38%, in the 12 months following program completion.
- Two-thirds of enrollments were individuals entering a postsecondary training program in Virginia for the first time. The median age was 32 years.

Materials Provided:

See the Background/Summary section above. The full FY 2023 report is available at: <https://www.schev.edu/home/showpublisheddocument/3633/638435830614930000>

Financial Impact: N/A

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

The statewide strategic plan sets a target of 70% of working-age Virginians having earned a postsecondary degree or credential by 2030. The New Economy Workforce Credential Grant program is the state's primary means of supporting and achieving the credential portion of that target.

Timetable for Further Review/Action: N/A

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #II.F – Resources and Planning Committee – Update on Major Projects Impacting the Resources and Planning Committee in 2024

Date of Meeting: March 18, 2024

Presenter: Lee Andes
Interim Director of Finance Policy and Innovation
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Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: Various

Action: Council discussion/review/receipt of reports and projects

Purpose of the Agenda Item:

The purpose of this item is to provide an overview of various reports that staff will make to Council, via the Committee, over the next year. Staff also will inform Council of other ad hoc workgroups and projects, as appropriate.

Background Information/Summary of Major Elements:

Scheduled reports and projects that routinely are scheduled for Council consideration are summarized below.

Annual/Biennial Projects

Institutional Performance Standards (IPS) – currently annual

- May: preview of results for the six IPS education measures.
- July: if available, review APA (Auditor of Public Accounts) data for the five IPS fiscal measures.
- September: seek Council certification.

Status of full-cost requirement for out-of-state students – annual

- July: update based on 2024-25 tuition and fees; follows the annual Tuition and Fee Report. SCHEV monitors the full cost of institutions' charges to out-of-state students, per budget item 4-2.01.b.2.b. (Budget language changes are pending for NSU and VSU.)

Budget and policy recommendations – annual

- July: general discussion by and directions from Council.
- September: draft of recommendations for Council review and feedback.
- October: recommendations for FY 2026 finalized by Council.

Enrollment projections – **biennial**

- Odd years (2023, 2025, etc.): May or July report.
- Even years (**2024**, 2026, etc.): updates as needed/requested.

Workforce Credential Grant annual report – **annual**

- March (2025): present FY 2024 report.

Six-year plans – **two-year cycle**

- Odd years (2023, 2025, etc.): full review and submission.
- Even years (**2024**, 2026, etc.): update year, no full review.

Pell initiative update – **as needed**

- July: reports on the annual review of 2023-24 funded activities and report on new programs funded in 2024.

Upcoming Higher Education Studies and Committees

Joint Legislative Audit and Review Commission (JLARC) is conducting a study on cost efficiency in higher education. JLARC has not yet set its schedule.

Joint Subcommittee on Higher Education Funding Policies is scheduled to convene after December 1, 2024. The Chairs of the House Appropriations and Senate Finance and Appropriations Committees will each appoint four members from their respective committees to the joint subcommittee, which will review public higher education funding policies and make recommendations to their respective committees. The committee shall: “(i) prioritize the review of funding related to operations and financial aid; (ii) provide recommendations to improve funding models; and (iii) develop a short- and long-term plan for phased implementation of any recommendations. As part of its review, the Joint Subcommittee shall consider the recommendations provided in reports related to higher education funding, including recent Joint Legislative Audit and Review Commission reports and the **State Council of Higher Education for Virginia's** report on Cost and Funding Needs.” The committee shall seek support from SCHEV.

Materials Provided: See the Background/Summary section above.

Financial Impact: N/A

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

Timetable for Further Review/Action: None

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: #II.G – Resources and Planning Committee – Update on Projects Related to Committee Requests to Staff

Date of Meeting: March 18, 2024

Presenter: Lee Andes
Interim Director for Finance Policy and Innovation
leeandes@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: Various

Action: Requests from members for future action/discussion/review

Purpose of the Agenda Item:

The purpose of this item is to provide updates on topics suggested by members in the course of prior actions or discussions by the Committee or in updates from staff. Such topics may or may not have been the primary foci of those actions/discussions/updates but rose to warrant ongoing attention.

Background Information/Summary of Major Elements:

During 2023, Committee members identified various topics of interest, many of which staff has grouped below into four sets, with background information and updates on: (i) Institutional Performance Standards (IPS); (ii) enrollment; (iii) survey of high school students; and (iv) financial aid reform.

1. Institutional Performance Standards (IPS)

Background: In § 23.1-206, Council is assigned responsibility to assess public institutions' performance on certain educational, financial and administrative metrics, known commonly as the Institutional Performance Standards. § 23.1-1001 and the state budget outline the specific standards.

In this multi-faceted review process, Council is assigned three roles: (i) assess each public institution's performance on the education-related measures; (ii) review recommendations made by the Department of Planning and Budget and the Finance Secretariat on public institutions' performance on the financial and administrative standards; and then (iii) certify whether each institution is eligible to receive the financial benefits as authorized in § 23.1-1002. SCHEV (the agency) is responsible for administering these assessments; Council, for

certifying whether institutions have met the standards. In return, the institutions are eligible to receive additional financial benefits, including interest earnings and credit card rebates earned during the fiscal year (approximately \$10.7 million system-wide for each year).

The *Appropriation Act of 2022-24* (state budget) outlines the assessment measures. The list below outlines the six education-related measures on which Council is to base its assessment and certification.

Education-Related Performance Measures (Six):

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

The *Higher Education Restructuring Act* (2005) articulates the following guidance regarding how Council carries out its IPS responsibilities:

In general, the state expects an institution to achieve all performance measures to be certified by SCHEV, but the state also recognizes that circumstances beyond an institution's control may prevent the achievement of one or more performance measures.

The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits. Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on

education-related measures that the State Council deems unrelated to an institution’s mission or unnecessary given the institution’s level of performance. The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

Update: In September 2023, staff presented to the Committee a set of options to consider related to IPS.

- One of those options - change from *annual* to *biennial* review to align with the enrollment projection process – has been picked up in both the House and Senate budget recommendations.
 - Council also noted a desire to receive data regularly on institutions’ performance on the standards – even if budget language changes require a biennial certification process.

Options to update the Institutional Performance Standards

Proposed change	Avenue to make change	Strength	Weakness
Eliminate the Institutional Performance Standards	Statute and budget	Other processes and systems at the Commonwealth’s disposal could be used incentive institutional performance (e.g., Tech Talent Incentive Program, Workforce Credential Grant).	Eliminating the standards from the <i>Code of Virginia</i> would remove Council’s influence over this process.
Update Performance Measure 6: two-year transfers	SCHEV	Community college enrollment has declined 33% since 2010, rendering the goal much more difficult to achieve. Resetting the baseline or restructuring the goal could improve the measure.	A new baseline year could use transfer-student numbers lower than those in 2010, thus potentially decreasing institutions’ incentive to enroll transfer students.
Align the measures to more-timely state goals	Budget	Reconsideration of the existing measures could create more and/or better alignment to current state goals and future needs.	Attempting such a realignment could create an administrative burden in seeking consensus among Op-Six members.
Assess the standards bi-annually (i.e., conform the statutory language with the budget language.	SCHEV	While the <i>Code of Virginia</i> defines IPS as a biennial process, the <i>Appropriation Act</i> requires the assessments be conducted annually.	Other existing issues with the process would remain unresolved/unaddressed.
Create a process for failed performance measures	SCHEV	Council could review the process for assessing failed performance measures and make changes to this policy within the guidelines of the budget language outlined in § 4-9.01.	Council could adjust the threshold for failure to render it more strict or less strict.
Change the wording of the review and certification process	Statute	As noted above, Council is charged in statute to “certify” public institutions for meeting their standards. Elsewhere in the <i>Code</i> (§ 23.1-217), Council is charged to “certify” certain private and out-of-state institutions to operate. The redundant use of	Movement away from the redundant “certify” term for IPS, while potentially clearing confusion of whether a not-yet-IPS-certified public institution may operate in Virginia, could also create other confusion for institutions.

		“certify” creates confusion between the two very different processes.	Other existing issues with the process would remain unresolved/unaddressed.
Modify the definition of Performance Measure 5: under-represented student population growth	SCHEV	The definition of underrepresented population could be expanded to include veteran or military status or others not currently included in the definition.	The inclusion of veteran status could dilute the incentive for institutions to enroll other under-represented groups, such as racial and ethnic minorities and students from low-income households.

- In September, members encouraged staff to focus on holding the institutions more accountable, including a more in-depth review of the remediation plans and more explicit feedback when an institution does not meet its enrollment projections.

2. Enrollment

Background: At Council’s March 2023 meeting, staff presented initial recommendations regarding enrollment data and projections from a workgroup of SCHEV staff and Council members. Those recommendations were refined throughout 2023 and a set of seven were included in the materials for the budget-/policy-recommendation action item at Council’s October meeting.

The recommendations presented in October 2023 are as follows:

1. Restart a data collection from institutions on student applications and admissions. Over 20 years ago, SCHEV collected this information but suspended it during a period of agency and institutional budget reductions. Such a collection would enable a comprehensive state-level analysis of potential students: where they apply, where they were accepted and where they ultimately enrolled. This would involve costs at both the institutions and SCHEV for staff and data storage, but it will provide insight into the mobility of those applying and attending institutions.
2. Establish an advisory committee to monitor changing demographics, college and university enrollments and strategies underway to ensure a strong and sustainable system of public and private colleges and universities. This would be similar to other advisory committees SCHEV employs to help establish and implement policies and practices.
3. Consider modifying the requirement that institutions charge at least 100% of costs to out-of-state students. This policy was put in place in the 1990s during a recession. Prior to the policy change, the state paid for 25% of the cost of education for out-of-state students. The world has changed since 1990. Other states are lowering their prices to compete for Virginia students. Virginia should consider eliminating or modifying the requirement for all institutions, for some institutions, for some academic programs, or to retain top talent in the Commonwealth. The General Assembly took a step in this direction in 2023 for Norfolk State University and Virginia State University.

Previously, it authorized the University of Virginia's College at Wise to lower tuition for students from Appalachian Regional Commission footprint.

4. Reexamine limits to amount of growth in the number and percentage of out-of-state students an institution can enroll. At this time, those limits do not seem to be preventing institutions with significant out-of-state demand to enroll additional out-of-state students. The advisory committee described above should monitor that policy. If it becomes a factor in limiting out-of-state enrollment in a way that would be detrimental to an institution or the system, then the Commonwealth may want to raise the limits.
5. Make targeted investments in "education-to-career" coaching; tuition mitigation; need-based financial aid; outreach and communication to high school students and adults; and talent pathways. These are proven strategies to improve recruitment and retention of students and should be a part of any strategy to address demographic changes and other competitive enrollment pressures. The Commonwealth and the nation are in an era when more people need higher levels of education.
6. Expand and improve data collection for non-credit credential programs. SCHEV currently collects student-specific data for individuals who received funding through the Workforce Credential Grant program. Some evidence suggests that students are choosing these programs over credit-based programs. Enhancing current data collection efforts for non-credit programs will improve decision-making by institutions and the Commonwealth.
7. Combined with a reconsideration of the status of out-of-state students, consider a recruitment campaign featuring Virginia higher education to attract students from other states. Such a campaign could highlight the quality of higher education in Virginia, unique features and employment and lifestyle opportunities.

Update: As a result of the discussions above, detailed enrollment targets and degree estimates (with full detail) now are available to the public via the SCHEV website. Also, staff are on schedule to replace the existing aggregate collection of data on applications and admissions with a person-level collection, beginning in Spring 2025.

3. Survey of High School Students

Background: Based on ongoing interest among members in the decision-making of high school students regarding whether to participate in postsecondary education, particularly the increasingly different decisions of males and females, staff issued in January a Request for Quotes for a web-based survey of 2024 high school seniors. A focus on seniors and on the use of vendors' preexisting respondent panels were employed to minimize the legal and policy hurdles associated with surveying minors.

Update: Two proposals were submitted in February by public institutions of higher education, and as of this item's preparation, staff were in negotiations on

a contract for such a survey, which can be completed in the 2023-24 school year. Staff will provide an update once a contract is secured.

4. Financial Aid Reform (six items)

a. Restructure state financial aid programs

Background: The Virginia Student Financial Assistance Program (VSFAP) provides state funding for two different state need-based aid programs: the Commonwealth award and the Virginia Guaranteed Assistance Program. In 2019, Council completed a review, and endorsed recommendations, to simplify the administration of these programs. In 2022, JLARC completed a similar review with largely complementary recommendations.

Update: Staff will provide a draft format for restructuring the Commonwealth's primary need-based aid programs based on Council approved recommendations and present it no later than July, 2024.

b. Study of TAG as a Need-based Program

Background: The Virginia Tuition Assistance Grant (VTAG or TAG) program was created in 1972, initially as a loan program that was forgivable if the recipient worked in Virginia post-graduation. By 1978, the program was fully converted into the grant program that exists today. The purpose of the program is to expand higher education options for Virginians by making private non-profit institutions more affordable. Throughout VTAG's history, the ongoing debate has been whether it is a financial-aid program or a tuition subsidy comparable with public institutions' in-state tuition rate.

Given current and future fiscal and demographic realities, Council was timely and appropriate in contemplating what role(s) the VTAG program should play in addressing access and affordability and in supporting the diversity of institutions into which Virginia students enroll now and in the future. In its January 2024 meeting, Council requested that staff look further into VTAG as a need-based program.

Update: No formal proposals to make VTAG need-based were included in the Governor's introduced budget, in the House and Senate budget amendments or in filed legislation. Staff will review options and report back to Council in July.

c. Explore incentives for transfer

Background: In discussions on access and affordability, Council, policymakers and other stakeholders agree that completing an associate degree before then transferring to a four-year institution provides a more affordable option for many students. There are several strategies that can be employed to incentivize this path, including, but not limited to, creation of transfer agreements and enhancing the affordability of this 2+2 model.

The *Code of Virginia* assigns SCHEV responsibility to develop and implement policies on a range of transfer-related topics, including: articulation agreements, dual admission agreements, dual enrollment transferability, pathway maps, military education transferability, and Passport and Uniform Certificate of General Studies credentials. As a supplement to its specific statutory duties, SCHEV has also played a leading role in the Transfer Virginia initiative, which has the overarching goal of promoting effective practices among Virginia's two- and four-year institutions, to provide maximum benefit to students as they pursue a transfer pathway to the baccalaureate.

In 2008, the Two-Year College Transfer Grant (CTG) was created to enhance affordability for associate degree earning transfer students. The program provides \$1,000 annual award for students completing an associate degree with a minimum 3.0 grade point average and having an Expected Family Contribution number of no more than 12,000. An additional \$1,000 is available if the student is also enrolled into a STEM degree program and a final \$1,000 for students enrolled into either Old Dominion University, Norfolk State University, Radford University, University of Virginia's College at Wise, Virginia Commonwealth University or Virginia State University. Combined with the lower cost of a two-year or community college, this provides eligible students with an outstanding value and reduced cost to complete a four-year degree.

Update: The State Committee on Transfer (SCT) implements and monitors transfer-related policies and facilitates communication and outreach regarding transfer. The Committee is comprised of representatives from two-year colleges and public and private four-year institutions. The SCT meets between 8-10 times per year divided equally across the fall and spring semesters.

This past year, the Committee focused their efforts on the development of pathway maps, expansion of the Transfer Virginia Portal, and growth in the development of transfer agreements. The goals for 2024 are continued collaboration on the development of programmatic pathway maps; continued expansion of the portal; increased marketing of Transfer Virginia and related resources; development of a dual admission "playbook;" and, the development of a proposal for a statewide electronic student record data exchange.

Council's Academic Affairs Committee is responsible for transfer and transfer-related policies. Dr. Paul Smith, Senior Associate for Student Mobility Policy and Research, leads SCHEV's transfer efforts and is providing an update on Transfer Virginia to the Academic Affairs Committee at its March 2024 meeting.

Due in part to declining two-year and community college enrollments, this program has experienced declining usage. Council has expressed interest in reimagining the program or developing other strategies to provide and encourage affordable pathways. Staff recommends that any changes to the CTG program be designed in collaboration with the work of the SCT.

d. Emergency financial assistance

Background: In discussions on access and affordability, retaining students when they face unusual financial situations that put them at risk of withdrawing from their institutions has been a recurring issue. Often the expenses are minimal by comparison to other life costs yet represent the “last dollar” obstacle that pushes a student’s finances over the edge. Once a student withdraws, it is difficult to have them return successfully to higher education. Differing from financial aid used to pay for educational costs, emergency assistance represents funds available to cover immediate non-education emergencies, such as car repairs, emergency housing and unexpected medical costs. These types of programs are available at most institutions but are underfunded and dependent upon private donations.

In its September 2023 meeting, the Committee requested that staff research best practices on state-level emergency funds and/or forgiveness programs that help students eliminate smaller debts so they can continue their education.

Update: The 2023 special session of the General Assembly authorized institutions to use a portion of state financial aid funds for emergency assistance and charged SCHEV with developing guidance for administration of these funds. Staff has completed the drafting of guidance on the use of emergency-assistance funds and will report to Council on such at the May meeting.

e. Criteria for participating private institution

Background: Most Virginia state financial aid programs are reserved for participation by Virginia public colleges and universities. Private institutions can participate in the Virginia Tuition Assistance Grant (VTAG) program and the Two-Year College Transfer Grant (CTG) program, among others. However, these two programs provide two different sets of criteria for a participating non-profit institution. To avoid confusion among students and even institutions on which programs a student can be considered for an award, Virginia would be better served if the participation requirements were consistent across all programs.

Update: As of the preparation of this item in early March, the House has included language in the budget that would unify the participation requirements for any private institution participating in any state aid program. These criteria mirror those already encoded for TAG.

f. Reform Virginia Military Survivors and Dependent Education (VMSDEP)

Background: VMSDEP provides a waiver of tuition and fees to dependents of military veterans who were killed in action, missing in action, prisoners of war or acquired 90 percent or more disability due to service. This program has rapidly expanded over the past six years and is stretching institutional budgets. Near-universal agreement exists that the program needs reform, but many differences

of opinion remain on the extent of that reform and whether additional state funds are necessary.

In the 2024-26 budget and policy recommendations approved in January, Council recommended policy considerations for the VMSDEP program, including restricting eligibility to in-state, undergraduate students and applying federal and state aid before the waiver.

Update: As of the preparation of this item in early March, both the House and Senate budget proposals amend VMSDEP by appropriations toward the stipend, differing combinations of changes to eligibility and benefits and – in the House – additional appropriations to cover institutions’ costs.

Materials Provided: See the Background/Summary section immediately above.

Financial Impact: N/A

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

Council discussion often starts the process for additional staff review and Council consideration of actions, as appropriate, based on the Virginia plan’s three goals – equitable, affordable and transformative.

Timetable for Further Review/Action: N/A

Resolution: N/A

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 9, 2024**

DRAFT MINUTES

Mr. Ampy called the meeting to order at 12:10 p.m. in the 9th floor main conference room of the State Council of Higher Education for Virginia, Richmond, Virginia.

Council members present: Ken Ampy, Jason El Koubi, William Harvey, Thaddeus Holloman, Cheryl Oldham, John Jumper, Scott Fleming, Jennie O'Holleran and Douglas Straley.

Council members who joined virtually: John Broderick, Victoria Harker and Delceno Miles.

Council members absent: Walter Curt.

Staff members present: Tom Allison, Lee Andes, Grace Khattar, Joe DeFilippo, Alan Edwards, Justin Horton, Jodi Fidler, Sandra Freeman, Erin McGrath, Tod Massa, Laura Osberger, Kirstin Pantazis, Paul Smith, Emily Salmon, Bob Spieldenner, Kristin Whelan and Yan Zheng.

Notable: The Honorable Aimee Guidera, secretary of education, Deputy Secretary of Education Nicholas Kent and Deb Love from the Office of the Attorney General.

APPROVAL OF MINUTES

Mr. Ampy called for a motion to approve the remote participation of Mr. Broderick, Ms. Harker and Ms. Miles. All three members were located greater than 60 miles from the meeting location. The motion was approved unanimously.

Mr. Ampy congratulated and thanked Dr. Edwards for stepping in as SCHEV Interim Director.

On a motion by Mr. El Koubi, seconded by Mr. Holloman, the minutes from the October 24, 2023, the minutes from the special Council meeting on December 12, 2023, and the minutes from the special Council meeting on December 21, 2024, were approved unanimously.

DISCUSSION OF THE SIX-YEAR PLANS AND FACT PACKS

Mr. Allison shared a presentation about the six-year plan and fact pack process. The six-year plan is required in the Code of Virginia. Each governing board is required to adopt a plan. Full plans are adopted in odd years and updated in even years. In consultation with OpSix, SCHEV leads the process. Public institutions are asked to complete a two-part report. Part one is an excel template that includes the non-general fund revenue of each institution, the general fund requests and academic planning for

the institutions. Part two is a narrative that also has specific requirements. These documents help SCHEV put together budgets and policies.

Mr. El Koubi asked how the plan timeline was determined. Mr. Allison described the odd year work. It includes two-hour meetings with each of the institutions and the OpSix. The process is a dialogue between the Commonwealth and the institutions.

In March, the Boston Consulting Group was hired to assist in updating the process. Boston Consulting Group requested fact packs for each institution. Instructions for fact pack completion were submitted to institutions in June. The meetings for each institution were held in August. After a period of questions and comments between the OpSix and the institutions, plans were finalized in September. Institutional boards approved the plans in the fall after they were finalized. All information on the six-year plan process and the results were posted on the SCHEV website by December 1.

Mr. Allison shared that Virginia has a higher graduation rate for our selective institutions. Our graduation rates for non-selective institutions also are higher than their national peers. Virginia enrollment has recovered since 2019. Some of our institutions struggle with retention and completion rates, but many of our institutions have plans to address these challenges. Boston Consulting Group identified the following critical statewide priorities:

1. Partner more intentionally across K12 and two- and four-year higher education institutions.
2. Manage enrollment and enhancing differentiation in an increasingly competitive market.
3. Provide student centered and transparent approach to affordability.
4. Improve completion rates for all students via data-based interventions.
5. Develop a comprehensive and coordinated approach to maximize post-completion outcomes and fill labor market needs.
6. Contain cost of college.
7. Make data more transparent to all audiences and fill in key data gaps.
8. Target state funding.
9. Support institutions facing acute funding challenges.

Mr. Allison described how the six-year plan process informs SCHEV budget and policy recommendations. He included specific examples of funding requests from the institutions in his presentation.

General Jumper asked how much of what the institutions ask for is unfunded. Mr. Allison said that the institutions are asked to provide balanced requests that includes expected sources of funding and specific uses of funds.

DISCUSSION OF THE 2024 GENERAL ASSEMBLY SESSION

Dr. Khattar discussed the opening of the General Assembly including budget amendment deadlines and the timeline of events during session.

SCHEV works with members directly and with the House and Senate Appropriations committees. Staff attend committee meetings and serve as a resource for members who have questions. SCHEV staff testify when asked and collect information. The Secretary of Education assigns bills to SCHEV to comment on and SCHEV staff create legislative action summaries and fiscal impact statements.

Dr. Khattar reviewed the bills of interest to SCHEV in the upcoming session. She highlighted bills that seek to do the following:

1. Audit education preparation programs at public colleges.
2. Eliminate legacy admissions practices at public institutions.
3. Changes in procurement that impact capital projects and state agencies.
4. Provide grants to qualifying campuses under a program called Hunger Free Campus.
5. Call for a SCHEV study of the in-state, out-of-state tuition differential.

UPDATE ON VIRGINIA TALENT + OPPORTUNITY PARTNERSHIP

Alisha Bazemore shared a presentation about the Virginia Talent + Opportunity Partnership (VTOP). VTOP is a partnership between SCHEV, the Virginia Chamber Foundation and the Virginia Business Higher Education Council with the goal of facilitating the readiness of students, employers and institutions to participate internships and work-based learning.

Dr. Bazemore shared the progress the program has made in the areas of student readiness, employer readiness and institutional readiness. VTOP procured a state-wide staffing agency to help smaller businesses with recruitment and matching funds to smaller businesses. The partnership offers a mentorship training program to help employers support students. VTOP offers grants to institutions to transform federal work-study programs; other grants support the program staff on campus through professional development.

Dr. Bazemore presented the following student, employer and institutional highlights from 2023:

- Reached more than 1,000 users on the student and employer readiness modules.
- Funded and made operational all nine state regions.
- Recognized 100 top employers on Virginia Internship Day.
- Reached more than 30 employers using the state staffing agency.
- Awarded more than one million dollars in grants.

Dr. Bazemore outlined the plans for 2024:

- Hire additional staff to handle the volume of work.
- Expand the Commonwealth of Virginia Connection Program.
- Address data collection needs and legislative outcomes.
- Increase the number of students and employers.
- Award more than \$3 million in grants to institutions.
- Utilize the Metropolitan Educational Research Consortium.

Members asked about outcomes, capacity and data reporting. Dr. Bazemore stated that a workgroup is working on these questions now. Deputy Education Secretary, Nicholas Kent addressed some of the questions. Mr. Kent shared that the governor's introduced budget concentrates on building capacity at the institutional level through grants to create pillars and metrics for outcomes.

REMARKS FROM WILLIAM & MARY'S PRESIDENT, KATHERINE ROWE

Mr. Ampy welcomed President Rowe who joined the meeting to speak about current initiatives at William & Mary.

Dr. Rowe began her remarks by sharing her internship vision. The commitment from the Council of Presidents is a paid internship for each student without extended time to degree. Dr. Rowe stated that she wants the message to students to be that they can come to Virginia for college, develop a relationship with an employer and stay when they graduate. William & Mary is committed to hands-on and experiential learning. Internships should be paid, mentored and transcribed. Their goal is to provide access to funded internships in all William & Mary departments by 2026. Dr. Rowe sees this initiative as an opportunity to build on strengths and existing relationships in higher education and business. William & Mary's Chief Careers Officer oversees internship and work-based learning. The institution has collected significant gifts to support funded internships.

President Rowe discussed making William & Mary more affordable and the institution's commitment to meet the full demonstrated need of Pell-eligible students. Their goal is to have 20% of their student population be Pell-eligible. William & Mary is part of the Posse Initiative program that provides scholarships and leadership opportunities to underserved potential college students. William & Mary also launched the Commonwealth Impacts Partnership Outreach program to identify high-achieving students in limited income high schools to accept into the William & Mary Scholars program.

President Rowe discussed the new School of Computing and Data Science that William & Mary will bring before Council. This effort is a reorganization to be more efficient and to meet labor needs. There is large growth in computer and data science-applied science and physics, and William & Mary is bringing these disciplines together to meet the high demand more effectively.

General Jumper asked President Rowe about education leadership training. He asked her thoughts on a Ph.D. track in education leadership. She offered to have the dean of the William & Mary Education department address the Council.

CLOSED SESSION

Mr. Ampy motioned for Council to go into closed session by stating pursuant to Virginia Code § 2.2-3711 (A)(1) and § 2.2-3711 (A)(8), the State Council for Higher Education of Virginia convene a closed meeting for the purposes of discussion and consideration of prospective candidates; assignment, appointment, promotion, performance of specific employees of the Council; and consultation with legal counsel regarding legal

matters in connection with the first matters. After a unanimous roll call votes, Members convened in a closed session.

Upon reconvening in the public meeting, Mr. Ampy stated the following:

We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEY certify that, to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.

A roll call vote determined that no member had a statement of departure to record.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

In the interest of expediency, Ms. Oldham proposed the Council consider the following four resolutions carried over from the Academic Affairs committee as a whole.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Health Sciences (CIP code: 51.0000), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Mechanical Engineering (CIP code: 14.0901), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia does not grant approval to James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP 13.0411).

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Health Sciences (CIP code: 51.0000), effective fall 2024.

The motion from Ms. Oldham was seconded by General Jumper and approved unanimously by the Council.

Report from the Resources and Planning Committee

Mr. Ampy stated that because there was not a quorum in the resources and planning committee, the full Council would consider the action item on Budget and Policy recommendation changes. After a brief discussion, General Jumper motioned and Ms. O'Holleran seconded, the following resolution was approved unanimously by the Council.

WHEREAS, *Pathways to Opportunity*, the statewide strategic plan for higher education, seeks to make Virginia the best state for education by 2030; and

WHEREAS, Virginia's higher education system is a shared responsibility of the state, institutions and students and families to reach the highest levels of performance and accountability; and

WHEREAS, budget recommendations for the 2024-26 biennium focus on improving access, affordability, student success, labor market outcomes and institutional efficiencies and effectiveness; now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed budget and policy recommendations for the 2024-26 biennium, as amended and adopted on January 9, 2024.

Mr. Ampy announced that they would put off receiving the update on the statewide strategic plan.

RECEIPT OF REPORT OF THE INTERIM AGENCY DIRECTOR

Dr. Edwards briefly shared the Director's report and added his gratitude to Council members Harker, Miles and Jumper for their participation in the 2023 SCHEV Board of Visitors Orientation. He also touched on the upcoming Outstanding Faculty Awards on March 5, 2024, at Lewis Ginter Botanical Garden. The full director's report is found on page 161 in the agenda book.

RESOLUTION OF APPRECIATION FOR RETIRED AGENCY DIRECTOR

Mr. Ampy read a resolution in honor of former Director of SCHEV, Peter Blake. General Jumper motioned, Ms. Harker seconded, and the resolution was approved unanimously.

OLD BUSINESS

No old business.

NEW BUSINESS

No new business.

RECEIPT OF PUBLIC COMMENT

No public comment.

MOTION TO ADJOURN

The meeting adjourned at 3:30 p.m.

Ken Ampy
Council Chair

Kristin Whelan
SCHEV Staff

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
George Mason University	Graduate Certificate Programs Approved: <ul style="list-style-type: none">• Machine Learning for Embedded Systems (11.0102)• Microfabrication (15.1601)• Smart Grid Technology (14.1099)	Spring 2024
James Madison University	New Degree Program Not Approved: <ul style="list-style-type: none">• Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Media Arts and Design (09.9999)	November 29, 2023
Old Dominion University	Graduate Certificate Program Approved: <ul style="list-style-type: none">• Teacher Leadership (13.1299)	Spring 2024
Radford University	Post-Professional Certificate Approved: <ul style="list-style-type: none">• Educational Leadership (13.0401)	Spring 2024
Radford University	Program Modification Approved: <ul style="list-style-type: none">• Add an online delivery format to the Master of Social Work (MSW) in Social Work (44.0701)	Spring 2024

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Bachelor of Science (BS) degree program in Construction Engineering and Management (14.3301) from 134 credit hours to 124 credit hours 	Fall 2024

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:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Degree Designation Discontinuance Approved: Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Astronomy (40.0201). [Council Approval Date:05/22/2002]	Spring 2024
George Mason University	Program Discontinuance Approved: <ul style="list-style-type: none"> Master of Science (M.S.) degree program in Information Security and Assurance (11.1003). [Council Approval Date: 04/08/2003] 	Spring 2024-Fall 2026
Old Dominion University	Program Discontinuances Approved: <ul style="list-style-type: none"> Graduate Certificate in Arts and Entrepreneurship (50.1001) Graduate Certificate in Health and Humanities (24.0199) Graduate Certificate in Social Justice and Entrepreneurship (30.9999) 	Spring 2024

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
Old Dominion University	Reorganize the Darden College of Education and Professional Studies to close the Department of Communication Disorders and Special Education . The department closure will	December 15, 2023

Institution	Change/Site	Effective Date
	“close a department that is no longer needed” as the faculty and academic programs have been relocated to other academic units.	
Old Dominion University	Rename the Department of Human Movement Sciences to the Department of Human Movement Studies and Special Education . ODU indicates that the rename will “accurately reflect the academic programs offered by the department” and “ensure the location of the special education academic programs is known internally and external to the university.” In addition, the term “studies” is more appropriate as it accurately reflects the academic areas the unit currently oversees.	December 15, 2023
Radford University	Rename the School of Nursing to the College of Nursing . Radford indicates that the rename will “ensure the unit utilizes the same nomenclature as the other independent academic units at the university.”	January 15, 2024
Virginia Polytechnic Institute and State University	Create the Department of Neurosurgery . The Department will reside in the Virginia Tech Carilion School of Medicine. The establishment of the Department will provide an “academic unit, with a department chairperson, that has a focus solely on neurosurgery.” Establishment of the department will align the organizational structure of the medical school Virginia Tech’s SCHEV peer institutions “as all of the institutions, with the exception of two have a department dedicated to neurosurgery.” The establishment of the department will necessitate hiring three (3) staff. The positions are current vacant lines in the school. The cost for the positions is \$1,456,250. The Carilion Clinic will provide all funding needed for the new positions and other costs needed to establish and operate the department in the first three years of operation.	December 1, 2023

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

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

Institution	Location	Effective Date
1st Providence Healthcare Training	Woodbridge, VA	August 29, 2023
Tidewater Medical Training	Hampton, VA and Virginia Beach, VA	August 29, 2023
Tidewater Tech – Little Creek	Norfolk, VA	November 15, 2023
Total Cyber Academy	Fairfax, VA	August 29, 2023
Virginia Center for Montessori Studies	Richmond, VA	September 5, 2023

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Location

Institution	Location	Effective Date
University of Maryland Global Campus (UMGC)	Fort Lee, VA and Fort Eustis, VA	September 21, 2023

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Provisional to Full Certification

Institution	Location	Effective Date
Lincoln Memorial University	Ewing, VA	September 15, 2023

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SEARCH COMMITTEE FOR THE NEXT AGENCY DIRECTOR
JANUARY 29, 2024**

DRAFT MINUTES

Ms. Harker called the meeting to order at 1 p.m. in the SCHEV Main Conference Room on the 9th floor of the James Monroe Building in Richmond. Committee members present: Gilbert Bland (virtual), Aimee Guidera, Victoria Harker, Taylor Reveley, IV and Katharine Webb. Committee members participating remotely: Gil Bland and Cheryl Oldham. Committee members absent: John Broderick.

Staff members present: Laura Osberger and Kristin Whelan.

Others present: Deborah Love (Office of the Attorney General/OAG). Representatives from the search firm, Isaacson, Miller: Karen Avery, Keight Kennedy and Melissa DePretto Behan.

CALL TO ORDER

Ms. Webb and Ms. Harker called the meeting to order at 1 p.m.

After confirming there were enough committee members present for a quorum, Ms. Harker called for an action to allow committee members to participate remotely. On a motion by Ms. Harker and seconded by Ms. Webb the committee moved that pursuant to Council's Bylaws regarding electronic participation in meetings and to § 2.2-3708.3 of the Virginia Freedom of Information Act, the search committee may approve the remote participation of all members not in physical attendance, provided that each off-site member's reason for remote participation meets one of three provisions: (i) for a disability/medical condition of the member or a family member; (ii) because the member's principal residence is more than 60 miles from the meeting location; or (iii) due to a personal matter of the member.

Ms. Oldham and Mr. Bland both stated that they reside outside of the sixty-mile limit from the meeting location. The committee voted unanimously to accept the virtual participation of Ms. Oldham and Mr. Bland.

PUBLIC COMMENT

Ms. Harker asked if there was a request for public comment. It was determined that no public comment was requested.

CLOSED SESSION

The committee moved to convene a closed session. On a motion by Ms. Harker, seconded by Ms. Webb, the committee moved that that the Search Committee for the Director of the State Council of Higher Education for Virginia convene in closed session pursuant to § 2.2-3711.A.1 for the purpose of the discussion, consideration, or

interviews of prospective candidates for employment; and Pursuant to § 2.2-3711.A.8 for consultation with legal counsel regarding the same.

After a roll call vote, the motion was approved unanimously.

Upon resumption of the open meeting, Ms. Harker advised that FOIA required members to affirmatively certify individually that, during the closed meeting, to the best of each's knowledge (i) only public business matters lawfully exempted from open meeting requirements under § 2.2-3711 A.6., and (ii) only such public business matters as were identified in the motion were heard, discussed or considered. After a roll call vote members certified unanimously that all relevant closed-meeting requirements had been followed and satisfied.

NEXT STEPS

Committee members briefly discussed dates for the next meeting. It was determined that meeting dates and arrangements would be made by Ms. Osberger and communicated to Council members.

Ms. Harker adjourned the meeting at 3 p.m.

Victoria Harker
Committee Co-Chair

Katharine Webb
Committee Co-Chair

Kristin Whelan
SCHEV Staff



George Mason University President Gregory Washington leads Virginia's largest and most diverse public university, with enrollment growing to nearly 40,000.

Dr. Washington launched his Mason presidency in July 2020 with a series of initiatives to create new academic and entrepreneurial pathways for all Virginians. He also opened or broke ground on academic facilities on all three Virginia campuses and

established a task force to ensure fairness in university practices and policies.

Dr. Washington strengthened Mason's commitment to access by creating the Mason Virginia Promise (MVP), a pathway to a Mason degree or help starting a business for any Virginian who aspires to either goal. MVP expands Mason's national award-winning ADVANCE Program Partnership with Northern Virginia Community College to select community colleges throughout the state.

On Mason's campus in Arlington, now known as Mason Square, Dr. Washington marshaled the largest public-private partnership in Mason's history, Fuse at Mason Square. On the Fairfax Campus, Mason in November 2022 established the first College of Public Health in Virginia. And on the Science and Technology Campus in Manassas, the university developed partnerships to simultaneously break ground on the new Life Sciences and Engineering Building and the Innovation Town Center and University Village at Innovation projects.

Dr. Washington is the former engineering dean at Ohio State University and the University of California, Irvine. In February 2023, he was elected to the National Academy of Engineering, the highest engineering honor in the country.

State Council of Higher Education for Virginia Agenda Item

Item: #IV.D. – Council – Conversation with the Student Advisory Committee: Critical Issues Impacting Students

Date of Meeting: March 19, 2024

Presenters: Tom Allison
Assistant Director for Finance & Innovation
tomallison@schev.edu

Emily Salmon
Acting Director of Strategic Planning and Policy Studies
emilysalmon@schev.edu

Representatives from the Student Advisory Committee

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Purpose of the Agenda Item:

The purpose of this item is to afford Council an opportunity for dialogue with students who are members of its Student Advisory Committee (SAC). Council will discuss with SAC representatives the critical issues impacting students. These issues will include campus safety, college affordability and mental health, as well as diversity, equity and inclusion. Staff provides the information in the Background/Summary section below as context to facilitate discussion of these and other issues, both generally and in relation to the statewide strategic plan specifically.

Background Information/Summary of Major Elements:

As authorized in the *Code of Virginia* (§ 23.1-201), the SCHEV director appoints a Student Advisory Committee (SAC), consisting of student leaders from public higher education institutions and accredited private institutions. Members are nominated by their institutions' presidents and confirmed by SCHEV staff. The committee advises the agency director on system-wide issues of concern to Virginia students.

Through March 2024, the 2023-24 SAC had met three times. Prior to the first meeting, members completed a survey to identify issues of concern to Virginia college students. Results from the survey informed the agendas of the committee's meetings and the formation of subcommittees. Members organized themselves into four subcommittees: (i) campus safety; (ii) college affordability; (iii) diversity, equity and inclusion; and (iv) mental health.

Staff provides the information herein to facilitate a conversation between Council and SAC representatives about the challenges that students face and the supports on campus that help them work through those challenges. The students also anticipate that the discussion will encompass topics on which they believe additional supports are needed.

The conversation will support Council's interest in hearing periodically from the SAC on various topics, as well as on ongoing efforts to implement relevant strategies of the statewide strategic plan.

Materials Provided: None

Financial Impact: N/A

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

This agenda item reflects broad themes from the statewide strategic plan pertaining to "strengthening student support services" and to achieving its goals of equitable higher education (close access and completion gaps) and transformative higher education (cultivate a climate of inclusion).

Timetable for Further Review/Action:

Notwithstanding subsequent conversations with SAC representatives that Council might request, the outcomes of this conversation and Council's reflections thereon throughout the year may inform members' development of future budget and/or policy recommendations to the Governor and General Assembly.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: March 19, 2024

Presenter: Dr. Alan Edwards
Interim Director
alanedwards@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 Interim 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
Interim director's report
March 19, 2024**

2024 General Assembly: The 2024 session of the Virginia General Assembly began January 10, with a scheduled end date of March 9. At Council's March meeting, staff will provide additional information on the session, including the disposition of relevant legislation, the status (if not contents) of the next state budget and the new responsibilities assigned to SCHEV in passed legislation. Throughout the session, staff monitored committee and subcommittee meetings, provided presentations (see below) and prepared bill reviews for the Education Secretariat and fiscal impact statements for the Department of Planning and Budget.

At the request of the Education Subcommittee of the Senate Finance and Appropriations Committee, staff provided presentations at each of its first three meetings. On January 16, Tom Allison presented Council's budget and policy recommendations for the next biennium; on January 23, Lee Andes presented on state student-aid programs generally and the Pell initiative specifically. On January 30, Alisha Bazemore presented on the benefits to students of the Virginia Talent + Opportunity Partnership (V-TOP) internship/work-based learning initiative.

General Professional Advisory Committee (GPAC): I convened the public-institution chief executives in January and February. At January's meeting, staff of the Joint Legislative Audit and Review Commission (JLARC) discussed the new study of higher-ed cost efficiency, and agency staff discussed the legislative session, the Pell initiative and draft disability-accommodation guidelines. In February, Attorney General Jason Miyares discussed his November 2023 letter regarding antisemitism on campuses, and attendees discussed Governor Glenn Youngkin's executive order (EO 30) on artificial intelligence (AI) in education and his executive directive (ED 5) on AI in state government, as well as postsecondary-related results from the winter Commonwealth Poll and proposals for faculty early-retirement incentive plans. Secretary of Education Aimee Guidera and Deputy Secretary Nicholas Kent participated in the AI and retirement-plan discussions.

Virginia Outstanding Faculty Awards (OFAs): In partnership with Dominion Energy, SCHEV hosted the 38th annual OFA ceremony and luncheon on March 5 at Lewis Ginter Botanical Gardens in Richmond. Council member Jason El Koubi participated; Council member Delceno Miles was scheduled but ultimately was unable to participate. Mr. El Koubi and former director Peter Blake, who stood in for Ms. Miles, read the names of the 11 recipients, who represented an array of academic disciplines at five public universities, two community colleges and one private nonprofit institution. Hunter Applewhite, president of the Dominion Energy Charitable Foundation, provided remarks, as did Deputy Secretary Nicholas Kent, who also brought greetings from the Governor. Dr. Julie McConnell, a 2023 OFA recipient from the University of Richmond, served as the guest speaker.

Agency reports: Since Council's January meeting, staff have published five reports: the annual reports of: (i) the Office of the Qualified Education Loan Ombudsman; (ii) the orientation for recent appointees to public institutions' governing boards; (iii) Council's budget and policy recommendations for the next biennium; (iv) the New Economy Workforce Credential Grant (WCG) program; and (iv) the production of STEM-H degrees. These reports are accessible on SCHEV's website at: <https://www.schev.edu/research-publications/reports-and-publications>.

Agency grants: In February, the agency awarded 27 grants – three via the Fund for Excellence and Innovation (FFEI) and 24 via the V-TOP initiative. FFEI grants of \$75,000 each were awarded to three sets of collaborating postsecondary and secondary education providers to create opportunities for student pathways in artificial intelligence. V-TOP grants of \$100,000 each were awarded to 12 public four-year institutions for student support services to remove barriers to internships and work-based learning (WBL), and another 12 awards were made to public four-year institutions to facilitate the collection of internship/WBL data.

NGA award: Based on a submission to the National Governors Association (NGA) Center for Best Practices, which was developed by staff from SCHEV, the Department of Human Resource Management (DHRM) and the Office on Workforce Development, Virginia was selected for the NGA's Skills in the States Community of Practice (CoP). This effort is bringing together a cohort of states to learn about skills-based hiring strategies and emerging best practices for talent development, with a focus on the state government workforce.

Training for campus health-care professionals: In January, SCHEV continued its partnership with the Virginia Mental Health Access Program (VMAP) by offering a free webinar to campus-based health-care professionals on managing attention deficit hyperactivity disorder (ADHD) in college-aged youth. Sixty on-campus physicians, nurse practitioners and physician assistants participated in the training and received continuing medical-education credit. The course will improve participants' ability to diagnose and treat adolescents and young adults who have ADHD, which is co-morbid with anxiety. A second webinar (Managing Depression in College-Aged Youth) is scheduled for late-May.

Staff meeting: Agency personnel convened on February 15 for the first staff meeting of 2024. On behalf of the Youngkin administration, Secretary Aimee Guidera offered appreciation for staff's efforts related to the legislative session specifically and SCHEV's ongoing activities generally, as well as thoughts on the year ahead. She also introduced Deputy Secretary Nicholas Kent, Assistant Secretary Zach Jacobs and Special Assistant Alyson Buckner. The meeting served to launch discussions of staff priorities for 2024 and to narrow the strategies for addressing those priorities. Recently-hired staff and interns were acknowledged, as were staff who had reached one year of SCHEV employment.

Interim-director “out and about” activities: In January, the agency section directors and I hosted Stephen Pruitt, president of the Southern Regional Education Board (SREB) and Lee Posey, SREB vice president for state strategies and policy, for a conversation on SREB’s priorities for 2024 and how those priorities intersect with SCHEV’s. I participated in January and February meetings of the Virginia College Building Authority (VCBA) board, on which the SCHEV director serves as an ex officio member, and the meeting of the Virginia Sea Grant’s Research and Education Advisory Committee (REAC). I also participated in meetings at the Virginia Economic Development Partnership (VEDP) convened by Council member and VEDP president Jason El Koubi to facilitate stakeholder discussion of the Virginia Office of Education Economics (VOEE) and the goals, strategies and potential initiatives of VEDP’s next strategic plan.

State Council of Higher Education for Virginia Agenda Item

Item: #IV.F – Council – Discussion of the 2024 General Assembly Session and New SCHEV Duties

Date of Meeting: March 19, 2024

Presenter: Grace Khattar
Senior Associate for Finance Policy and Government Relations
gracekhattar@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 facilitate Council discussion of higher-education-related legislation from the 2024 session and new duties assigned to Council and/or the agency by the 2024 General Assembly.

Background Information/Summary of Major Elements:

On January 10, the Virginia General Assembly convened, with adjournment slated for March 9. Chamber-approved legislation “crossed over” on February 14.

As this item was being prepared in early March, the Senate and House committee-approved budgets were available, but the conference-committee budget was not yet available. Staff will continue to monitor the status of a conference-approved budget.

Reconvened Session is scheduled for April 17.

Materials Provided:

None enclosed. At the meeting, staff will provide in hardcopy:

- a list of higher-ed bills passed the 2024 Virginia General Assembly that are awaiting action from the Governor; and
- new or revised duties assigned to Council and/or the agency based on actions of the General Assembly.

Financial Impact: TBD

Timetable for Further Review/Action:

At the May meeting, staff will review relevant developments from the Reconvened Session in April.

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

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #IV.G. – Council – Discussion of Executive Order 30 (Artificial Intelligence in Education)

Date of Meeting: March 19, 2024

Presenter: Emily Salmon
Acting Director of Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

- No previous Council review/action**
 Previous review/action

Date:

Review:

Purpose of the Agenda Item:

The purpose of this item is to inform Council discussion of Governor Youngkin’s *Executive Directive Number Five* and subsequent *Executive Order Number Thirty* as these edicts pertain to artificial intelligence (AI) in higher education. The information below summarizes complementary efforts and is intended to facilitate Council’s discussion of these topics and its counsel to staff regarding next steps.

Background Information/Summary of Major Elements:

In September 2023, Governor Youngkin issued [*Executive Directive Five \(ED 5\): Recognizing the Risks and Seizing the Opportunities of Artificial Intelligence*](#). The directive calls for various AI-related activities both within and facilitated externally by state government, to include:

- “Promote guidelines for the use of AI tools which would impact learning and prohibit cheating;”
- “Examine potential uses of AI tools for personalized tutoring;”
- “Include AI-related topics in technology, computer science and data analytics courses in K-12 and higher education;”
- “Ensure that Virginia’s K-12 students are prepared for future careers that involve AI, including partnerships;” and
- “Support opportunities for Virginia colleges and universities to contribute to AI research and training, through collaborations with other academic institutions, private companies and government agencies.”

ED 5 and its call for the above activities informed the latest round of grants from SCHEV’s Fund for Excellence and Innovation (FFEI), which in December solicited proposals for “Creating Student Pathways for Opportunities in AI.” Three teams of

collaborating education providers received FFEI grants in February. Each awardee is expected to: (i) create new or expand/strengthen existing activities between secondary and postsecondary education in AI-related student outreach, academic integration and/or labor-market alignment; (ii) assess the impact of the supported activities; and (iii) share the results. The primary goal is to influence the readiness of current and future students for work and life involving artificial intelligence.

After the FFEI proposal call closed, Governor Youngkin issued *Executive Order Thirty: Implementation of Standards for Safe Use of AI Across the Commonwealth*. EO 30, and its guiding principles, directs the Virginia Department of Education (VDOE) and SCHEV, in consultation with the Virginia Community College System (VCCS), to develop and issue tools, instructional resources and support as needed under its Education Guidelines to provide necessary assistance around the considerations, implementation and use of AI at all levels of education.

The *EO 30 Education Guidelines* further outline VDOE's and SCHEV's ongoing responsibilities to:

- Create advisory resources, including policy and protocols best practices, for generative AI that are continually updated and modified.
- Create processes for tiers and rules at which approval is given for use of AI tools.
- Develop stakeholder training toolkits and workshops for governing bodies, educators, families, and students on AI, its capabilities and limitations.
- Spotlight success stories where AI is being used well in K-12 and higher ed including a resource bank of such best practices/pilots, etc.
- Host conversations with educators, institution leaders, and governing board members on how schools can best prepare students to thrive in AI-infused world on topics such as ethical use of AI and digital citizenship, integration into curriculum establishing policy conditions for effective use.
- Provide expertise to the field including on what AI tools are most applicable and encouraged for use in K-12 and/or higher education.

Virginia is one of only five states where guidance on AI in education has been issued. As such, the Commonwealth possesses the opportunity to lead the nation in best practices. In addition to state efforts, the U.S. Commerce Secretariat recently announced a consortium dedicated to AI safety. The new Federal AI Safety Institute Consortium will be housed within the National Institute of Standards and Technology (NIST). It is comprised of public and private entities including higher education institutions, one of which is George Mason University.

Staff's solicitations to SCHEV's advisory committees yielded four sets/categories of preliminary feedback: (i) desire to coordinate and share best practices via a learning-community type environment; (ii) support for experimentation via pilot projects and for professional development; (iii) concerns about whether/how VITA (Virginia Information Technologies Agency) policies on AI will apply to public higher-ed institutions or how guideline implementation will create bureaucracy and/or pose procurement challenges and financial burdens; and (iv) acknowledge that geographic constraints on AI/cloud systems exist for institutions in rural communities.

Next Steps: In the coming weeks, SCHEV, VCCS and VDOE will convene with the Secretary of Education to coordinate the development and implementation of the above deliverables. To that end, staff contemplates the development of a SCHEV-coordinated taskforce (8 – 12 members), with a primary purpose of providing high-level perspectives from “big thinkers” on the direction of AI in higher education and AI in industry, as well as to assist in building a foundation to address the *EO 30 Education Guidelines*.

Input from Council:

As staff meet and confer with SCHEV partners, work to outline a process and identify members of a potential taskforce, staff seeks input from Council on:

- government/policy, industry and/or education representatives to consult;
- advisory resources for generative AI of which members are aware;
- organizations with which SCHEV might partner to develop stakeholder training toolkits and workshops; and
- members’ thoughts/feedback to share with the Secretariat (and VDOE; VCCS).

Materials Provided:

Members may access relevant documents at the following links:

- **Executive Directive Five:** <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/ed/Executive-Directive-No.-5---Recognizing-the-Risks-and-Seizing-the-Opportunities-of-Artificial-Intelligence.pdf>
- **Executive Order 30:** <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/eo/EO-30.pdf>
- **Executive Order 30 Education Guidelines:** <https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/AI-Education-Guidelines.pdf>

Financial Impact: TBD

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

This item relates most closely to the plan’s Transformative goal: Increasing the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. Specifically, it connects to support for experiences that improve students’ employment outcomes and the improvement of alignment between postsecondary academic programs and labor market outcomes (e.g., AI as a rapidly evolving industry). Given that predictive and generative AI already touch almost every aspect of work, the item increasingly impacts the plan’s other two goals: closing access and completion gaps and lowering costs to students.

Timetable for Further Review/Action:

Staff will provide regular updates to Council on work on *EO 30*.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #IV.H. – Council – Update on a Council Priority Initiative: Civic Education in Virginia

Date of Meeting: March 19, 2024

Presenters: Dr. Jodi Fisler
Senior Associate for Assessment Policy and Analysis
jodifisler@schev.edu

Dr. Chapman Rackaway
Professor and Chair, Department of Political Science, Radford University
crackaway@radford.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 24, 2023

Action: Council discussed SCHEV’s role in civic engagement and the 2023 Day of Dialogue event.

Purpose of the Agenda Item:

The purpose of this item is to provide Council with additional information about civic education in Virginia. Members will learn about an initiative underway at Radford University to assess the civic awareness of incoming students so that university faculty and staff can design civic learning experiences that better meet students’ needs.

Background Information/Summary of Major Elements:

SCHEV’s “Policy on Student Learning Assessment and Quality in Undergraduate Education” requires all public institutions to assess their undergraduate students on six core competencies, one of which is civic engagement. This competency was added to the policy as part of extensive revisions adopted in 2017. The inclusion of civic engagement as a required competency was grounded in the 2014 iteration of *The Virginia Plan for Higher Education*, which made two specific references to civic engagement.

A presentation at the October 2023 Council meeting described how SCHEV staff have supported institutions in meeting the expectations of the assessment policy with respect to civic engagement. In the discussion that followed that presentation,

Council members expressed interest in the alignment of civic learning across K12 and higher education.

Materials Provided:

- None included; Council will receive a presentation at the meeting.

Financial Impact: N/A

Timetable for Further Review: N/A

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

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

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #IV.I. – Council – Update on the Rollout of the New FAFSA

Date of Meeting: March 19, 2024

Presenter: Lee Andes
Interim Director for Finance Policy and Innovation
leeandes@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: September 18, 2023

Action: Council reviewed the federal *FAFSA Simplification Act*.

Purpose of the Agenda Item:

The purpose of this item is to provide Council with a broad understanding of the purpose and projected results of the federal *FAFSA Simplification Act*, with a focus on updated information on the new federal-aid application's rollout, implementation and impacts on students and institutions.

Background Information/Summary of Major Elements:

One of the first steps in accessing higher education, particularly for low- and middle-income students, is to complete the federal Free Application for Federal Student Aid (FAFSA). This form is commonly used to determine students' eligibility for need-based financial aid; however, its complexity can present a barrier for many students when they begin to consider higher education.

For over a decade, the federal government has been improving and simplifying the FAFSA. Previous steps have resulted in reducing the form's number of questions and enabling the download of family financial information directly from the Internal Revenue Service (IRS). These previous steps were largely successful *adjustments* to the process; however, this latest effort represents a near complete *overhaul* of the system, including further reduction of questions on the form and enhanced linkage to the IRS, but also changes in the terminology and calculations of student financial strength.

The number of questions on the FAFSA form have been reduced by maximizing use of information available from the IRS. Major changes in the calculation include: recognition of some business and farm assets; ceasing consideration of the number of family members in college; and increasing the circumstances that assign the automatic maximum Pell grant and adjust income protection allowances.

Each of these steps has an impact on the resulting calculation or assignment of family financial strength, previously represented by the Expected Family Contribution, or EFC. This calculation is now renamed the Student Aid Index, or SAI, to better reflect the intent of the calculation. These numbers are then used to determine student financial need and eligibility for most forms of need-based financial aid.

Another significant change is the introduction and use of a negative 1,500 SAI, which recognizes that some families live below the poverty level and may need basic living assistance while enrolled in higher education. Combined, the changes have increased eligibility for aid for some students (mostly Pell-eligible students) and reduced it for others (primarily middle- and high-income families).

Projected Impact on Virginia

SHEEO (State Higher Education Executive Officers) used data provided by the National Postsecondary Student Aid Study (NPSAS), which represented an over-sampling of 2016 data on students from specific states, including Virginia. Like others undertaking such exercises, SHEEO created its own assumptions for calculating student financial strength based on the reported changes under the SAI formula. SHEEO then was able to estimate student need under the EFC model and then compare that to student need under the new SAI model. (Please be aware that all such calculations represent estimates and approximations of the impact of moving from an EFC formula to the SAI.)

SHEEO found that the number of students qualifying for the Pell grant increases materially under the new SAI. This impact was more dramatic for Virginia’s public two-year colleges (23.5% increase in Pell eligibility) but still represented a large increase at Virginia’s public four-year institutions (11.8%). The number of students losing Pell eligibility is minimal at 0.3% and 0.1%, respectively. The increase is largely due to an expansion of the automatic assignment of the maximum Pell grant to applicants meeting specific income criteria. Pell-eligible students also will qualify for larger Pell awards under the new SAI model than under the previous EFC model.

PUBLIC 2-YEAR		
	Count	Percent
Pell Eligibility (old)	60,290	55.7
Pell Eligibility (new)	85,420	78.9
Loss of Eligibility	350	0.3
Gain of Eligibility	25,480	23.5
PUBLIC 4-YEAR		
	Count	Percent
Pell Eligibility (old)	47,700	43.5
Pell Eligibility (new)	60,560	55.2
Loss of Eligibility	80	0.1
Gain of Eligibility	12,940	11.8

2023 SHEEO analysis of NPSAS data

For most middle- and high-income applicants, the impact is reversed. Under the new SAI formula, most of these applicants were assigned a much higher SAI than EFC. As

a result, middle-income students, particularly those assigned an EFC of \$13,000 or above under the old model, could move from qualifying for need-based aid to barely qualifying for a subsidized student loan. These results are primarily due to the formula no longer adjusting for multiple members of the family attending college and the new inclusion of small business and farm assets in the calculation.

	\$9,001-\$11,000	\$11,001-\$13,000	\$13,001-\$15,000	>\$15,000
Average SAI	\$14,568	\$14,518	\$24,543	\$47,436
Median SAI	\$10,937	\$13,864	\$22,549	\$35,286

While specific results are pending, the net result under the new SAI formula is that lower-income students will benefit most from the changes. Institutions and states – such as Virginia – having a high-tuition / high-aid model will find it more difficult to award middle-income students.

Virginia policy changes

Following Council’s September discussions, the Governor’s introduced budget and the House and Senate budget proposals all included language to ensure the following:

- The SAI will be recognized as the equivalent of EFC whenever referred to in state law.
- Returning students who have been receiving state financial aid under the EFC calculation can be held harmless and considered for state aid equivalent to prior year awards. This assurance is intended to minimize the possibility of returning students having to drop out due to loss of assistance.
- The state and institutions will use no less than a zero SAI for state need-based aid calculations since state aid is restricted to tuition and fees and cannot be used for other basic needs.

Implementation of “Better FAFSA, Better Future”

The Better FAFSA, Better Future project (Better FAFSA) is intended to ease the application’s completion and submission process; however, the initial implementation period has been challenging.

While the aid-application season is traditionally scheduled to start October 1 each year, the release of the Better FAFSA application was projected to be delayed into December and no firm release date was provided. Complicating the efforts of institutional and access professionals to prepare, no release date was provided until late December, during the winter break when communication and access to students is minimal.

The subsequent soft release of the Better FAFSA was accompanied by application black-out times, waiting lists and application glitches. These issues served to frustrate applicants and parents, with a heavier impact on first-time applicants and those with more complicated family dynamics. Release of needed FAFSA results to the institutions was initially scheduled for mid- to late-January; however, the release has been delayed further after errors were found in the SAI calculation.

As the glitches were addressed, the application process improved week-to-week. The most significant ongoing issues pertain to the creation of the initial accounts needed to start the FAFSA; completion of the FAFSA form for families consisting of one or more parents without a Social Security Number (SSN); and delivering the needed results to the institutions. Resolving the calculation errors resulted in further delays in the release of information to the institutions, which now is anticipated to be mid-March.

Some institutions responded by adjusting application deadlines; some are making estimated award packages; and nearly all are saying they will work with late applicants to the extent possible. The delayed release of the FAFSA information is reducing the amount of time available for institutions to compile and prepare the data for awarding aid and working with students on any needed verification or adjustments. Further delays of any kind will make it very difficult to meet the traditional May college decision dates.

Due to the compressed financial-aid timeline, the federal government has provided some relief by reducing verification requirements, suspending all new program reviews and providing recertification flexibility. The federal government has also provided weekly updates on FAFSA issues and funding to pay for consultants assisting under-resourced institutions. Additional staff also have been provided to federal student-aid call centers.

Summary

Improvements to the FAFSA have been long overdue, and this latest effort was particularly ambitious. For this implementation year, concern is growing that fewer students will complete the federal FAFSA, which may translate to a loss of enrollment and opportunity for under-represented students. Looking forward, staff projects that institutions and students should see much improvement in the second year of implementation, and the “Better FAFSA, Better Future” project may well live up to its name by year three.

Materials Provided:

See the Background/Summary section above.

Financial Impact: None at this time.

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

FAFSA simplification should minimize a barrier to enrollment and the awarding of need-based aid, which has a direct impact on the plan’s three goals – equitable, affordable and transformative, especially the affordability goal.

Timetable for Further Review/Action: None

Resolution: N/A

Items Delegated to Director/Staff

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

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Brightpoint Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> Associate of Applied Science degree program (AAS) in Radiologic Technology (51.0911) 	Fall 2024
George Mason University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> Human Capital and Human Resource Management (52.1001) Responsible Artificial Intelligence (30.3101) 	Fall 2024
J. Sargeant Reynolds Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> Associate of Applied Science degree program (AAS) in Surgical Technology (51.0909) 	Fall 2024
Radford University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Clinical Research (51.0719) 	Fall 2024
The College of William and Mary in Virginia	Facilitated Staff Approval: <ul style="list-style-type: none"> Master of Legal Studies (MLS) degree program in Law (22.9999) 	Fall 2024
University of Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Reading Education (13.1315) 	Summer 2024
Virginia Commonwealth University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> Child Welfare (44.0702) Sustainability, Health, and Healthcare (51.2211) 	Fall 2024
Virginia Polytechnic Institute and State University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Agricultural and Applied Economics (01.0103) 	Spring 2024

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:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
James Madison University	Program Discontinuance Approved: <ul style="list-style-type: none"> Bachelor of Science (BS) degree program in Community Health Education (51.1504) [Council Approval Date: 07/18/1977] 	Summer 2024
Radford University	Program Discontinuances Approved: <ul style="list-style-type: none"> Associate of Applied Science (AAS) degree program in Occupational Therapy Assistant (51.0803) [Council Approval Date: 07/01/2019] Associate of Science (AS) degree program in Physical Therapy Assistant (51.0806) [Council Approval Date: 07/01/2019] 	Summer 2024
The College of William and Mary in Virginia	Program Discontinuance Approved: <ul style="list-style-type: none"> Bachelor of Arts (BA) degree program in German (16.0501) [Council Approval Date: BCHE] 	Spring 2024

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
Radford University	Rename the Department of Accounting, Finance, and Business Law to the Department of Accounting, Finance, and Information Systems . Radford indicates that the renaming will “provide a more accurate description of the department’s overall academic focus and program offerings.”	March 15, 2024
Radford University	<u>Correction:</u> Rename the School of Nursing to the College of Nursing . Radford indicates that the rename will “ensure the unit utilizes the same nomenclature as the other independent academic units at the university.”	January 15, 2024

Pursuant to the *Code of Virginia*, § 23.1-213 to 23.1-230 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
Phlebotomy Training Specialists	Alexandria, VA	December 21, 2023