



State Council of
Higher Education for Virginia

Agenda Book

March 17 -18, 2014

Location:

Old Dominion University
Norfolk, VA



State Council of Higher Education for Virginia
Advancing Virginia through Higher Education

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Old Dominion University
Webb University Center
Potomac/York Conference Room
Norfolk, Virginia**

**March 17, 2014
2:30 p.m. – 3:30 p.m.**

Strategic Planning Task Force

1. Call to Order
2. Approval of Minutes (January 13, 2014) [Page SP1](#)
3. Update on Request for Proposals for Strategic Planning Services [Page SP4](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
STRATEGIC PLANNING TASK FORCE
JANUARY 13, 2014
MINUTES**

Mr. Smith called the meeting to order at 2:35 p.m. the tenth floor conference room, 101 N. 14th Street, Richmond, Virginia.

Task force members present: Joann DiGennaro, Heywood Fralin, G. Gilmer Minor, Carlyle Ramsey, and Julious Smith

Task force members absent: Gene Lockhart, and Pamela Moran

Other Council members present: Mary Haddad, and Steve Haner (Mr. Haner joined the meeting at 3:20 p.m.)

Staff members present: Peter Blake, Joe DeFilippo, Alan Edwards, Tod Massa, Kirsten Nelson, and Lee Ann Rung

APPROVAL OF MINUTES

On a motion by Ms. Haddad and seconded by Mr. Fralin the minutes of the October 28, 2013, meeting were approved.

UPDATE ON REQUEST FOR PROPOSALS FOR STRATEGIC PLAN SERVICES

Mr. Smith reminded members that staff was to initiate a search for a consultant to manage the strategic planning process and he asked Mr. Blake to provide an update. A Request for Proposal (RFP) was issued in November, and a pre-proposal conference for all potential bidders was held in December; the process is progressing according to the state procurement guidelines. Dr. Edwards provided an update indicating that the submission deadline had been earlier in the day (2:00 p.m.) and that the proposals would be unsealed the next afternoon. Mr. Smith, along with SCHEV staff, will begin evaluating the proposals once they have been screened for basic compliance with procurement procedures. Dr. Edwards indicated that the consultancy contract would be awarded in early February.

Mr. Blake introduced Dr. Susan Wood, who is retiring this month as Vice Chancellor for Academic Services and Research at the Virginia Community College System (VCCS). She will be retained by SCHEV to draft elements of the plan, and will work in close collaboration with the consultant throughout the process. Mr. Blake reported that SCHEV is extremely fortunate to have Dr. Wood involved and stated that she has led several strategic planning processes with the VCCS. In 1992, Dr. Wood was an Outstanding Faculty Award (OFA) recipient. Dr. Wood distributed and reviewed a

draft document containing a proposed overview of and timeline for the strategic planning process.

In order to stay within the established timeline, Mr. Smith asked that committee members provide specific comments about the handout to Mr. Blake no later than January 24.

Mr. Minor clarified that SCHEV is statutorily required to develop a systemwide strategic plan. However, Mr. Smith stressed that a portion of the systemwide plan should include the work that SCHEV has done in reviewing its duties and responsibilities.

Subsequent discussion centered on the plan's potential scope and foci. Council members discussed whether and how secondary education would be included in the strategic plan. Mr. Blake provided more information about higher education's connection to PK-12 by ensuring that students are prepared to graduate and advance to college and a career. Mr. Bland reminded members that the Governor appointed a PK-12 representative to the Council to facilitate collaboration with higher education. Mr. Fralin stressed the importance of community colleges, particularly given the decline in state funding of four-year institutions. He said that PK-12 must be involved in addressing the need for remedial education in the community colleges. Mr. Fralin also said that SCHEV should compare itself to similar organizations in other states, and felt much could be learned by including both governing- and coordinating-board structures.

Ms. Haddad expressed her hope that the consultant would interview members. Mr. Blake mentioned that the RFP required proposals to include an environmental scan, which should help address most of the matters discussed.

OVERVIEW OF TIMELINE AND WORK PLAN

Mr. Blake informed members that Dr. Wood and the new consultant would be reaching out to get feedback from each Council member.

In response to questions that were raised, Mr. Blake informed the members that the message and scope of the strategic planning process has been shared with presidents, provosts, and financial officers. He said he would actively involve Council's advisory committees throughout the process. Dr. Ramsey suggested that an update to the strategic plan be included in the next boards of visitors' orientation.

Mr. Blake answered questions from members related to input from stakeholders in the strategic planning process. He also reminded members to provide staff with feedback on the overview and timeline of the strategic planning process.

OTHER BUSINESS

Mr. Blake introduced Ms. Ashley Myers, who was hired in late December as the new Coordinator for Executive and Board Affairs.

The meeting adjourned at 3:30 p.m.

Julious Smith
Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Strategic Planning Task Force Item #3 – Update on Request for Proposal for Strategic Plan Services

Date of Meeting: March 17, 2014

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: September and October 2013; January 2014

Action: On September 17, 2013, Council passed a resolution that authorized initiation of a search for a consultant to assist with the next statewide strategic plan for higher education and delegated authority to the Council chair and staff to determine how best to proceed.

Review: On October 28, 2013, the Task Force reviewed elements of a draft request for proposal (RFP) and provided feedback in advance of the formal issuance of the solicitation.

On January 13, 2014, the Task Force received information on the receipt of proposals and plans for proposal review.

Background Information/Summary of Major Elements:

November 22, 2013: SCHEV issued an RFP for a consultant to assist with strategic-plan development and Council/agency assessment and alignment. The RFP included work in three phases:

- 1) analyses to inform the plan (i.e., environmental scanning, supply projection, needs (demands) assessment, gap analysis, and goal/strategy development);
- 2) analyses and proposals to implement the plan (i.e., environmental scanning, organization audit, proposal development); and
- 3) activities to complete the plan (i.e., preparation and dissemination).

December 13, 2013: Staff conducted a pre-proposal conference with potential bidders to review the solicitation and answer all questions. Task Force chair Joey Smith and Council chair Gil Bland participated in the conference. The RFP required all potential bidders to attend; 22 participated either in person or by conference call.

December 17, 2013: Per state protocols for addressing matters raised in the pre-proposal conference, SCHEV staff issued a formal addendum to the RFP. Nicole Shaw-Bell reviewed the document on behalf of the Office of the Attorney General. The addendum was posted on the eVa procurement website and SCHEV's website.

January 13, 2014: The proposal submission deadline occurred at 2pm; the Task Force convened at 2:30pm. Staff reported that 10 proposals had been received and that the unsealing of proposals would begin at 1pm the following day.

January 21, 2014: The RFP Evaluation Committee (Gil Bland, Joey Smith, Alan Edwards, Susan Wood, and Linda Norris) convened via teleconference to discuss members' initial reviews of proposals' compliance and completeness. Matters for clarification and/or additional information were identified for several proposals, and the corresponding bidders were notified that each had 10 days to provide the required clarification and/or information.

January 30, 2014: The Evaluation Committee convened via teleconference to discuss bidders' responses and determined that responses were sufficient to warrant moving forward with review of all proposals.

February 6, 2014: The Evaluation Committee convened at SCHEV offices to discuss members' individual reviews of proposals and to derive scores for each proposal based on the following criteria from the RFP:

- Experience and qualifications of the bidder and its personnel 25%
- Specific methodology and proposed work plan 35%
- Proposed price 20%
- Small business subcontracting plan 20%

The first two criteria yielded proposal scores from each Committee member except Mr. Bland, who was unable to participate due to unforeseen circumstances. Individual scores were totaled and averaged to produce one Committee score per proposal. The final two criteria yielded scores for each proposal derived from objective formulas. Based on the RFP requirements, the totals of the proposals' criteria scores identified at least two proposals as fully qualified and best suited. The Committee began formulation of a negotiation plan/strategy and sought guidance from the Department of General Services on proposal-specific issues.

February 25 and 26, 2014: Negotiations were initiated with the highest-scoring bidders. These bidders had been advised in advance that price would be an important component of SCHEV's considerations and that each's acceptance of the invitation to negotiate constituted their agreement to negotiate on price. Bidders were also advised that any proposal changes as a result of agreements reached in

negotiation were required in writing, along with their Best and Final Offer (BAFO). Bidders were given until 2pm on March 10 to submit amended proposals and BAFOs.

March 4, 2014: Follow-up negotiation teleconferences were held with the finalist bidders to allow the Evaluation Committee and each bidder to ask final questions and share any new information.

At the time of preparation of this agenda item, the Evaluation Committee was awaiting receipt of finalist bidders' revisions/amendments and BAFOs. The Committee planned to re-score the final-submissions/offers and make its decisions as soon as possible after March 10, at which time a Notice of Intent to Award would be posted. Such notices are standard practice and are posted for 10 days as public notification prior to execution of a contract.

Any additional information arising after preparation of this agenda item will be provided at the Task Force meeting.

Materials Provided:

None

Financial Impact:

Staff has identified existing funds within the agency budget to pay the cost of the contract. Evaluation of proposals incurred very minimal routine costs.

Timetable for Further Review/Action:

Staff will keep the Task Force informed of progress on strategic-plan development throughout the process.

Resolution:

None.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Old Dominion University
Webb University Center
James /Lynnhaven Room
Norfolk, Virginia**

**March 17, 2014
3:30 p.m. – 5:00 p.m.**

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (January 13, 2014) [Page A1](#)
3. Liaison Report
4. Action on Programs at Public Institutions [Page A10](#)
5. Action on Private and Out-of-State Postsecondary
Education Institutional (POPE) Certifications [Page A29](#)
6. Action on Program Approval Policy Addendum [Page A39](#)
7. Discussion of Data Regarding Electrical and
Mechanical Engineering Bachelor Programs [Page A42](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JANUARY 13, 2014
MINUTES**

Mr. Fralin called the meeting to order at 3:41 PM in the ninth floor main conference room, 101 N. 14th Street, Richmond, Virginia. Committee members present: Johanna Chase, Joann DiGennaro, Heywood Fralin, and Julious Smith.

Committee members absent: Gene Lockhart, Pamela Moran

Staff members present: Joseph DeFilippo, Beverly Covington, Ashley Myers, Joseph Crook, Paula Fisher, Erin McGrath, and Sylvia Rosa-Casanova

APPROVAL OF MINUTES

On motion by Ms. Chase and seconded by Ms. DiGennaro, the minutes from the October 28, 2013, meeting were approved unanimously. Dr. DeFilippo noted a change to the agenda, moving the Annual Report on Transfers to follow the Briefing on Virginia Military Student Consortium and the Liaison Report to follow discussion of the Annual Report on Transfers.

ACTION ON POLICIES AT PUBLIC INSTITUTIONS

VCU Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception

Dr. Alan Edwards presented a brief overview of this policy and introduced Dr. Monika Markowitz of VCU.

Dr. Edwards noted an absence of SCHEV policy guidance for use by public institutions in developing internal policies on employee-contract exceptions to the Conflict of Interest Act. He advised that staff review of the VCU policy had employed a reasonableness standard, which found the proposed document to be more procedural than policy-based, creating no additional restrictions or exceptions beyond those in statute. Therefore, SCHEV staff's recommendation was approval.

Mr. Fralin noted the increasing importance of this issue and the need to encourage faculty involvement. Recognizing connections between VCU's request for approval and the potential need for all of the institutions, Mr. Fralin suggested SCHEV develop a policy for all of the institutions that promotes consistency. Mr. Smith agreed that it would be useful to have policy in place that allows for consistent application across institutions.

Dr. Edwards confirmed SCHEV's ability to create such policy guidance on contract exceptions for all institutions.

Mr. Smith proposed approving the VCU policy temporarily while SCHEV develops guidelines for all institutions.

On substitution motion by Mr. Smith and seconded by Ms. Chase the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval of the Virginia Commonwealth University policy, “Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception” as amended by the VCU Board of Visitors on May 21, 2004. This approval is in effect for a period of two years, pending development of a SCHEV policy to provide guidelines to institutions governed by § 2.2-3106(C)(8).

ACTION ON MISSION STATEMENT CHANGES AT PUBLIC INSTITUTIONS

Dr. DeFilippo presented a brief overview on the different levels of mission statement changes. The four mission statement changes to be considered all consisted of intermediate level changes.

Ms. DiGennaro expressed concern that mission statements are becoming expansive in length. She said she supports these resolutions, but also supports simplification.

On motion by Ms. Chase and seconded by Ms. DiGenarro, the following resolutions were approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for George Mason University, to take effect 30 days following adjournment of the 2014 General Assembly:

A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for Richard Bland College, to take effect 30 days following adjournment of the 2014 General Assembly:

To prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the University of Mary Washington, to take effect 30 days following adjournment of the 2014 General Assembly:

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the University of Virginia, to take effect 30 days following adjournment of the 2014 General Assembly:

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- *our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;*

- *our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;*
- *our universal dedication to excellence and affordable access.*

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Master of Science (M.S.) in Management George Mason University

Dr. DeFilippo provided a summary of the proposed master's degree program in Management.

Mr. Fralin said he supports institutions that concentrate on needs of the job market.

Staff recommended adoption and on motion by Ms. DiGennaro and seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Management (CIP: 52.0101), effective fall 2014.

Bachelor of Professional Studies (B.P.S.) in Health Sciences Management University of Virginia

Dr. DeFilippo provided a summary of the proposed bachelor's degree program in Health Sciences Management.

In response to Mr. Fralin's question about the applicability of the university's code of honor to online courses, Dr. Billy Cannaday, Jr., Dean of the School of Continuing and Professional Studies at the University of Virginia, responded that it is fully applicable. In response to Mr. Fralin's question about how exams are controlled, Dr. Cannaday responded that exams are regularly conducted within the capstone experience, and therefore done in the workplace.

Staff recommended adoption and on motion by Ms. Chase and seconded by Ms. DiGennaro, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Professional Studies (B.P.S.) degree program in Health Sciences Management (CIP: 51.0701), effective fall 2014.

Bachelor of Science in Education (B.S.Ed) in Youth and Social Innovation University of Virginia

Dr. DeFilippo provided a summary of the proposed bachelor's degree program in Youth and Social Innovation.

Ms. Chase asked if there were elements of this program also included in the degree program for social work. Dr. DeFilippo said this new program is not in the same specific regulatory environment. Dr. Bob Pianta, Dean of the School of Education at the University of Virginia, stated that the focus is to draw attention on the large and growing sector that serves youth through governmental agencies and funds, foundations, and social entrepreneurship.

Ms. DiGennaro inquired about the definition of social change policy. Dr. Pianta defined social change policy as the range of policy innovations attempting to address positive outcomes with youth. They come from all sectors: education, health, public safety, etc.

Staff recommended adoption and on motion by Mr. Smith and seconded by Ms. DiGennaro, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science in Education (B.S.Ed.) degree program in Youth and Social Innovation (CIP: 19.0706), effective fall 2014.

*Bachelor of Science (B.S.) in Fish and Wildlife Conservation
Virginia Tech*

Dr. DeFilippo provided a summary of the proposed bachelor's degree program in Fish and Wildlife Conservation.

Ms. DiGenarro inquired whether the program needs accreditation by the relevant professional societies.

Dr. DeFilippo responded that except for some licensing-qualifying programs, institutions are not obligated to have programs accredited. Virginia Tech developed curriculum in accord with recommendations of the relevant professional societies.

Staff recommended adoption and on motion by Ms. DiGennaro and seconded by Ms. Chase, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Fish and Wildlife Conservation (CIP: 03.0601), effective fall 2014.

*Master of Arts in Education (M.A.Ed.) in Higher Education and Student Affairs
Virginia Tech*

Dr. DeFilippo provided a summary of the proposed master's program in Higher Education and Student Affairs.

Staff recommended adoption and on motion by Mr. Smith and seconded by Ms. DiGennaro, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts in Education (M.A.Ed.) degree program in Higher Education and Student Affairs (CIP: 13.0406), effective fall 2014.

*Bachelor of Science (B.S.) in Packaging Systems and Design
Virginia Tech*

Dr. DeFilippo provided a summary of the proposed bachelor's degree program in Packaging Systems and Design.

Ms. Chase requested further information about this program and the need surrounding it.

Dr. Paul Winistorfer, Dean of the College of Natural Resources and Environment at Virginia Tech, said the program was an outgrowth of the wood industry and their forestry program. He said the packaging industry is a \$27 billion dollar sector and is one of the largest in the Commonwealth.

Staff recommended adoption and on motion by Ms. DiGennaro and seconded by Ms. Chase, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Packaging Systems and Design (CIP: 15.1503), effective fall 2014.

*Bachelor of Science (B.S.) in Sustainable Biomaterials
Virginia Tech*

Dr. DeFilippo provided a summary of the proposed bachelor's degree program in Sustainable Biomaterials.

Staff recommended adoption and on motion by Ms. Chase and seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Sustainable Biomaterials (CIP: 03.0509), effective fall 2014.

*Doctor of Philosophy (Ph.D.) in Translational Biology, Medicine, and Health
Virginia Tech*

Dr. DeFilippo provided a summary of the proposed Doctor of Philosophy program in Translational Biology, Medicine, and Health. He emphasized that this program is an important step in boosting Virginia's ability to be nationally competitive in research.

Mr. Fralin offered positive comments on the work of the faculty and staff at the institution.

Staff recommended adoption and on motion by Ms. DiGennaro and seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Translational Biology, Medicine, and Health (CIP: 26.0102), effective fall 2014.

BRIEFING ON VIRGINIA MILITARY STUDENT CONSORTIUM

Dr. Billy Cannaday presented a brief overview on the consortium and provided background information on Governor McDonnell's proposed 2014-16 budget which includes funding for a multi-institution consortium to provide improved services and programs to veterans at participating Virginia institutions. Participating institutions/organizations are James Madison University, Old Dominion University, University of Virginia, Virginia Community College System, Virginia Tech, and SCHEV.

Ms. DiGennaro applauded Dr. Cannaday for his work and emphasized the importance of reducing red tape and allowing veterans the freedom to determine their educational path.

Mr. Fralin asked how the Council will determine whether the consortium is a success. Mr. Cannaday noted that students will be tracked through the program and there will be follow-up with employers concerning the relevance of employee credentials. Metrics will be developed based on meetings with the military services and employers.

Dr. DeFilippo will continue reports to the committee on the progress of the consortium.

Mr. Fralin suggested a report be sent to the Governor and General Assembly on the consortium.

ANNUAL REPORT ON TRANSFERS FROM COMMUNITY COLLEGES TO FOUR-YEAR INSTITUTIONS

The Annual Report on Transfers from Community Colleges to Four-Year Institutions includes information about the success of transfer students and identifies areas for improvement. Dr. DeFilippo described information contained in the report, which SCHEV has been preparing under a General Assembly mandate since 2007. The report breaks down transfers to public four-year institutions into three categories: Transfers with baccalaureate credit associate degrees; transfers with occupational/technical credit associate degrees; and transfers without degrees. Dr. DeFilippo pointed to examples from the charts and explained the data. It notes that the proportion of transfer students who have completed a transfer associate degree has increased from 27% to 30%, and that students who have completed a transfer degree have the highest probability of earning a bachelor's degree – 70% – of all transfer students.

Dr. DeFilippo will work with the State Committee on Transfer to focus on efforts to improve the bachelor-completion rate for transfers.

Ms. DiGennaro requested statistics by general fields of program study on the disparity of graduates and transfer students not finishing their degree.

Dr. DeFilippo noted SCHEV's willingness to look into the requested data and current legislation that will clean up the Code of Virginia as it relates to transfers.

Mr. Fralin emphasized the need to understand the reasons behind the data points and said he foresees the issue of transfer graduation rates to be a focus of the strategic planning committee.

LIAISON REPORT

Dr. DeFilippo provided a report on Academic Affairs activities:

1. State Authorization Reciprocity Agreement (SARA)
 - Final version of the Southern and National SARA agreements have been distributed, along with application forms states will have to utilize.
 - The bill authorizing SCHEV to manage Virginia's participation in SARA has been filed, with Del. Massie as patron.
 - SREB's SARA Advisory Committee will meet next week in Atlanta. DeFilippo will attend.

2. Outstanding Faculty Awards (OFA)
 - The OFA Final Review Panel met in Richmond in December and selected 12 recipients.

- Following discussion with the panel and Instructional Programs Advisory Committee (IPAC), staff has developed revisions to the OFA guidelines and circulated for feedback. Among other things, proposed revisions would institute an all-electronic process and simplify the scheme for numbers of nominations by institutional size. Staff will work with OFA contacts, Council members Chase, Haddad, and Ramsey.

3. Staffing

- Mr. Joseph Crook has been hired as a Certification Specialist in the Private and Out-of-State Postsecondary Education (POPE) office.
- Ms. Lorraine Lintecum, Administrative Assistant in Academic Affairs for the past three years, has resigned to accept a position with the new Secretary for Veterans Affairs and Homeland Security.

NEW BUSINESS

The meeting was adjourned at 5:10 p.m.

Heywood Fralin
Vice Chair

Ashley D. Myers
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #4 – Action on Programs at Public Institutions

Date of Meeting: March 17, 2014

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Program summaries for five new degree programs at public institutions

George Mason University

- Master of Arts (M.A.) degree program in Computer Game Design (CIP: 10.0304)
- Bachelor of Arts (B.A.) degree program in Human Development and Family Science (CIP: 19.0701)

Longwood University

- Master of Education (M.Ed.) degree program in School Librarianship (CIP: 13.1334)

Old Dominion University

- Master of Science (M.S.) degree program in Athletic Training (CIP: 51.0913)

University of Mary Washington

- Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801)

Financial Impact: Each of the proposed programs relies on some combination of internal reallocation, dedicated startup funds, and/or enrollment driven revenue streams. One proposed program depends on a requested allocation from the 2014 General Assembly.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Computer Game Design (CIP: 10.0304), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Human Development and Family Science (CIP: 19.0701), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Education (M.Ed.) degree program in School Librarianship (CIP: 13.1334), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the Old Dominion University to initiate a Master of Science (M.S.) degree program in Athletic Training (CIP: 51.0913), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.

George Mason University
Master of Arts (M.A.) in Computer Game Design
(CIP: 10.0304)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Arts (MA) degree program in Computer Game Design to be initiated in fall 2014. The proposed program would be located in the College of Visual and Performing Arts, Department of Computer Game Design. The program is designed to provide students with knowledge of a broad range of interactive systems and, skills applicable to the design and development of serious and entertainment simulations and games. The core curriculum will include courses in research methodologies in game design, game production, and business, entrepreneurship, and practice. The program would enable students to focus on the artistic components of computer game design and provide them with the skills to function as leaders in the field. The curriculum will also prepare students to teach in two- or four-year institutions. Graduates would possess knowledge and skills to: 1) design and develop serious games for corporations and governmental agencies; 2) design and develop games for educational fields, especially k-12; 3) design and develop games for the entertainment and cultural industries; 4) write cogent game design story boards and narratives; and 5) evaluate use in the game field and analyze practice and value. GMU developed seven new courses for the program.

The program would require 36 credit hours of coursework. A thesis and a non-thesis option would be offered. All students would be required to complete: 13 credit hours of coursework in core courses; nine credit hours of elective coursework; one credit hour for proposal writing; one to three credit hours for directed reading; three credit hours for a teaching practicum; and three credit hours for internship. To complete the thesis option, students will be required to complete a three credit hour thesis course. To complete the non-thesis option, students will be required to complete three credit hours for an applied research project.

Justification for the Proposed Program

GMU contends that the proposed program is needed to address the need for faculty, leaders, and managers in the arena of computer game design. Faculty are needed “to teach men and women who want to join the [industry] as entry level employees.” In 2013, the Entertainment Software Association (ESA) reported that 385 U.S. colleges and universities offer computer and video game design programs or degrees of which 55 schools offer associate’s degrees, 226 offer bachelor’s degrees, and 46 offer master’s degrees (http://www.theesa.com/newsroom/release_detail.asp?releaseID=212). In 2012, Michael Gallagher, the president of ESA stated, “the expansion of higher education academic programs across the nation reflects the growing importance of our industry to the way Americans live, work, learn and play. These programs prepare tomorrow’s creative and innovative minds for jobs of the future that will continue to revolutionize our entertainment experiences and benefit science, education, health and business”

(http://www.theesa.com/newsroom/release_archives_detail.asp?releaseID=179).

GMU asserts that “entry level jobs for undergraduates are becoming more apparent across the country, but those who want to be managers, administrators, or supervisors need more advanced credentials to expand their skills, abilities, and knowledge about game development.” Further, researchers and innovative leaders are needed “to join an industry that creates interactive software, innovative hardware, and ecosystems that spawn new business models and online communities, transforming consumer experiences, spurring technological advancements, and impacting important areas including education, healthcare, and business” (http://www.theesa.com/newsroom/release_detail.asp?releaseID=212).

Student Demand

In fall 2013, GMU surveyed undergraduate students majoring in computer game design, art design, or a related area. Of the 19 respondents, eight (approximately 42%) indicated that they were “very interested” in pursuing the proposed program; four (approximately 21%) indicated that they were “somewhat interested” in pursuing the proposed program.

Four emails from potential students show student interest in the proposed program. Students are requesting additional information and one student wrote, “I look forward to hearing from you and hopefully get the opportunity to participate in this program in some way in the near future.”

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 6 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 12.0; 2016-17, 15.0; and 2017-18, 25.0. GMU anticipates having 30 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU noted that the proposed program would prepare students for leadership, managerial, and academic positions in the emerging field of computer game design. Graduates will be prepared to work in government agencies, private industry, and education institutions. In a letter of support from Microsoft Studios, the director wrote, “as the business needs shift and expand, we find that our need for qualified and adaptable graduate student talent grows as well. ... We are looking not only for specific skills, but also for an employee who will evolve and help shape our growth.” In another letter of support, the president of the Entertainment Software Association (ESA) wrote, “one of our industry’s greatest challenges is finding qualified applicants for the highly skilled positions available within the entertainment software field.” Employment announcements, in Virginia and nationally, show demand for qualified personnel to fill positions as faculty/instructor, senior scenario developer, and interactivity designer. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for computer game design. However, in a related area the Bureau of Labor Statistics (BLS) projects

between 2012 and 2022 employment of multimedia artists and animators is expected to grow "slower than average" or 6% (<http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>). The BLS notes "projected growth will be due to increased demand for animation and visual effects in video games, movies, and television." GMU wrote, "although the growth may be slower than average, jobs are available. Once again as the field develops, those who have advanced credentials can lead U.S. teams and global colleagues in efforts to develop games (serious and entertainment), and organize and evaluate projects." Graduates will be prepared to teach in two- and four-year institutions. The BLS projects between 2012 and 2022 employment of postsecondary teachers is expected to grow "faster than average" or "19%" (<http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>). The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of multimedia artists and animators is expected to increase 19.2% or 1.8% annually; employment of postsecondary teachers, all other is expected to increase 26.6% or 2.4% annually (available at: <http://www.vawc.virginia.gov/>).

Issues of Duplication

GMU would be the first institution in the Commonwealth to offer a Master of Arts degree program in Computer Game Design. GMU notes that 17 graduate programs exist in the country.

Resource Needs

The proposed program will be funded primarily through reallocations in the College of Visual and Performing Arts with support from the institution and revenue generated from increased enrollment. None of the reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on May 8, 2013. GMU submitted the proposal to SCHEV on September 18, 2013.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Computer Game Design (CIP: 10.0304), effective fall 2014.

George Mason University
Bachelor of Arts (B.A.) in Human Development and Family Science
(CIP: 19.0701)

Program Description

George Mason University (GMU) is proposing the creation of a Bachelor of Arts (BA) degree program in Human Development and Family Science to be initiated fall 2014. The proposed program is a cross-college initiative sponsored by both the College of Education and Human Development and the College of Humanities and Social Sciences. The proposed program is designed to provide students with knowledge in family and parent-child processes, family-based practice, family laws and policies, and program planning and evaluation. The core curriculum will provide students with content specific coursework and classroom theory in individual and family development, psychological factors of aging, family financial literacy and resource management, family policy, individual and family service delivery, and applied research methods. Areas such as internal dynamics of relationships and families, human growth and development, family diversity; and social policies and laws affecting families will be examined. The curriculum will prepare students to engage with families in service settings, analyze complex family issues, and address social factors contributing to and influencing family functioning.

Students will have the opportunity to pursue two concentration areas: Early Childhood Development and Services, and Adult Development and Aging. Students enrolled in the Early Childhood Development and Services concentration would gain additional expertise in order to engage in programming, family- and community-based research, and policy work focused on children, birth through age eight, and their families. Students enrolled in the Adult Development and Aging concentration would gain knowledge and skills focused on development during early, middle, and late adulthood and on the processes of aging. Graduates will be prepared to: 1) identify individual and family needs and link individual(s) with family and community-based services; 2) utilize theory to guide program development, implementation and evaluation; 3) analyze and communicate policy implications of family-related policies with policy makers and advocates; 4) develop and implement resource management plans and promote financial literacy in diverse family settings; and 5) provide education and outreach to individuals and families regarding family-related practices and policies. GMU developed eight new courses for the proposed program. The courses include seven core courses and one course in a concentration.

The BA in Human Development and Family Science will require 120 credit hours of coursework: 37 credit hours of major coursework; 50-59 credit hours of general education coursework; 12 credit hours in a concentration; 6-15 credit hours of elective coursework; and six credit hours for internships.

Justification for the Proposed Program

GMU declares that the proposed program will address the need for professionals, practitioners, and policy makers who are utilizing a family perspective or family-based approaches to educate and deliver services to contemporary families. In 2010, the

National Council on Family Relations (NCFR) wrote that the value of supporting healthy relationships in families is gaining recognition. “The growing number of Employee Assistance Programs and policies supporting Work, Life and Family in businesses and industry provide further evidence that families are seeking guidance on enriching family life. [Further], as family services move toward a preventive or enrichment model, the number of family life educators is expected to grow” (http://www.ncfr.org/sites/default/files/downloads/news/employer_brochure.pdf). In 2012, the Family Impact Institute noted that families have long been recognized as a basic building block of society by researchers, policymakers, and professionals alike. Moreover, “professionals who educate or deliver services to families recognize the value of family-centered approaches for effectively and efficiently achieving program goals” (http://www.familyimpactseminars.org/fi_rationale_0712.pdf). The American Association of Family and Consumer Sciences (AAFCS) stated, “family and consumer sciences graduates can anticipate contributing their newly acquired skills in a variety of work settings, and be assured of continued growth and advancement opportunities” (<http://www.aafcs.org/Students/CareerFCS.asp>).

Student Demand

In August 2013, GMU surveyed undergraduate students enrolled in two courses – Introductory Sociology and Introductory Psychology. Of the 105 respondents, two (approximately 2%) indicated they would “very likely” declare a major in the proposed program; 11 (approximately 10%) indicated they would “likely” major in the proposed program.

In August 2013, GMU surveyed students majoring in Early Childhood and enrolled in Northern Virginia Community College. Of the 233 respondents, 33 (approximately 14%) indicated they would “very likely” declare a major in the proposed program; 31 (approximately 13%) indicated they would “likely” major in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 18.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 34.0; 2016-17, 53.0; and 2017-18, 79.0. GMU anticipates producing 20 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU writes that graduates of the proposed program will have the “knowledge, skills, and abilities to work in a number of professions serving individuals and families across the life span.” Graduates would also be prepared to meet the requirements established by the National Council on Family Relations for certification as a family life educator. Positions for graduates would be available in non-profit organizations, government agencies, community organizations, health centers, and treatment centers. Employment announcements in Virginia and nationally indicate demand for bachelor-level personnel for positions as family services specialist, parent liaison specialist, parent resource coordinator, crises stabilization care coordinator, family assessment and intervention specialist, child life specialist, and assisted-living

director. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for human development and family science. However, the Bureau of Labor Statistics (BLS) projects that between 2012 and 2022 employment of social and community services managers is expected to grow "faster than average" or 21%

(<http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>).

The BLS notes that the minimum requirement for a social and community manager position is a bachelor's degree and work experience. The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of social and community services managers is expected to increase 20.9% or 1.9% annually; employment of community and social services specialists is expected to increase 12.1% or 1.2% annually (available at:

<http://www.vawc.virginia.gov/analyzer/default.asp>).

Issues of Duplication

One public institution (VA Tech) offers a similar degree program. The course requirements of the major for the proposed program are similar to VA Tech's program in that the curriculum is designed to align with the competencies for certification as a Certified Family Life Educator. The National Council on Family Relations (NCFR) provides certification that is recognized internationally for the profession of family life education. Similarly, both programs require a six-credit hour internship. The proposed program will offer two concentrations similar to two of the three concentration areas offered in VA Tech's program. GMU notes that no degree program is offered in Northern Virginia. Moreover, the proposed program will focus on serving urban, ethnically/racially diverse families living in the Washington, DC metro area as well as the growing immigrant and refugee families in the area.

Resource Needs

The proposed program will be funded primarily through reallocations within the College of Education and Human Development and the College of Humanities and Social Science. Funding through institutional reallocations will also be used to support the proposed program. None of the reallocations will have a negative effect on existing programs. GMU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on March 20, 2013. GMU submitted the proposal to SCHEV on November 25, 2013.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Human Development and Family Science (CIP: 19.0701), effective fall 2014.

Longwood University
Master of Education (M.Ed.) in School Librarianship
(CIP: 13.1334)

Program Description

Longwood University (Longwood) is proposing the creation of a Master of Education (MEd) degree program in School Librarianship to be initiated in fall 2014. The proposed program would be located in the College of Education and Human Services, Department of Education and Special Education. Designed to meet the educational needs of 1) individuals who have a bachelor's degree and a teaching license and 2) individuals who have a bachelor's degree but do not have a teaching license, the proposed program would prepare graduates to be PreK-12 school librarians and to teach students to be media-literate, digitally-literate, technologically-literate, and information-literate. The program will require students to complete coursework in collection development, library resources for children, library resources for young adults, emerging trends in school librarianship, administration of school libraries, instructional design in school libraries, information sources and services, and research methodology for school librarians. Students will learn how to develop, organize, and provide access to collections of library resources, teach in a library setting, and administer library programs. Longwood developed four new courses for the program.

The program would require a minimum of 36 credit hours of coursework. All students will be required to complete 31 credit hours of core coursework. Students who possess a valid Collegiate Professional Teacher license will be required to complete a two credit hour clinical experience in school libraries and a three credit hour elective. Students who do not possess a valid Collegiate Professional Teacher license will be required to complete a three credit hour course in curriculum and instruction and a five credit hour supervised experience in school libraries.

Justification for the Proposed Program

In 1988, the American Library Association (ALA) determined that the "appropriate first professional degree for school librarians was a Master's degree" (http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/governance/policymanual/Links/cd_10_2_Section%20B%20New%20Policy%20Manual-1%20%28final%204-11-13%20with%20TOC%29.pdf). Since fall 1989, Longwood has offered the MS in Education, School Library Media concentration. Since 1991 the program has received continuous accreditation/national recognition and enrollment and graduation have been robust for many years. Longwood contends that "the time has come for the concentration to move forward as a stand-alone degree program and the degree program will better reflect the course of study graduates have completed." The proposed degree program will address Virginia's need for educated and qualified school librarians. The Code of Virginia *Standards of Quality, Standard 2. Instructional, administrative, and support personnel* requires that every public school in the Commonwealth have a school librarian and the number of personnel is proportional to the number of students enrolled at the school. The Code states, "Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student

enrollment: Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students...”

(<http://lis.virginia.gov/cgi-bin/legp604.exe?000+cod+22.1-253.13C2>). For 2003-2004 and 2008-2009, the Virginia Department of Education (VDOE) included Library Media PreK-12 on its Top Ten Critical Shortage List. In 2013, the U.S. Department of Education published its report “Teacher Shortage Areas Nationwide Listing 1990-1991 through 2013-2014.” For 2012-2013, 12 states listed librarian/media specialists/library media as a critical shortage area; for 2013-2014, 13 states listed librarian/media specialists/library media as a critical shortage area (www.ed.gov/about/offices/list/ope/pol/tsa.doc). At the request of 19 school divisions, Longwood has partnered with schools to offer its school library courses. In a letter of support, it was noted that “school librarians who have participated in the [concentration] are a tremendous asset to [the] school division.” In another letter, the author wrote, “school librarians are becoming more essential in the structure of the school where [everyone] can walk into a library learning commons. This learning commons can only become this when there are highly qualified and trained school librarians to fill them.” Longwood affirms that the proposed degree program would produce a cadre of graduates needed to meet a “critical demand” for professionals who are prepared to be a 21st century school librarian.

Student Demand

Student enrollment in the MS in Education, Library Media concentration indicates student demand. In fall 2011, 67 students were enrolled in the concentration; in fall 2012, 55 were enrolled in the concentration; in fall 2013, 63 students were enrolled in the concentration.

Emails from potential students around the state indicate student demand. Students requested information about the proposed degree program and/or noted interest in pursuing the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 29 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 31.0; 2016-17, 33.0; and 2017-18, 35.0. Longwood anticipates having 27 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program will possess the skills and knowledge to work as PreK-12 school librarians. Letters of support for the proposed program indicate the need for educated and qualified librarians. In letters from school divisions, administrators wrote of a “dire” and “real” need for school librarians. In one letter, the administrator for library services wrote, “this year alone, I will need to replace nine librarians and the following year about the same amount.” In another letter, the

educational specialist wrote, “we anticipate at least 10 openings next year due to retirements. I am very worried we are not going to find enough desirable candidates.” In Virginia and nationally, employment announcements show demand for PreK-12 media specialists and school librarians. The Bureau of Labor Statistics (BLS) projects that between 2012 and 2022 employment of librarians is expected to grow “slower than average” or 7% (<http://www.bls.gov/ooh/Education-Training-and-Library/Librarians.htm>). Longwood notes that the data do not reflect the specific area for school librarians but librarianship (academic, public, school, and special) as a whole. Moreover, the BLS notes “most librarians need a master’s degree in library science. Some positions have additional requirements, such as a teaching certificate or a degree in another field.” The Virginia Employment Commission, Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of librarians is expected to increase 14.1% or 1.3% annually (available at: <http://www/vawc/virginia.gov/analyzer>).

Issues of Duplication

Longwood would be the first public institution in Virginia to offer a Master of Education degree program in School Librarianship. No similar or related degree program exists. However, ODU offers a MS in Education, Library Science concentration.

Resource Needs

The proposed program will be funded primarily through departmental reallocations with support through institutional reallocations. Funds currently used to support the existing concentrations (School Library Media and Initial Licensure in Pre-K Library Media) will be used to support the degree program. None of the reallocations will have a negative impact on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The Longwood Board of Visitors approved the proposed program on December 6, 2013.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Education (M.Ed.) degree program in School Librarianship (CIP: 13.1334), effective fall 2014.

Old Dominion University
Master of Science (M.S.) in Athletic Training
(CIP: 51.0913)

Program Description

Old Dominion University (ODU) is proposing the creation of a Master of Science (MS) in Athletic Training degree program to be initiated fall 2014. Located in the College of Health Sciences, School of Physical Therapy, the proposed program is a post-professional athletic training program designed to expand the depth and breadth of professional (entry-level) athletic trainers. The program's curriculum will consist of a combination of content-specific coursework, and clinical instruction and experience and will provide students with core competencies in patient-centered care, inter-professional education and collaborative practice, evidence-based practice, quality improvement, use of healthcare informatics, and professionalism. Students would complete coursework in advanced orthopedic evaluation and rehabilitation, integration of evidence for clinical decision making in sports medicine, lower extremity injury management strategies, policy and politics of health, evaluation and rehabilitation of the spine, education in athletic training, and interdisciplinary healthcare within athletic training clinical practice. The program would prepare students for teaching, advanced clinical practice, and research and scholarship in order to enhance the quality of patient care and optimize patient outcomes.

The proposed curriculum was developed within the accreditation guidelines of CAATE (Commission on Accreditation of Athletic Training Education). The existing MSED in Physical Education, Athletic Training concentration has been continuously accredited since its inception in 1980. ODU anticipates the degree program would be reaccredited at the full on-site review between 2017 and 2018.

The degree in Athletic Training would require 41 credit hours of coursework. A thesis and a non-thesis option would be offered. All students would be required to complete: 29 credits of core coursework; four credit hours for practicum; and two credit hours for a teaching internship. To complete the thesis option, students would be required to complete six credit hours of thesis coursework. To complete the non-thesis option, students would be required to complete six credit hours of coursework and written and oral competency exams.

Justification for the Proposed Program

The proposed degree program would be an expansion of a concentration that has been offered at ODU since 1980. ODU notes that the existing program has "a successful history of 99% employment within athletic training and a 99% graduation rate" and that the expansion to a stand-alone degree program is needed to address a growing demand for comprehensive graduate-level education and training. In 2011, the National Athletic Trainers' Association wrote that "70% of athletic trainers earn a graduate degree following completion of entry-level education" (http://www.nata.org/sites/default/files/AT_Facts_revSept2011.pdf). In 2012, the Board of Certification for athletic training programs reported that there were 2,963 first time Board of Certification test takers:

(<http://www.bocatc.org/images/stories/public/2011examreport.pdf>). ODU believes that "the number of potential applicants for an advanced degree program in athletic training is exemplary." The demand for undergraduate degrees in athletic training has outpaced the number of Master-level athletic training graduates qualified to teach in undergraduate programs. In 2013, through a hand count of degree programs listed on the Commission on Accreditation of Athletic Training Education (CAATE) web page, ODU determined that "338 accredited undergraduate programs" existed nationally. There were "15 accredited athletic training Master's degrees" nationally (<http://www.caate.net/>). ODU contends that the proliferation of undergraduate athletic training programs has increased demand for graduate-level faculty and "it is essential that advanced level practitioners with a degree above that of the baccalaureate are available to teach." The proposed program would address the need for "entry-level athletic trainers to obtain advanced clinical practice knowledge, skills, and abilities to enhance patient care." Advanced education leads to clinicians being capable of achieving more positive outcomes for patients. In a 2006 article "Distinctions between Athletic Training Education Programs at the Undergraduate and Graduate Levels," the authors wrote, "the clinician who has completed an advanced practice residency or a post-professional graduate program is likely to possess greater critical thinking skills that enhance clinical decision-making" (http://www.nataej.org/1.2/Wilkerson_EJ11.5_final.pdf). Graduates of the program would address the current and future need for educated and skilled professionals in the field.

Student Demand

Student enrollment in the MEd in Physical Education, Athletic Training concentration indicates student demand for the program. In fall 2010, 11 students were enrolled in the concentration; in fall 2011 and fall 2012, 12 students were enrolled in the concentration. Additionally, student interest in the Athletic Training concentration has been strong. In fall 2010, ODU received 22 applications, 44 applications in fall 2011, and 37 applications in fall 2012.

In fall 2012, ODU surveyed undergraduate students enrolled in athletic training programs. Of the 29 respondents, six (approximately 21%) indicated that it was "very likely" they would be interested in enrolling in the proposed program; nine (approximately 31%) indicated it was "likely" they would be interested in enrolling in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 25.0 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 25.0; 2016-17, 25.0; and 2017-18, 25.0. ODU anticipates having 13 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program would be qualified to work in colleges and universities, clinics, orthopedic institutes, military facilities, and sports medicine clinics. Graduates will be prepared to fill positions as director of athletic training services,

assistant director of athletics, faculty/instructor, head athletic trainer, clinical coordinator and, clinical educator. To demonstrate the strong demand for graduates, ODU provided 55 job announcements. Announcements in Virginia and nationally indicate demand for graduate-level athletic trainers. The BLS predicts that between 2012 and 2022 employment of athletic trainers is expected to grow "faster than the average" for all occupations or 21% (<http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>). The BLS notes that "athletic trainers working in colleges and universities may pursue an advanced degree to increase their advancement opportunities." The Virginia Employment Commission (VEC) predicts that between 2010 and 2020, employment of athletic trainers is expected to increase 38.1% or 3.3% annually (<http://vawc.virginia.gov/analyzer>).

Issues of Duplication

ODU would be the only public institution in Virginia to offer a graduate program in Athletic Training. One public institution (VCU) offered the same degree program. However, VCU officially discontinued its degree program in November 2013.

Resource Needs

The proposed program will be funded primarily through reallocations within the institution with support from the School of Physical Therapy. Other funding sources used to fund student stipends for clinical assistantships will be available through support from University Athletics or contractual agreements with affiliate clinical sites. The institution does not anticipate adverse impacts on other programs. ODU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The ODU Board of Visitors approved the proposed program December 6, 2012. ODU submitted the proposal to SCHEV on October 15, 2013.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee 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 Old Dominion University to initiate a Master of Science (M.S.) degree program in Athletic Training (CIP: 51.0913), effective fall 2014.

University of Mary Washington
Bachelor of Science in Nursing (B.S.N.) in Nursing
(CIP: 51.3801)

Program Description

The University of Mary Washington (UMW) is proposing the creation of a Bachelor of Science in Nursing (BSN) degree program in Nursing to be initiated fall 2014. The proposed program would be the university's first degree program in a health area. Administered by the College of Arts of Sciences, the proposed program will be offered primarily at UMW's Stafford campus. The nursing courses will be offered via a hybrid, asynchronous on-line format.

The RN to BSN program is a "post-licensure" program designed to "take registered nurses who are skilled in following orders for administering care and transform them into decision makers in medical settings." The curriculum will require upper-level courses in evidence-based nursing research, community and public health nursing, health assessment, current nursing issues and trends, and the role of the professional nurse. Students will also be required to complete courses in sociology or psychology, philosophy (ethics), and English. Students would gain practical experience by completing a required advance practice nursing practicum which will introduce students to advanced concepts of nursing leadership and management. Graduates would possess the knowledge and skills to: 1) assess research data as a guide to determining effective and cost-efficient health care practices; 2) lead research protocols on healthcare delivery systems; 3) manage health care data derived from Nursing and medical informatics systems; and 4) serve as decision makers and leaders in delivery of health care to patients and the management of healthcare settings. UMW developed seven new courses in nursing for the proposed program with six courses at the undergraduate level and one course at the graduate level. All courses are required core courses.

UMW will seek accreditation for the BSN degree completion program with the Commission on Collegiate Nursing Education (CCNE). The institution anticipates the program will receive accreditation by summer 2016.

The BSN in Nursing would require 120 credit hours for graduation: 27 credit hours of core coursework and a three credit hour practicum (completed at UMW); 30 transfer credits (nursing coursework completed through diploma or Associate degree); and 60 credit hours of general education and elective coursework (completed at UMW or another institution).

Justification for the Proposed Program

UMW stresses that with current demands for the nursing workforce to have a BSN, there is a strong need for ample educational opportunities that will help nurses gain the BSN. "The federal government, military, nurse executives, healthcare foundations, nursing organizations, and practice settings acknowledge the unique value of baccalaureate-prepared nurses." In 2009, the authors of the study "Educating Nurses: A Call for Radical Transformation" found that many of today's

nurses are "undereducated" to meet practice demands. They recommended that "the minimal educational level for entry into nursing practice should be the baccalaureate" (<http://www.carnegiefoundation.org/elibrary/educating-nurses-highlights>). In 2010, in a policy statement, the Tri-Council for Nursing "issued a consensus statement calling for all registered nurses to advance their education in the interest of enhancing quality and safety across healthcare settings." The Council stated, "current healthcare reform initiatives call for a nursing workforce that integrates evidence-based clinical knowledge and research with effective communication and leadership skills. These competencies require increased education at all levels" (<http://www.nln.org/newsreleases/tri-council.pdf>). MW notes that magnet hospitals, which are recognized for nursing excellence and superior patient outcomes, moved to require all nurse managers and nurse leaders to hold a baccalaureate or graduate degree in 2013. Health "settings applying for Magnet designation must show plans are in place to achieve the Institute of Medicine (IOM) recommendation of having an 80% baccalaureate prepared RN workforce by 2020" (<http://www.nursecredentialing.org/magnet/programoverview>). In 2012, the American Association of Colleges of Nursing noted that "in the interest of providing the best patient care and leadership by its nurse corps officers, the U.S. Army, U.S. Navy and U.S. Air Force all require the baccalaureate degree to practice as an active duty Registered Nurse. Commissioned officers within the U.S. Public Health Service must also be baccalaureate-prepared. Similarly, the Veteran's Administration (VA), the nation's largest employer of registered nurses, has established the baccalaureate degree as the minimum preparation its nurses must have for promotion beyond the entry-level" (<http://www.aacn.nche.edu/media-relations/EdImpact.pdf>).

Student Demand

In summer 2013, UMW surveyed employees at Mary Washington Hospital. Of the 209 respondents, 120 (approximately 57%) indicated a "strong interest" in enrolling in the proposed program.

In summer 2013, UMW surveyed nursing students at Germanna Community College. Of the 89 respondents, 50 (approximately 56%) indicated a "strong interest" in enrolling in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 28.0 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 32.0; 2016-17, 36.0; and 2017-18, 40.0. UMW anticipates having 18 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

The proposed program responds to important needs nationally and in the Commonwealth. Employment advertisements indicate demand for bachelor-level nurses to work in positions such as Educator Clinical BSN, School Nurse, Care Coordinator, Nurse Manager, Clinical Nurse, Transplant Coordination Leader, and Hospice Nurse. Two letters of support from a local hospital and a regional medical facility indicated that the proposed program "will be a valuable resource for

[employees] and the community.” The Bureau of Labor Statistics (BLS) and the Virginia Employment Commission do not have a category specifically for bachelor-level nurses. However, the BLS projects that between 2012 and 2022 demand for registered nurses is expected to increase 19% (<http://www.bls.gov/ooh/Healthcare/Registered-nurses.htm>). The BLS notes that job opportunities for registered nurses are expected to be good. “Generally, registered nurses with at least a bachelor’s degree in nursing (BSN) will have better job prospects than those without one.” The Virginia Employment Commission (VEC) projects that between 2010 and 2020 employment of nurses is expected to increase 23.3% or 2.10%, annually (available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

Seven public institutions (GMU, JMU, NSU, ODU, Radford, UVA, and VCU) currently offer a RN to BSN program within the Bachelor of Science degree program in Nursing. Each program includes requirements and/or has features that differ from the other programs. Such differences include: courses required for admission, the level (lower, upper, graduate) of required courses, and the number of credit hours required at the institution/in residence. UMW asserts that its degree completion program would differ from the other programs in that upper-level coursework in sociology or psychology and philosophy (ethics) will be required and, there will be a “greater emphasis on cultural and ethical considerations.” Further, “no program exists within easy commuting to Fredericksburg... [as] GMU is about 48 miles away and VCU is over 50 miles away.” UMW’s program would address local and regional need, “especially for nurses who are working, simultaneously pursuing education, [and] are reluctant to travel significant distances to continue their education.”

At the request of SCHEV staff, UMW provided correspondence from the Chief Academic Officer (Provost) at GMU, ODU, and VCU. GMU expressed no concerns. ODU noted that success of its RN to BSN program has resulted in robust student demand; student enrollment has been capped due to the maximization of faculty resources. VCU expressed concern that the proposed program was “very similar” to its program and there could be an “over-saturation of programs in nursing.” However, after discussion and UMW’s confirmation that the proposed program is to serve the local community and “area closest to the institution,” VCU withdrew its objection.

Resource Needs

The proposed program would require additional state resources. UMW has requested \$150,000 to initiate the degree program and \$200,000 to sustain the program. In its initiation year, the program would require \$150,000 in general funds for personnel costs to support salary and benefits of the program director, fulltime faculty member, adjunct faculty member, and a part-time office manager. Additional general funds to sustain the program would be used for other operational costs. The proposed program would also be funded through reallocations within the College of Arts and Sciences and the institution. The institution does not anticipate adverse impacts on the College or other programs. Tuition and fee revenue would also be used to support the program.

Board Approval

The UMW Board of Visitors approved the proposed program on April 17, 2013. UMW submitted the proposal to SCHEV on November 6, 2013.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee 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 University of Mary Washington to initiate a Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #5 – Action on Private and Out-of-state Postsecondary Education Institutional Certifications

Date of Meeting: March 17, 2014

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

Ms. Sylvia Rosa-Casanova
Director, Private and Out-of-State Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Four postsecondary institutions are seeking certification to operate in Virginia.

Materials Provided:

- The Chrysm Institute of Esthetics application summary
- Dominion School of Hair Design application summary
- AK91 Training Center application summary
- Cosmopolitan Beauty and Tech School application Summary

Financial Impact:

The institutions have submitted the required certification fee to operate a postsecondary educational institution in Virginia.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Chrysm Institute of Esthetics to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dominion School of Hair Design to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies AK9I Training Center to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Cosmopolitan Beauty and Tech School to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

The Chrysm Institute of Esthetics **Application Summary**

Institution Overview

The Chrysm Institute of Esthetics is a non-degree granting postsecondary school offering instruction in esthetics, and is accredited by the National Accrediting Commission of Career Arts and Sciences. The school will prepare students to become licensed estheticians, according to regulations administered by the Virginia Department of Professional and Occupational Regulation.

Institutional Officer

Director – Christine Werne

Mission Statement

The Institution's mission statement is as follows:

The mission of The Chrysm Institute of Esthetics is to provide career focused education that inspires and empowers a diverse student body to succeed in employment with confident, professional skills in the exciting, growing field of Esthetics.

Proposed Educational Programs and Credentials Conferred

Certificate – Professional Esthetics
Certificate – Master Esthetics

Proposed Location

The Chrysm Institute of Esthetics will operate from the following address:

281 Independence Boulevard, Suite 101
Virginia Beach, VA 23462

Financial Stability Indicator

The Chrysm Institute of Esthetics submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.5 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

The Chrysm Institute of Esthetics will submit a \$25,071.43 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

The Chrysm Institute of Esthetics provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendation

The Chrysm Institute of Esthetics has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Chrysm Institute of Esthetics to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

Dominion School of Hair Design **Application Summary**

Institution Overview

Dominion School of Hair Design is a non-degree granting postsecondary institution offering instruction in cosmetology, and is accredited by the National Accrediting Commission of Career Arts and Sciences. The school will prepare students to become licensed practitioners, according to regulations administered by the Virginia Department of Professional and Occupational Regulation.

Institutional Officer

Owner/Director – Lynn Murray

Mission Statement

The Institution's mission statement is as follows:

Dominion School of Hair Design is committed to providing quality education and training in all phases of Hair, Nail, and Skin care. We provide a broad-based curriculum that prepares students for successful completion of their Virginia State Board Exams and equips students with the necessary skills for entry-level employment in their profession.

Proposed Educational Programs and Credentials Conferred

Certificate – Cosmetology
Certificate – Nail Technology
Certificate – Wax Technology
Certificate – Certified Instructor Program

Proposed Location

Dominion School of Hair Design will operate from the following address:

1755 George Washington Memorial Hwy
Gloucester Point, Virginia 23062

Financial Stability Indicator

Dominion School of Hair Design submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Dominion School of Hair Design submitted a \$38,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Dominion School of Hair Design provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendation

Dominion School of Hair Design has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dominion School of Hair Design to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18,2014.

Cosmopolitan Beauty & Tech School **Application Summary**

Institution Overview

Cosmopolitan Beauty & Tech School is a non-degree granting postsecondary institution offering instruction in cosmetology and esthetics, and is accredited by the National Accrediting Commission of Career Arts & Sciences. The school will prepare students to become licensed practitioners, according to regulations administered by the Virginia Department of Professional and Occupational Regulation.

Institutional Officers

President – Mr. Jeoung Koo Yeo
Director of Operations – Scott Kang

Mission Statement

The Institution's mission statement is as follows:

Cosmopolitan Beauty & Tech School is to develop professional Cosmetologists and Estheticians. At our school, we provide the education necessary for our students to pass the required licensing examination and become successfully employed in their field. To facilitate our students' success, we provide a close student-teacher working relationship and extensive hands-on training.

Proposed Educational Programs and Credentials Conferred

Certificate – Cosmetology
Certificate – Esthetics

Proposed Location

Cosmopolitan Beauty & Tech School will operate from the following address:

4201 John Marr Drive
Suite 206
Annandale, VA 22003

Financial Stability Indicator

Cosmopolitan Beauty & Tech School submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.8 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Cosmopolitan Beauty & Tech School will submit a \$16,125 Letter of Credit, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Cosmopolitan Beauty & Tech School provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendation

Cosmopolitan Beauty & Tech School has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Cosmopolitan Beauty & Tech School to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18,2014.

AK9I Training Center Application Summary

Institution Overview

AK9I Training Academy is a non-degree granting postsecondary institution offering instruction in canine handling and training related to law enforcement and security services.

Institutional Officers

President – Paul Roushia

Chief Operating Officer – Nigel P. Rhodes

Mission Statement

The Institution's mission statement is as follows:

The mission of the AK9I Training Academy is to educate and prepare the human capital necessary for the professional deployment of trained working dogs in Homeland Security, Law Enforcement and contracted security providers' roles. The AK9I Training Academy will extend the reach of its talented trainers and instructors to a "civilian" clientele interested in obtaining the professional training necessary for the pursuit of a career in the canine world.

Proposed Educational Programs and Credentials Conferred

Certificate – Detector Dog Handler

Certificate – Detector Dog Trainer

Certificate – Patrol Dog Handler

Certificate – Patrol Dog Trainer

Certificate – Patrol/Detector Dog Handler

Certificate – Patrol/Detector Dog Trainer

Proposed Location

AK9I Training Academy will operate from the following address:

4007 Burdette Road
Carrsville, VA 23315

Financial Stability Indicator

AK9I Training Academy submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

AK9I Training Academy has submitted a \$5,000 Letter of Credit, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and

fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I) upon the approval of the initial certification.

Evidence of Compliance

AK9I Training Academy provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendation

AK9I Training Academy has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies AK9I Training Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #6 – Action on Program Approval Policy Addendum

Date of Meeting: March 17, 2014

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: October 2013

Action: The Academic Affairs Committee discussed potential revisions to the SCHEV program approval policy that would be intended to streamline the process for certain classes of programs. Staff was requested to develop a policy proposal for consideration at the January or March 2014 Council meeting.

Background Information/Summary of Major Elements: (see above)

Materials Provided:

- *Policy Addendum: Facilitated Approval for Certain Four-Year Institution Degree Program Proposals*

Financial Impact: N/A

Timetable for Further Review/Action: Following Council approval, staff will develop an operational guidance document and distribute to institutions to implement the new policy.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the attached *Policy Addendum: Facilitated Approval for Certain Four-Year Institution Degree Program Proposals*. Staff is authorized to take administrative steps necessary to promulgate and implement the policy.

State Council of Higher Education for Virginia
Policy Addendum:
Facilitated Approval for Certain Four-Year Institution Degree Program Proposals

This addendum to SCHEV's program approval policy articulates facilitated paths toward approval of new degree programs at Virginia four-year public institutions of higher education. The provisions described here are intended to encourage collaboration between SCHEV and institutions on the development of new degree programs, especially programs that are rigorously documented as to state needs, post-graduate employment, and efficiency within the commonwealth's overall system of higher education.

Three kinds of facilitation are described below. These are not necessarily mutually exclusive; one or the other will be appropriate (or not) to particular programs according to their inherent characteristics and institutions' procedural preferences. All are optional.

I. Pre-submission Consultation.

Institutions are welcome, and encouraged, to submit drafts of proposals for new degree programs to SCHEV staff prior to official submission. Such consultation drafts may be submitted to SCHEV either before or after approval by the institution's Board of Visitors. SCHEV staff will provide feedback as to the proposed program's approvability, and advice about any revisions that may be necessary to secure. This consultation review is an *informal* one.

II. Pre-submission Review.

Institutions may request a *formal* SCHEV staff review of program proposals prior to BoV approval, and receive SCHEV approval of the proposed degree program immediately upon approval by the BoV, subject to the following conditions:

1. SCHEV staff provides formal notice to the institution that the proposal submitted for "pre-submission review" satisfies SCHEV criteria for approval of new degree programs;
2. materials presented to the BoV indicate that the proposed program has been subject to "pre-submission review" by SCHEV and that SCHEV staff has provided formal notice as referenced above; and
3. the program approved by the BoV does not differ from the program that received "pre-submission review" by SCHEV.

Programs approved in this manner will be reported to Council as delegated items.

III. Facilitated Staff Approval.

Proposed degree programs may be eligible for "facilitated staff approval," if they adhere to certain specified characteristics. The purpose of this

provision is to enable more rapid approval of new programs that clearly satisfy criteria related to state needs, mission, employment opportunity, and efficiency.

To be eligible for “facilitated staff approval,” a new degree program proposal must document fulfillment of the following criteria:

1. *State Needs*

Current research supports the need for new degree programs in the discipline and at the level proposed.

2. *Employment Demand*

Current BLS and VEC projections for the most closely related occupations are at least equal to the average for all occupations.

3. *Enrollment*

Projected enrollment and graduates are at least **1.5 times** the SCHEV program productivity standards for a program in that discipline area.

4. *Duplication*

No more than two other Virginia public institutions already offer the same program at the same level.

5. *Resources*

The proposing institution will not request an appropriation from the General Assembly to initiate or sustain the program.

6. *Mission*

The proposed program is already within the institution’s current mission envelope, as determined by (two-digit) CIP codes of the institution’s current degree program offerings.

Institutions may request “facilitated staff approval” when submitting a proposal for a new degree program that has been approved by its Board. If the specified criteria are satisfied, the proposed program may be approved by SCHEV staff, and will be reported to Council as a delegated item.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #7 – Discussion of Data Regarding Electrical and Mechanical Engineering Bachelor Programs at Virginia Public Institutions

Date of Meeting: March 17, 2014

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Council's *Policies and Procedures for Program Approvals and Changes* solicits information to document, among other things, a proposed program's responsiveness to state needs, student and employer demand, and lack of unnecessary duplication. Information is presented here on two program proposals currently under review (BS in electrical engineering from Christopher Newport University and BS in mechanical engineering from George Mason University) to prompt committee discussion and guidance to staff.

Materials Provided:

- Summary of Data Regarding Electrical and Mechanical Engineering Programs at Virginia Public Institutions

Financial Impact: N/A

Timetable for Further Review/Action: Staff anticipates completing review in time for action at the May 2014 Council meeting.

Resolution: N/A

Summary of Data Regarding Electrical and Mechanical Engineering Programs at Virginia Public Institutions

I. **Electrical and Electronics Engineering:**

A. Duplication.

- i. Currently, six public institutions offer a B S degree program in Electrical Engineering and one institution offers a BS in Electronic Engineering. The core requirements of the degree programs are similar because of the ABET accreditation standards. Various tracks can be offered in different degree programs based on faculty expertise.
- ii. Between 2008-09 and 2012-13, the seven institutions produced at minimum 247 graduates and a t maximum 295 graduates. Enrollment data indicate overall increases in the number of students enrolled and a r obust number of students in the pipeline for future graduates. Indeed, if a l linear relation between enrollment and graduates is preserved, one c an predict an approximate 30% increase in degree production over the next four years from existent programs.

B. Employment Demand.

- i. The Bureau of Labor Statistics (BLS) 2012-22 projections predict a 5% growth in employment for electrical engineers and 3 % growth in employment for electronics engineers. Projected employment growth for all occupations is 11%. (<http://www.bls.gov/ooh/architecture-and-engineering/electrical-and-electronics-engineers.htm>)
- ii. The Virginia Employment Commission (VEC) has not yet released its 2012-22 projections. For 2010-20 VEC projects 17.2% growth. In raw numbers, this projection indicates in 2010 there were 6,929 electrical engineers and projects in 2020 there will be 8,124—net growth of 1,195.

II. **Mechanical Engineering**

A. Duplication

- i. Currently, five institutions offer a BS degree program in mechanical engineering. The core requirements of the degree programs are similar because of ABET accreditation standards. Various tracks can be offered in different degree programs based on faculty expertise.
- ii. Between 2008-09 and 2012-13, the five institutions produced at minimum 476 graduates and at maximum 585 graduates, with increases each year. Enrollment data indicate overall increases in the number of students enrolled and a robust number of students in the pipeline for future graduates. Indeed, if a linear relation between enrollment and graduates is preserved, one can predict an approximate 17% increase in degree production over the next four years from existent programs.

B. Employment Demand

- i. BLS projects from 2012 to 2022 5% growth in employment for mechanical engineers. The total employment growth for all occupations is 11%

(<http://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm>).

- ii. VEC has not yet released 2012-2022 projections. For 2010-2020 VEC projects 11.3% growth. In raw numbers, this projection indicates in 2010 there were 7,399 mechanical engineers and in 2020 there will be 8,233—net growth of 834.

III. Enrollment and Graduation Data for **Electrical and Electronics Engineering** Bachelor level degree programs, Public Four-year Institutions

Headcount Enrollment					
Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GMU	262	262	260	304	334
NSU	86	83	104	117	109
ODU	95	102	128	145	169
UVA	110	113	129	124	117
VCU	176	167	167	165	159
VMI	44	48	59	48	47
VA Tech	307	308	373	411	457
Total	1080	1083	1220	1314	1392

Graduates					
Institution	2008-09	2009-10	2010-11	2011-12	2012-13
GMU	58	60	54	45	41
NSU	13	10	3	4	12
ODU	29	32	32	33	42
UVA	36	40	26	31	43
VCU	40	40	26	39	28
VMI	6	11	8	6	9
VA Tech	112	102	98	90	107
Total	294	295	247	248	282

IV. Enrollment and Graduation Data for **Mechanical Engineering** Bachelor level degree programs, Public Four-year Institutions

Headcount Enrollment					
Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
ODU	214	258	359	376	393
UVA	236	241	262	301	303
VCU	382	414	435	470	485
VMI	201	209	186	189	173
VA Tech	935	950	973	1,067	1,067
Total	1,968	2,072	2,215	2,403	2,421

Graduates					
Institution	2008-09	2009-10	2010-11	2011-12	2012-13
ODU	53	59	74	65	105
UVA	76	64	76	86	82
VCU	47	70	61	93	82
VMI	34	35	35	28	27
VA Tech	266	272	296	278	289
Total	476	500	542	550	585

Source—SCHEV reports:

Enrollments: http://research.schev.edu/enrollment/E16_Report.asp

Graduates: http://research.schev.edu/Completions/C6_Report.asp

- V. There is some contention from knowledgeable sources that the supply of STEM graduates in the US labor force is, on the whole, sufficient, and that the need for more graduates should be assessed on a discipline by discipline basis.

For example:

- B. Benderly. "What Scientist Shortage?" Columbia Journalism Review. January 17, 2012.
- R. Charette, "The STEM Crisis is a Myth, IEEE Spectrum, August 2013. (See ongoing discussion here: <http://spectrum.ieee.org/static/the-stem-crisis-is-a-myth-an-ongoing-discussion>.)

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Old Dominion University
Webb University Center
Potomac/York Conference Room
Norfolk, Virginia**

**March 17, 2014
3:30 p.m. – 5:00 p.m.**

TJ 21 Implementation Committee

1. Call to Order and Announcements
2. Approval of Minutes (January 13, 2014) [Page TJ1](#)
3. Update on General Assembly Budget Actions [Page TJ3](#)
4. Update on 2014 Legislation [Page TJ5](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TJ21 IMPLEMENTATION COMMITTEE MEETING
JANUARY 13, 2014
MINUTES**

Mr. Haner called the meeting to order at 3:35 p.m. in the 10th floor conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Mary Haddad, Stephen Haner, G. Gilmer Minor, and Carlyle Ramsey.

Council member absent: Martin Briley, and Gary Nakamoto

Staff members present: Lee Andes, Peter Blake, Dan Hix, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Yan Zheng.

APPROVAL OF MINUTES

On a motion by Mr. Minor and seconded by Dr. Ramsey, the minutes from the October 28, 2013, meeting were approved.

DISCUSSION OF GOVERNOR'S INTRODUCED BUDGET

Mr. Haner asked Mr. Hix to provide an overview of the materials that were distributed. Mr. Hix reviewed the summary of major general fund items and informed members that although maintenance reserve was not funded at the same amount that Council recommended, the Governor's recommendation allows additional operational flexibility, which is favorable to the institutions.

Mr. Hix reviewed the chart comparing SCHEV's recommendations to the Governor's budget recommendations, indicating that overall, the Governor's budget recommendations were supportive of higher education, with increases averaging just over 4% in FY 2015 but virtually no increases for FY 2016. Mr. Hix informed members that while the Governor's introduced budget did include a provision for employee bonuses (contingent on sufficient revenues and agency savings and based on employee performance) of between 2 and 3 percent in FY 2015, there was no provision for a base faculty salary increase. He reported that staff would continue to follow this through the session. Mr. Hix said that the Governor's introduced budget did not fund any new initiatives, but it did include other items that SCHEV recommended, representing over 70 percent of the Council's recommendations in total.

DISCUSSION OF THE 2014 GENERAL ASSEMBLY SESSION

Ms. Nelson distributed a list of higher education bills and provided a summary by category. She requested Council's input on several bills related to immigration. Mr. Haner was in favor of the bills that would allow certain undocumented students who

met certain other requirements, to pay instate tuition rates. Mr. Haner asked that Mr. Blake prepare a resolution to bring to the full Council meeting on January 14 to gauge the Council's interest in supporting the immigration bills.

Mr. Blake agreed to keep the members informed of any Governor's bills that may arise during the session.

UPDATE ON FALL 2013 HEADCOUNT ENROLLMENT

Mr. Massa reviewed the materials and indicated that year-to-date enrollment was relatively flat. He felt confident that the state would still be able to achieve the 100,000 additional degrees outlined in the Higher Education Opportunity Act of 2011, or TJ21. Mr. Massa informed the committee that the growth reflected in the private institutions comes primarily from Liberty University. Ms. Haddad requested that staff provide a revised chart excluding Liberty University.

Mr. Massa shared some preliminary information about the community colleges but indicated that the enrollment report for the community colleges was still in draft form. He answered questions from members and agreed to send the final community college headcount enrollment to the Council.

OVERVIEW OF INCENTIVE FUNDING MODELS

Mr. Blake provided a brief overview of incentive funding models, including allocation formulas and cost-based formulas.

ADJOURNMENT

The meeting was adjourned at 5:10 p.m.

Steve Haner
Committee Chair

Lee Ann Rung
Director, Executive and Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Committee Item #3 - Update on General Assembly Budget Actions

Date of Meeting: March 17, 2014

Presenter: Dan Hix, Finance Policy Director, DanHix@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 13, 2014

Action: Reviewed Governor's Introduced Budget

Background Information/Summary of Major Elements:

- On December 16, 2013, Governor McDonnell introduced his budget for the 2014-16 biennium. In total, the Governor proposed an increase of \$183.1 million in general fund for higher education operating budgets for the biennium. Of the total incremental funding, \$150 million was allocated based on funding formulae.
- On February 16, 2014, the House and Senate released their proposed budget amendments.
- At the time agenda book materials were prepared, the budget conference committee had just begun deliberations. According to the schedule approved by the General Assembly, the budget bill conference report is to be available by noon on March 3, 2014. The General Assembly is expected to take action on the report on March 7 and adjourn on Saturday, March 8, 2014.
- Once the General Assembly has taken final action, the Governor will have 30 days to review the bills. The General Assembly will then reconvene on April 23, 2014, to consider any items vetoed or amended by the Governor. The final amendments to the 2014-16 budget will take effect upon signing by the Governor, which occurs within seven days following the reconvened session, and the 2014-16 budget takes effect on July 1, 2014.

Materials Provided: A summary of the conference report will be provided at the March Council meeting—assuming that the conference report is available as scheduled.

Financial Impact: TBD

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 #4 – Review of Higher Education Legislation from the 2014 General Assembly Session

Date of Meeting: March, 17, 2014

Presenter: Kirsten Nelson, Director of Communications & Government Relations
kirstennelson@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Background Information/Summary of Major Elements: More than 100 bills were introduced at the 2014 General Assembly session that had a potential impact on Virginia's system of higher education. SCHEV tracked these bills as they made their way through the legislative process. This presentation is a summary of the results, with an emphasis on agency bills and those that have a connection to the goals and aspirations of The Virginia Higher Education Opportunity Act of 2011, also known as TJ21.

Materials Provided:

- A legislative summary follows.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

2014 Higher Education Legislation and TJ21

SCHEV Bills

HB 467 Massie; Reciprocity for distance education

Authorizes SCHEV to enter into interstate reciprocity agreements authorizing postsecondary distance education. SCHEV will administer the agreements. Participation in the agreements by the institutions is voluntary. The bill also requires SCHEV to establish the Distance Learning Reciprocity Advisory Council, which will include representatives from each participating institution.

TJ21 Connections:

§ 23-38.87:10. Short title; purpose.

7. To preserve and enhance the Virginia higher education system's excellence and cost-efficiency through reform-based investment that promotes innovative instructional models and pathways to degree attainment, including optimal use of physical facilities and instructional resources throughout the year, technology-enhanced instruction, sharing of instructional resources between and among colleges, universities, and other degree-granting entities in the Commonwealth, increased online learning opportunities for nontraditional students...

§ 23-38.87:16. Targeted economic and innovation incentives.

A. The Governor shall consider and may recommend and the General Assembly shall consider and may fund targeted economic and innovation incentives to achieve the purposes of this chapter. Such incentives may include, but are not limited to:

8. Technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions;

HB 501 Lingamfelter; Counting students granted in-state tuition for certain purposes.

Requires students who live outside the Commonwealth and are granted in-state tuition to be counted as in-state students for the purposes of determining college admissions, enrollment, and tuition and fee revenue policies.

HB 1137 Cox; Unfunded scholarships

The Code of Virginia for Unfunded Scholarships contains antiquated language that prohibits any other form of tuition remittance (such as a tuition waiver) other than an Unfunded Scholarship.

TJ21 Connection:

§ 23-38.87:15. Need-based financial aid.

Each institution's six-year plan required by § 23-38.87:17 shall take into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23-38.87:20. (HEAC Recommendation)

SB 244 Edwards; Code update

Eliminates obsolete language regarding the State Council of Higher Education for Virginia (SCHEV) in Title 23.

SB 449 Norment; Transfer language update

Clarifies Code related to student transfer in order to remove discrepancies and align state transfer policy with current state priorities of degree completion and workforce preparation. Renames the State Transfer Module as the State Transfer Tool.

TJ21 Connection:

§ 23-38.87:16. Targeted economic and innovation incentives.

A. The Governor shall consider and may recommend and the General Assembly shall consider and may fund targeted economic and innovation incentives to achieve the purposes of this chapter. Such incentives may include, but are not limited to:

9. Enhanced community college transfer programs and grants and other enhanced degree path programs;

SB 460 Norment; POPE certification extension

Increases, from 10 to 20, the number of years a private institution is required to have maintained a main or branch campus continuously in the Commonwealth under their current ownership and has been continuously approved or authorized to confer or grant academic or professional degrees by the State Council of Higher Education for Virginia.

§ 23-38.87:10. Short title; purpose.

In furtherance of this objective, the following purposes shall inform the development and implementation of funding policies, performance criteria, economic opportunity metrics, and recommendations required by this chapter:

3. Increasing degree completion by Virginians with partial credit toward a college degree, including students with ongoing job and family commitments who need access to nontraditional college-level educational opportunities;

Financial Aid

HB 133 Cole; Transfer Grant

Expands eligibility to allow students to transfer in the fall or spring semester after obtaining their associate degree.

TJ21 Connection:

§ 23-38.87:16. Targeted economic and innovation incentives.

A. The Governor shall consider and may recommend and the General Assembly shall consider and may fund targeted economic and innovation incentives to achieve the purposes of this chapter. Such incentives may include, but are not limited to:

9. Enhanced community college transfer programs and grants and other enhanced degree path programs;

Economic Metrics

HB 886 Peace; Postsecondary education and employment data, VLDS

The bill requires local school districts and public institutions of higher education to include SCHEV postsecondary education and employment data on their websites.

TJ21 Connection:

§ 23-38.87:20. Creation of Higher Education Advisory Committee; duties and responsibilities.

4. Economic opportunity metrics, such as marketplace demand, earning potential, and employer satisfaction, and other indicators of the historical and projected economic value of degrees that can be used to assess degree programs in order to provide useful information on the economic impact of degrees to students as they make career choices and to state policy makers and university decision makers as they decide how to allocate scarce resources;

Private Institutions

SB 392 Holtzman Vogel; VITA and Private Institutions

Provides for the Virginia Information Technologies Agency (VITA) to allow private institutions of higher education chartered in Virginia and granted tax-exempt status under § 501(c)(3) of the Internal Revenue Code to purchase directly from contracts established for state agencies and public bodies. The bill also requires VITA to seek the assistance of the Council of Independent Colleges in Virginia and the Division of Purchase and Supply of the Department of General Services in establishing and maintaining a list of private educational institutions authorized to make such purchases.

TJ21 Connection:

§ 23-38.87:16. Targeted economic and innovation incentives.

A. The Governor shall consider and may recommend and the General Assembly shall consider and may fund targeted economic and innovation incentives to achieve the purposes of this chapter. Such incentives may include, but are not limited to:

8. Technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions;

Budget Recommendations

Much of the budget language speaks to TJ21 in some way, whether directly or indirectly. The example below was chosen because it provides a *direct* reference to TJ21 and the differing ways in which the same item is addressed in the Governor's, House, and Senate Budgets.

Implementing the TJ21 Legislation (General Provision 4-10.00.b)

Governor's Budget: Delineates the principles for providing funding to higher education institutions consistent with the funding elements identified under the Virginia Higher Education Opportunity Act of 2011.

House Budget: Substantially amends the section as follows

"a. The following, consistent with the principles of the Higher Education Opportunity Act of 2011, are a guide to providing funding for public colleges and universities:

1. Cost drivers should reflect the goals of increasing access especially for in-state undergraduate students, ensuring that college remains affordable especially for in-state undergraduate students, increasing the number of degrees, certificates and credentials, and improving the quality of higher education including research enhancements.

2. Funds were allocated using the cost drivers identified in the first paragraph of this item, prior commitments of the Commonwealth, the institutions six-year academic and financial plans, the incentive funding model circulated by the college presidents to the 2011 Higher Education Advisory Committee, legislative and institutional priorities including the goal of tuition moderation.

3. The allocation of funds, especially for tuition moderation, is intended to enhance affordability for all in-state students and serves as a viable alternative to the current financial aid models. Increased financial aid allocations may become viable under the model proposed in House Bill 573 and will be considered at that time.

Senate Budget: Eliminates the language

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Old Dominion University
Webb University Center
Board of Visitors' Conference Room
Norfolk, Virginia
March 18, 2014
9:00 a.m.

Meeting Agenda

(Note: Some items from the March 18 meeting agenda may be addressed before adjournment of the March 17 meetings)

- | | | |
|------------------------------------------------------------------------------------------------------|------------|--------------------------|
| Call to Order and Announcements | 9:00 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes
(January 14, 2014, Council meeting) | | Page 1 |
| 3. Remarks by President Broderick | 9:10 a.m. | |
| 4. Director's Report | 9:40 a.m. | Page 11 |
| 5. Presentation on Tidewater Community College
Textbook-Free degree program | 9:55 a.m. | |
| BREAK | 10:30 a.m. | |
| 6. Report from Academic Affairs Committee: | 10:40 a.m. | |
| a. Action on Programs at Public Institutions | | Page A10 |
| b. Action on Private and Out-of-State Postsecondary
Education Institutional (POPE) Certifications | | Page A29 |
| c. Action on Program Approval Policy Addendum | | Page A39 |
| d. Discussion of Data Regarding Electrical and
Mechanical Engineering Bachelor Programs | | Page A42 |
| 7. Report from TJ21 Implementation Committee: | 11:00 a.m. | |
| a. Update on General Assembly Budget Actions | | Page TJ3 |
| b. Update on 2014 Legislation | | Page TJ5 |
| 8. Report from Strategic Planning Committee: | 11:30 a.m. | |
| a. Update on Request for Proposals for Strategic
Planning Services | | Page SP4 |

- | | | |
|-------------------------------------------------------------------------------|------------|--------------------------|
| 9. Report from Planning Group on Public and Private Partnerships for Research | 12:00 p.m. | Page RP1 |
| a. Update on February 7, 2014, and March 7, 2014, meetings | | |
| 10. Items Delegated to Staff | 12:20 p.m. | Page 12 |
| 11. New Business | 12:25 p.m. | |
| 12. Adjournment | 12:30 p.m. | |

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

NOTE:

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 14, 2014
MINUTES**

Mr. Bland called the meeting to order at 9:05 a.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Gilbert Bland, Martin Briley, Johanna Chase, Joann DiGennaro, Heywood Fralin, Mary Haddad, Stephen Haner, G. Gilmer Minor, Pamela Moran, Gary Nakamoto, Carlyle Ramsey, and Julious Smith

Council member absent: Gene Lockhart

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joseph DeFilippo, Alan Edwards, Dan Hix, Tod Massa, Ashley Myers, Kirsten Nelson, Lee Ann Rung, and Yan Zheng. Noelle Shaw-Bell from the Office of the Attorney General was also in attendance.

PUBLIC COMMENT

No requests for public comment were received in advance of the meeting.

APPROVAL OF MINUTES

On a motion by Dr. Ramsey and seconded by Mr. Minor, the minutes from the October 29, 2013, Executive Committee, and the October 29, 2013, Council meetings were approved unanimously.

REMARKS BY PRESIDENT TERESA SULLIVAN

Ms. Haddad introduced President Sullivan. President Sullivan provided information about the University of Virginia's (UVA) strategic planning process and indicated that over 10,000 people from all parts of the university and community were involved. She stressed the importance of maintaining a continuous plan and one that is measurable against a set of metrics. UVA's vice provost will oversee the plan throughout the year and ensure that the academic and strategic plans interconnect.

President Sullivan spoke about the importance of research in the nation and stressed that a stronger commitment to research is needed from state and federal sources. She distributed an article addressing the return on investment from research, and discussed many examples of the types of research being conducted at UVA. Examples included research that builds the workforce, strengthens the economy, and improves human health and environmental quality.

President Sullivan also provided examples of daily struggles the institutions face to attract and retain researchers. She requested that the Council work as an advocate for research. Ms. DiGennaro spoke about a research summit that Council is planning in spring 2014 to bring together various entities to explore ways to strengthen research in the Commonwealth. President Sullivan suggested that the Attorney General be invited to participate in the summit.

DIRECTOR'S REPORT

Mr. Blake reviewed the report which was included in the agenda materials. Other items highlighted from the report were:

Boards of visitors' orientation: Mr. Blake called members' attention to the survey of participants that staff conducted after the October 22 orientation. He also informed members that as required in §23-9.14:1 of the *Code of Virginia*, staff has submitted a report to the Governor and General Assembly regarding the training session.

Auditor of Public Accounts (APA) audit: Mr. Blake reported that the agency is awaiting results of the audit, but he was confident that the audit will be clean. He thanked Ms. Boyd for her efforts in working with the auditors.

Postsecondary institution ratings system: Mr. Massa will be called to Washington to serve as a national expert.

Joint Legislative Audit Review Committee (JLARC): An executive summary of the report, "Review of Academic Spending and Workload at Virginia's Public Higher Education Institutions" was included with the agenda materials and Mr. Blake encouraged members to review it.

Outstanding faculty awards (OFA): Mr. Blake thanked Ms. Chase and Dr. Ramsey for serving on the selection committee. A press release announcing this year's award recipients will be sent out at the end of January. The event will be held at The Jefferson Hotel on February 20. The Secretary of Education has been invited to attend.

Staffing: Mr. Blake introduced two new SCHEV staff: Joseph Crook, Certification Specialist in POPE; and Ashley Myers, Coordinator of Executive and Board Affairs. Dr. Susan Wood has joined the SCHEV staff on a part-time basis to help lead the strategic planning process. He reported that three additional vacancies will be filled in the coming months, including one in academic affairs; one in finance policy, and a director-level position.

COMMITTEE REPORTS

Academic Affairs Committee

Mr. Fralin chaired the academic affairs committee meeting in Mr. Lockhart's absence. He asked Dr. DeFilippo to provide the committee report.

Action on Policies at Public Institutions

Dr. DeFilippo informed the Council that Dr. Edwards researched the issue and provided the information to the committee. In the course of his research, Dr. Edwards learned that SCHEV should devise a policy based on recommendations by the Office of the Attorney General. As a result, the committee modified the resolution that was included in the agenda materials. The committee's motions were seconded by Mr. Smith and the following revised resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval of the Virginia Commonwealth University policy, "Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception" as amended by the VCU Board of Visitors on May 21, 2004. This approval is in effect for a period of two years, pending development of a SCHEV policy to provide guidelines to institutions governed by § 2.2-3106(C)(8).

Action on Policy on Mission Statement Changes at Public Institutions

The committee's motions were seconded by Mr. Fralin and the following resolutions were approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for George Mason University, to take effect 30 days following adjournment of the 2014 General Assembly:

A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for Richard Bland College, to take effect 30 days following adjournment of the 2014 General Assembly:

To prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the University of Mary Washington, to take effect 30 days following adjournment of the 2014 General Assembly:

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the University of Virginia, to take effect 30 days following adjournment of the 2014 General Assembly:

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;*

- *our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;*
- *our universal dedication to excellence and affordable access.*

Action on Programs at Public Institutions

Mr. Bland asked the institutional representatives who were present to introduce themselves and he thanked them for attending. The committee motions were seconded by Dr. Ramsey, and the following resolutions were approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Management (CIP: 52.0101), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Professional Studies (B.P.S.) degree program in Health Sciences Management (CIP: 51.0701), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science in Education (B.S.Ed.) degree program in Youth and Social Innovation (CIP: 19.0706), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Fish and Wildlife Conservation (CIP: 03.0601), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts in Education (M.A.Ed.) degree program in Higher Education and Student Affairs (CIP: 13.0406), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Packaging Systems and Design (CIP: 15.1503), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Sustainable Biomaterials (CIP: 03.0509), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate

a Doctor of Philosophy (Ph.D.) degree program in Translational Biology, Medicine, and Health (CIP: 26.0102), effective fall 2014.

Annual Report on Transfers from Community Colleges to Four-Year Institutions

Dr. DeFilippo reported that the committee received a brief overview of SCHEV's annual report on transfers from community colleges to four-year institutions.

Briefing on Virginia Military Student Consortium

Dr. DeFilippo reported that this informational item included a report from Dr. Cannaday on the military student consortium. This effort is intended to be scalable so the initial set of partners could be expanded to all institutions in the Commonwealth to provide improved services and programs to military students. Ms. DiGennaro suggested that Virginia Military Institute could provide valuable information, and Dr. DeFilippo agreed to pass along that suggestion to the group.

Dr. DeFilippo agreed to provide more information about the work that takes place between staff and the institutions in agenda items presented to Council for approval of new degree programs.

Other Business

Mr. Fralin suggested that the Council begin to think about advocating for the next bond issue. He felt the timing was right to begin preparing for a focus on research funding. Members discussed the best way to proceed and requested that Mr. Blake help the Council find its voice in this matter. Ms. Moran requested that staff provide specific statewide data to support advocacy for research.

Mr. Blake agreed to share any items from the General Assembly session with members that may require Council response.

CLOSED SESSION

At 10:30 a.m., Ms. Haddad read the attached motion which stated that in accordance with Virginia Code § 2.2-3711(A)(1), the Council adjourned to closed session for the purposes of addressing personnel issues related to alignment and new hires. The motion was made by Mr. Minor, seconded by Mr. Fralin, and approved unanimously. Mr. Andes, Ms. Shaw-Bell, Mr. Blake, Ms. Nelson, and Ms. Rung were asked to remain for the closed session.

The Council returned in open session at 11:10 a.m. and Ms. Haddad read the attached Freedom of Information Act Certification. Mr. Minor made a motion that was seconded by Dr. Ramsey and approved unanimously. The certification forms were signed by all members present and are attached to these minutes.

TJ21 Implementation Committee

Discussion of Governor's Introduced Budget

Mr. Haner reviewed the preliminary summary comparing the Governor's introduced budget items to SCHEV's proposed recommendations. He expressed support for the Higher Education Equipment Trust Fund (HEETF). Mr. Haner encouraged all members to review the recommendations and indicated that more information about the budget will be presented at the March meeting.

Discussion of the 2014 General Assembly Session

Mr. Haner said the committee received a report from Ms. Nelson about bills pertaining to higher education during this session. Mr. Haner asked for discussion pertaining to an immigration bill that requests in-state tuition for some undocumented students that meet a certain set of requirements. He proposed the following resolution which was seconded by Ms. Haddad:

BE IT RESOLVED that the State Council of Higher Education for Virginia supports legislative efforts in the 2014 General Assembly session to make some immigrant students who are lawfully present in the Commonwealth eligible for in-state tuition.

Members discussed the resolution and sought information from Mr. Andes on the status of Deferred Action for Childhood Arrivals (DACA). Council members concluded that they needed additional information before approving the resolution. Mr. Smith moved and Mr. Fralin seconded a motion to table the earlier resolution, which was approved 11-0. Mr. Smith made the following resolution, which was seconded by Ms. DiGennaro and approved 11-0:

BE IT RESOLVED that the State Council of Higher Education for Virginia request its staff to provide information to legislators that could be used to make an informed decision in the best interest of higher education and the state with regard to providing in-state tuition to some immigrant students who are lawfully present in the Commonwealth.

Update on Fall 2013 Headcount Enrollment

Mr. Haner indicated that Mr. Massa reported to the committee that while 2013 headcount enrollment is not quite at the level reported in October, it was his opinion that this should not have an adverse effect on the additional 100,000 degree projections.

Overview of Incentive Funding Models

Mr. Haner reported that Mr. Blake discussed incentive funding models with the committee. He encouraged members to review the agenda materials and contact staff with any questions.

Strategic Planning Task Force

Update on Request for Proposals (RFP) for Strategic Plan Services

Mr. Smith reported that the Council received ten proposals, which will be reviewed over the next few weeks. Staff hopes to conclude negotiations in early February. Mr. Smith encouraged members to review the guiding principles since they will set the tone for the plan, and encouraged members to contact him or Mr. Blake if they had questions.

Overview of Timeline and Work Plan

Mr. Smith reported that task force members received an update on the RFP process and reviewed the proposed timeline that Dr. Susan Wood presented. Mr. Blake reminded members that the timeline includes regular opportunities for members to be involved in the process. The final systemwide strategic plan will also address SCHEV's ability to achieve the goals of the plan. Ms. Haddad thanked Mr. Smith for his work on Executive Directive No. 6 and for coordinating the strategic planning process. Ms. Haddad and Mr. Bland also thanked staff.

Planning Group on Public and Private Partnerships for Research

Ms. DiGennaro reported that an expanded planning group that included representatives from the Center for Innovative Technology (CIT), the Virginia Business Higher Education Council (VBHEC), the Virginia Chamber of Commerce, Virginia Commonwealth University, George Mason University, the McAuliffe transition team, and former delegate Joe May, met on December 3 to discuss the summit that will be held in the spring. Staff is soliciting bids for meeting space in Richmond. The next planning group meeting is scheduled for February 7. She encouraged Council members to attend the summit and requested that they contact Mr. Blake with suggestions about potential participants. Ms. DiGennaro thanked staff and members of the planning group for moving forward on the summit.

ITEMS DELEGATED TO STAFF

Mr. Blake noted the categories of recent actions taken by staff as delegated by the Council. As required, a copy of these actions is attached to the minutes.

NEW BUSINESS

Mr. Bland reported that at the last executive committee meeting, members agreed to pursue new areas in which the Council could be involved. One suggestion was to develop a rectors' council and he reported that Mr. Minor agreed to lead this group, with Mr. Fralin's assistance. Mr. Bland suggested that the group could meet two to three times per year to discuss best practices and ideas for additional board training beyond the yearly orientation session that SCHEV is required to provide.

Dr. Ramsey said that Mr. Blake provided an excellent explanation of incentive funding at the TJ21 committee meeting and felt that it has an enormous amount of potential to influence various measurable outcomes. As a way to move Virginia forward, the committee decided that Council could be influential if it supported the combination of two allocation models rather than just one. Mr. Briley expressed his hope that the 20% additional incentive funding could be earmarked for collaboration, based on successful programs that are already in place.

Mr. Fralin said Council should consider a mechanism to measure quality of degrees. As funding has increased, there is more pressure on the institutions to produce more degrees, which could have an adverse effect on quality.

Mr. Smith requested that the academic affairs committee consider whether it would be advisable to add a question to SCHEV's program approval template asking institutions to explain why collaboration is not possible if a similar program is offered by another institution.

Mr. Bland thanked Ms. Chase and Dr. Ramsey for their work on the Outstanding Faculty Awards (OFA) selection committee. Ms. Chase encouraged all members to attend the event on February 20 at the Jefferson Hotel in Richmond.

ADJOURNMENT

The next meeting will be held March 17-18, 2014, at Old Dominion University.

The meeting was adjourned at 12:20 p.m.

Mary Haddad
Secretary

Lee Ann Rung
Manager for Executive and Council Affairs

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Certificates: Modeling and Simulation: Health Sciences (Grad) (51.9999); Occupational Safety (Grad) (51.2206); Autism (Grad) (13.1013); Applied Behavior Analysis (Grad) (13.1099); Military Children and Families (Grad) (13.9999); and Modeling and Simulation: Education and Training (Grad) (13.0501).	Immediately
Mountain Empire Community College	Change the CIP code of the Associate of Applied Science degree program in Energy Technology (15.0901) to the Associate of Applied Science degree program in Energy Technology (15.0599).	Fall 2013

State Council of Higher Education
Director's report
March 18, 2014

Virginia Commission on Higher Education Board Appointments: We are working with the offices of the Secretary of Education and the Secretary of the Commonwealth on an orientation session for members of this commission. In February, Governor McAuliffe made appointments to the commission, which is responsible for making recommendations to the Governor on appointments to college and university governing boards.

Board of Visitors orientation session: SCHEV has scheduled this year's board member orientation session for October 21 and 22. We soon will establish a planning group to develop an agenda for the meeting. We also recently circulated a survey to board of visitor members to assess their perspectives on leadership and board effectiveness. We will have preliminary results later this spring.

APA audit: The Auditor of Public Accounts completed its audit of SCHEV for fiscal years 2012 and 2013. Thanks to Ellie Boyd, budget and finance director, her staff, and others who have managed state and federal programs for satisfying all audit requirements and securing for SCHEV another clean audit.

Deferred Action for Childhood Arrivals: Plaintiffs that brought a lawsuit that challenges the Council's policy on eligibility for in-state tuition have voluntarily dismissed their lawsuit. Plaintiffs have six months to re-file the same suit if they so choose.

JLARC reports: Staff held two meetings with JLARC staff in preparation for its next two reports on higher education. One report will focus on administrative costs. The second, and concluding, report will present strategies and options for future action. Both reports will be issued in the fall of 2014.

Educational outcomes of veterans: Tod Massa participated in a roundtable with technology companies and federal agencies hosted by the White House Office of Science and Technology Policy. SCHEV and the Veterans Administration are now in the process of developing a partnership to explore reporting on the educational outcomes of veterans in the Commonwealth.

Student Advisory Committee: The final meeting for the 2013-14 academic year has been scheduled for Friday, March 28, in Richmond. The panel will be asked for their input regarding the creation of a new strategic plan for higher education in Virginia.

State Higher Education Executive Officers: I have been elected to serve on the executive committee of SHEEO. This is the professional group of state governing and coordinating board leaders.

State Council of Higher Education for Virginia Agenda Item

Item: #9 - Report from Planning Group on Public/Private Partnerships for Research

Date of Meeting: March 18, 2014

Presenter: Joann DiGennaro, Chair

Most Recent Review/Action:

- No previous Council review/action
 Previous review

Date: January 14, 2014

Review: Council was updated on the September 2013 and December 2013 Planning Group meetings and was advised of the February 2014 Planning Group meeting. (A subsequent meeting was convened on March 7, 2014, and will be discussed as part of this report.)

Background Information/Summary of Major Elements:

The Planning Group met in Richmond on Friday, February 7, 2014, and was joined by stakeholders from institutions, state government, and the private sector. Action on a draft purpose statement and event agenda was deferred, following considerable discussion of the event's foci, audience, and desired outcomes. Attendees were encouraged to suggest potential invitees to SCHEV staff. The event date and location were agreed upon as Monday, June 9, 2014, at a downtown Richmond location.

Following the meeting, Mr. Blake conferred with some stakeholders individually, eliciting additional feedback and suggestions regarding the event. Ms. DiGennaro revised further a staff-updated draft of the event agenda, and her staff at the Center for Excellence in Education began consolidation of lists of suggested invitees for a save-the-date notification. In February, Ms. DiGennaro and Mr. Blake communicated frequently via email and phone as well as a two-hour meeting in Richmond.

The Planning Group met again in Richmond on Friday, March 7. Because that meeting date fell after the preparation of this Agenda Item, the details and outcomes of the March 7 meeting do not appear here, but will be discussed by Ms. DiGennaro at the Council meeting on March 18, 2014.

Materials Provided:

Materials will be provided at the meeting, pending the outcome of the Planning Group's meeting on March 7, 2014.

Financial Impact:

N/A

Timetable for Further Review/Action:

Council will be updated on the Planning Group's progress at its May 20, 2014, meeting.

Resolution:

None.

State Council of Higher Education for Virginia Agenda Item

Item: #10 – Items Delegated to Staff

Date of Meeting: March 18, 2014

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

Program actions approved:

- Central Virginia Community College
- Virginia Western Community College
- Longwood University

Program actions reported:

- Norfolk State University
- Old Dominion University
- Virginia Polytechnic Institute and State University
- Virginia State University

Organizational Changes / Off-campus Instructional Sites:

- George Mason University
- Old Dominion University

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
Central Virginia Community College	New Program Approved: Associate of Applied Science degree program in Computer and Electronics Technology—Computer Networking (15.0303).	Fall 2014
Virginia Western Community College	New Program Approved: Associate of Applied Science degree program in Mechatronics Systems Engineering Technology (15.0613).	Fall 2014
Longwood University	Change the program title and degree designation from a Bachelor of Science (B.S.) in Nursing to a Bachelor of Science in Nursing (B.S.N.) (51.1601).	Fall 2014

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council’s “Policies and Procedures for Program Approval and Changes,” the following items were reported:

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> • Undergraduate Certificate program in Health Services Management (51.0701) • Graduate Certificate program in Energy Systems (14.9999) • Graduate Certificate program in Transition Special Education Program (13.1019) 	Spring 2014
Old Dominion University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> • Graduate Certificate program in Advanced Engineering: Biomedical Engineering (14.0501) • Graduate Certificate program in Advanced Engineering: Cyber Systems Security (14.0999) • Graduate Certificate program in Advanced Engineering: Energy Systems (14.9899) 	Spring 2014

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Graduate Certificate program in Coastal Engineering (14.2401) • Graduate Certificate program in Engineering Management (15.1501) • Graduate Certificate program in Modeling and Simulation: Engineering (14.2701) • Graduate Certificate program in Naval Architecture and Marine Engineering (14.2201) Spring 2014 	
Virginia Polytechnic Institute and State University	Discontinue the Bachelor of Arts in Interdisciplinary Studies degree program (24.0101). [Program Approved: 1996]	Fall 2017
Virginia Polytechnic Institute and State University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> • Graduate Certificate program in Africana Studies (05.0201) • Graduate Certificate program in Air Transportation Systems (49.0199) • Graduate Certificate program in Biobased Materials (03.0599) • Graduate Certificate program in Civil Infrastructure Systems (14.0899) • Graduate Certificate program in Computational Engineering Science and Mechanics (14.1101) • Graduate Certificate program in Cognition and Education (13.1201) • Graduate Certificate program in Collaborative Community Leadership (44.0201) • Graduate Certificate program in Critical Design (50.0404) • Graduate Certificate program in Economic Development (45.0604) • Graduate Certificate program in Emerging Devices Technology (11.9999) • Graduate Certificate program in Engineering Education (14.9999) • Graduate Certificate program in Environmental Politics and Policy (45.1099) • Graduate Certificate program in Foundations of Political Analysis (45.1001) 	Spring 2014

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Graduate Certificate program in Future Professoriate (13.1299) • Graduate Certificate program in Geospatial Information Technology (45.0702) • Graduate Certificate program in Gerontology (30.1101) • Graduate Certificate program in Global Planning and International Studies (30.2001) • Graduate Certificate program in Homeland Security Policy (43.0302) • Graduate Certificate program in Human-Computer Interaction (30.3101) • Graduate Certificate program in Higher Education Administration (13.0406) • Graduate Certificate program in Information Assurance Engineering (11.1003) • Graduate Certificate program in Information Policy and Society (44.0599) • Graduate Certificate program in Integrative STEM Education (13.1399) 	
Virginia State University	Initiate Undergraduate Certificate program in Wireless Technology (15.0399).	Spring 2014

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council’s “Policies and Procedures for Internal and Off-Campus Organizational Changes,” the following items were approved as delegated to staff:

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Establish the Mason Korea off-campus instructional site located at 119 Moonhwaro, Songdo-dong, Yeonsu-gu, Incheon, Korea 406-840—as an officially recognized branch campus.	March 1, 2014

Old Dominion University	Rename the School of Physical Therapy to the School of Physical Therapy and Athletic Training . The School has been renamed to reflect the coursework offered in the school and respond to the interdisciplinary mission of the College of Health Sciences.	April 1, 2014
Old Dominion University	Rename the School of Medical Laboratory and Radiation Sciences to the School of Medical Diagnostic and Translational Sciences . The School has been renamed to reflect the mission and the areas of emphasis in education and research.	April 1, 2014