



State Council of
Higher Education for Virginia

Agenda Book

March 21-22, 2011

Location:

University of Virginia
Harrison Institute/Small Special Collections Library
Charlottesville, VA



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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

University of Virginia
Harrison Institute/ Small Special Collections Library
Byrd-Morris Seminar Rooms, 3rd floor
Charlottesville, Virginia
March 21, 2011
1:30 p.m.

Academic Affairs Committee

Call to Order and Announcements

1. Liaison Report
2. Approval of Minutes (January 10, 2011) [Page A 1](#)
3. Presentation on Annual Report of the Office of Private and Out-of-State Postsecondary Education (POPE) [Page A 5](#)
4. Action on Programs at Public Institutions [Page A 12](#)
5. Action on Private and Out-of-State Post-secondary Education Institutional Certifications [Page A 25](#)
6. Action on Policy for “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions” [Page A 28](#)
7. Action on Annual Program Productivity /Viability Review [Page A 30](#)
8. Items Delegated to Staff [Page 31](#)
(separate tab)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JANUARY 10, 2011
MINUTES**

Dr. Elrod called the meeting to order at 2:05 p.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Mimi Elrod, Mary Haddad, Jake Lutz

Council member absent: Joann DiGennaro

Staff present: Joe DeFilippo, Andy Fogarty, Carmen Johansen, Monica Osei, Lee Ann Rung, and Linda Woodley

Dr. Elrod reminded attendees that Ms. Magill reinstated the Academic Affairs Committee in September and this was the Committee's first meeting.

Dr. Elrod announced that due to the possibility of inclement weather, the items from the Academic Affairs Committee agenda would be addressed by the full Council following its briefing session on January 10 rather than addressing them at the January 11 meeting.

Dr. DeFilippo provided a liaison report and reviewed some of the functional statutory duties of SCHEV in the *Code of Virginia* with regard to approval procedures and certification of institutions. He addressed limitations on what can be considered when certifying institutions. Dr. DeFilippo distributed a copy of the section of the *Code* addressing this issue.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo presented information about the program and introduced representatives from Thomas Nelson Community College. On motion by Mr. Lutz and seconded by Ms. Haddad the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Science (A.S.) in Information Technology degree (CIP: 11.0103) effective Spring, 2011.

**ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY EDUCATION
INSTITUTIONAL CERTIFICATIONS**

Dr. DeFilippo provided a brief summary of each program and noted one change to Geneva College's application summary. He distributed a revised sheet regarding Geneva College's surety instrument. On motion by Ms. Haddad and seconded by Mr. Lutz the following resolutions were unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies American University to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Centra Schools of Nursing to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Geneva College to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies International College of Naturopathic Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

ACTION ON POLICY FOR "STATE-LEVEL REQUIREMENTS FOR APPROVAL OF VARIOUS ACADEMIC PROGRAM ACTIONS AT PUBLIC INSTITUTIONS"

Dr. Osei and Dr. Johansen were thanked for their input on this item. Dr. DeFilippo highlighted the substantial changes listed on page A16. Ms. Haddad thanked staff for making these changes. Staff was requested to develop a protocol for handling program disapprovals and to add the protocol to the policy and to return the revised document to the Committee for action in March.

Staff was also requested to include a qualitative summary of delegated items in future Academic Affairs Committee meetings before forwarding the items to the full Council.

ACTION ON THE "UNIFORM CERTIFICATE OF GENERAL STUDIES GUIDANCE DOCUMENT"

Dr. DeFilippo explained HB1066 and the intent of the bill. Ms. Haddad said she was very pleased with the document but expressed a desire to have a more aggressive timeframe so that students would not lose out on the opportunities afforded by the legislation. Dr. DeFilippo agreed to make an effort to compress the timeframe if possible. On motion by Mr. Lutz and seconded by Ms. Haddad the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the *“Uniform Certificate of General Studies Guidance Document”* and charges staff to follow the process described therein for implementing the requirements of Code of Virginia §23-9.6:1.20.

ANNUAL REPORT OF THE OFFICE OF PRIVATE AND OUT-OF-STATE POSTSECONDARY EDUCATION (POPE)

The Committee agreed to postpone review of this report to the January 11 full Council meeting.

UPDATE FROM VIRGINIA COMMUNITY COLLEGE SYSTEM (VCCS) ON NURSING EDUCATION AND STUDENT ADVISING

In an effort to save time, it was requested that this item be presented to the full Council rather than first to the Academic Affairs Committee and then to the full Council. This was to allow the item to be removed from the January 11 Council agenda due to the possibility of inclement weather. At 3:15 p.m. the Academic Affairs Committee members were joined by Mr. Bland, Mr. Dyke, Ms. Magill, Mr. Minor, and Mr. Smith. Ms. Webb joined the meeting at 3:30 p.m.

Dr. Glenn DuBois, VCCS Chancellor, provided an overview and introduced Dr. Susan Wood, Vice Chancellor, Academic Services and Research, and Dr. Craig Herndon, Special Assistant to the Chancellor. Dr. DuBois reviewed the VCCS mission and explained its market. He also reviewed the Achieve 2015 plan currently underway. Ms. Magill indicated that the Council hopes to meet in September at one of the community colleges to share more information.

Dr. Wood reviewed the nursing programs, the outcomes of each measure of the program, as well as productivity. Dr. Herndon reviewed the problem of student advising and discussed solutions, including the career coaches program and the Virginia Education Wizard. Ms. Haddad felt that students need to know about transfer agreements as they begin their course of study. Dr. Herndon indicated that the Wizard will track student progress and intervene for at-risk students. He indicated his hope that in the future the Wizard would be more prescriptive and provide intervention. VCCS staff was thanked for providing useful information and for providing a valuable service to students.

ADJOURNMENT

The Academic Affairs Committee meeting adjourned at 3:55.

Mimi M. Elrod
Chair, Academic Affairs Committee

Lee Ann Rung
Manager, Executive & Council Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #3 – Presentation on POPE Annual Report

Date of Meeting: March 21, 2011

Presenter: Ms. Linda Woodley
Director of Private and Out of State Postsecondary Education (POPE)
lindawoodley@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 10, 2011

Action: The POPE Annual Report was included on Council's January 2011 agenda, but due to time constraints could not be reviewed at that meeting.

Background Information/Summary of Major Elements:

A PowerPoint presentation will be provided giving an overview of the work of the POPE office and the sector of schools it regulates. The POPE Annual Report included with the January 2011 Agenda Book will be discussed.

**State Council of Higher Education for Virginia
Office of Private and Out-of-State Postsecondary Education
Annual Report: 2010**

A. Institutional Statistics

Total Institutions (Main, Branches & Sites)	2007	2008	2009	2010
Out-of-state, Public	27	26	28	26
Out-of-state, Non-Profit	73	76	74	76
Out-of-state, For-Profit	54	53	60	58
Out-of-state, Vocational	15	16	13	4
In-state, Non-Profit	19	18	22	22
In-state, For-Profit	32	33	37	34
In-state, Vocational	120	118	109	117
Totals	340	340	343	342

Accredited Institutions 222
 Non-accredited Institutions 120
 Out-of-State Agent Permits 262

(An uncertified institution must have a permit for each agent soliciting on behalf of the school in the Commonwealth of Virginia.)

Religious Exempt Institutions 225

(The Code of Virginia permits exemptions to postsecondary institutions whose programs of study are purely religious or theological in nature. This total includes main branches and instructional sites.)

Status Changes in 2010

Newly Certified Institutions 15
 Colleges Withdrawn/Closed 7
 Achieved 10-Year Exemption 0

(The 10-year exemption applies only to in-state, degree-granting institutions.)

B. Institutional Enrollment/Graduation/Placement Data

All certified schools submit enrollment and graduation data with their annual recertification application. Degree-granting schools use the most recent fall headcount to record the total number of enrolled students claiming Virginia residence. Non-degree granting schools report their enrollment from the end of the most recent full academic/calendar year. Please note that these enrollment figures are self-reported by institutions in the aggregate (i.e., they are not unit record data).

Total Enrollment by Degree Type

Degree Type	2007	2008	2009	2010
Diploma/Certificate	14,659	17,927	15,373	16,889
Associate Degree	8,210	9,422	10,410	11,006
Baccalaureate Degree	16,949	17,709	18,933	16,814
Undergraduate Certificate	139	219	219	171
Graduate	8,771	11,989	12,929	11,138
Graduate Certificate	207	176	294	251
First Professional	871	393	592	427
Totals	49,806	57,835	58,750	56,696

Enrollment by Ethnicity

Ethnicity	2008	2009	2010
American Indian/Alaskan Native	268	287	326
Asian	3,059	4,363	3,343
Black/African American	18,930	18,926	20,052
Hispanic of any race	3699	3952	3,835
Native Hawaiian/Pacific Islander	172	82	198
Non-Resident Alien	2,011	1,923	1,997
White	2,0146	20,521	18,113
Race/Ethnicity Unknown	8,479	8,502	8,467
2 or More Races	246	194	365

Enrollment by Age

Age Category	2008	2009	2010
Traditional Students (18-24)	14,009	14,705	14,459
Non-Traditional Students (25+)	42,922	44,042	42,237

Enrollment by School Type

School Type	2008	2009	2010
In-State, For-Profit	7,544	8,659	7,690
In-State, Non-Profit	2,140	2,210	2,681
In-State, Vocational	7,378	8,006	8,773
Out-of-State, For-Profit	27,708	30,864	31,508
Out-of-State, Non-Profit	9,430	6,713	3,602
Out-of-State, Vocational	1,114	1,185	518
Out-of-State, Public	1,617	1,113	1,924

Total Graduates/Completers by School Type

School Type	2008	2009	2010
In-State, For-Profit	3,227	3,538	3,463
In-State, Non-Profit	502	816	1,057
In-State, Vocational	6,316	8,137	6,286
Out-of-State, For-Profit	5,167	6,361	6,447
Out-of-State, Non-Profit	3,129	2,666	2,619
Out-of-State, Vocational	958	881	143
Out-of-State, Public	514	379	299

Total Graduates/Completers by Credential Earned

Credential Earned	Out of State				In State		
	Public	Non-Profit	For-Profit	Vocational	Non-Profit	For-Profit	Vocational
Certificate		23	148	60	94	492	5704
Diploma			1,664	83	306	1,674	571
Associate of Applied Science	5		941			310	11
Associate of Occupational Science			98			686	
Associate of Arts	5	325	342		15		
Associate of Science		60	42		1		
Associate					5		
Bachelor of Arts		559	142		210		
Bachelor of Science	56	335	1,053		27	30	
Bachelor of Fine Arts			74				
Bachelor of Applied Science	3						
Bachelor	56	281	1,424		17	8	
Post-baccalaureate Grad Cert	10	387	23		41		
Post-master's Grad Certificate		15	1				
Master		3	69		47	4	
Master of Science	126	408	249		47	259	
Master of Arts	38	22	158		27		
Master of Business Admin		32			4		
Master of Education		11					
Master of Professional Studies		137					
Doctor		21	7		13		
Doctor of Education			7				
Doctor of Psychology			2				
Doctor of Public Administration			1				
Doctor of Osteopathy					139		
Doctor or Pharmacy					64		
Doctor of Philosophy			2				
TOTALS	299	2,619	6,447	143	1,057	3,463	6,286

C. Institutional Audit Summary

49 schools were audited by the compliance section in 2010. This is short of the section's 2010 goal of 112 audits. The primary reason for the fall off in the rate of audits was staffing. The section has been fully staffed for only four

of the past twelve months, and a compliance specialist position needed to handle student complaints currently remains unfilled.

The goal of 112 audits per year is under review for 2011, and will be adjusted pending the dispensation of the vacant compliance specialist position.

The compliance staff implemented a service-oriented format for conducting audits in mid-2009 and continued to utilize this method throughout 2010. Schools are given the opportunity to correct items of non-compliance at the time of the visit and, if corrected on the spot, these items are not noted on the report of audit. Therefore, although staff may have found items of non-compliance on the day of the visit, as long as they are corrected, the written report will indicate there were “no items of non-compliance to report”. Staff has received positive input from schools on this process and plan to continue it.

Items that cannot be corrected on the day of the audit (e.g. findings of unqualified instructors, refund policies applied incorrectly or items that must be referred to another person at the institution) are reflected in the report of audit as items of non-compliance.

Number of school visits completed: 49

Types of Schools audited

- Out-of-State Schools – 13
- In-State Schools – 36
- Accredited – 28
- Unaccredited – 21

Types of visits conducted

- Full audits – 42
(3 of these required 2 days to complete)
- Site visits - 3
(POPE assesses the location where classes are held and conducts student surveys)
- Visit for reasons other than Audit – 3
- Shadow audit with accrediting agency – 1

Reason for Audit

- Random – 46
- POPE concern – 3
(e.g., late recertifying, low composite score, complaints, etc)

Audit Findings

- Number of schools with no findings – 24
- Number of schools with one finding – 6
- Number of schools with 2-3 findings – 6
- Number of schools with four or more findings – 6

Types of Audit findings

- Total findings – 65
- Records maintenance – 12
(student eligibility for enrollment, student financial records, faculty files)
- Faculty qualification – 10
- Refund policy – 10
(wrong policy cited and/or incorrect application)
- Curriculum issues – 10
(industry standards/quality, content or length issues)
- Student disclosures – 20
- Financial soundness – 2
- Inadequate accreditation plan -1

Best Practices

In 2010, the compliance team noted excellence in systems, procedures, or operations in 14 of the 42 schools audited. This comprises 33% of the schools visited in 2010. Areas of note included student services and record keeping practices.

D. Constituent Inquires

Pursuant to the *Virginia Administrative Code* (8 VAC 40-31-100), SCHEV is required to investigate and attempt to resolve all written and signed complaints regarding institutions certified to operate in Virginia. Constituent inquires are also forwarded to POPE from the Governor and the Secretary of Education.

- Number of complaints received – 147 (vs. 85 in 2009 - 73% increase)
- Number of complaints received in writing – 61 (vs. 53 in 2009)
- Nature of complaints received in writing
 - Academic – 16 (e.g., grading policies)
 - Administrative – 8 (e.g., issues with how school is run)
 - Ethical – 6 (e.g., school not delivering what promised)
 - Financial – 7 (e.g., refunds due; incorrect charges)
 - Financial aid – 9 (e.g., Title IV issues including refund calculations)
 - Other – 15 (e.g., not in our purview)

By June 2010, the compliance team had noted a significant increase in student phone complaints over prior years. The additional complaints were taking a considerable amount of time to address, even when the complaint did not fall within SCHEV's jurisdiction. Therefore, a dedicated complaint telephone line was implemented to facilitate complaint intake and screening. Students are contacted via email, letter or phone within 48 hours of leaving a message. They are advised to file a formal written complaint with SCHEV

or—if the complaint is not within SCHEV’s jurisdiction—are referred to the appropriate agency or contact person at the school.

E. Uncertified Schools Operating in Virginia

The compliance team sent letters to 15 schools discovered to be operating in Virginia without certification. Nine of these required further follow up communications. As of 12/31/2010:

- 4 have received exemptions
- 3 ceased operations
- 1 has been certified
- 7 still have undetermined status

F. POPE 2010 Initiatives

- Added POPE institution programs to SCHEV website degree inventory;
- Compiled advisory committee to review revised POPE regulations, and began promulgation process;
- Appointed a POPE institution student to the Student Advisory Committee.
- Added dedicated phone lines to automate the complaint and transcript request processes.

G. Goals for 2011

- Develop an internal POPE policy/procedure manual;
- Continue participating in college/community fairs to provide information on POPE institution programs;
- Prepare and distribute guidance documents on common non-compliance issues;
- Develop a CD Rom or DVD of POPE institutions with tips on attending a career-technical school for distribution to high schools, social services offices, workforce investment boards, public libraries and at college/career fairs;
- Enter into a maintenance agreement with VITA or another information technology entity to provide continuous maintenance on the POPE database.
- Modify compliance audit plan to a more realistic model based on staffing, number of schools, and make modifications to improve services to schools and students;

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 21, 2011

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:

Two public four-year institutions (George Mason University and Virginia Commonwealth University) are requesting Council action on three proposals for new academic degree programs. Staff's review of the proposals finds that they meet the criteria established by Council for program approval.

Materials Provided:

- George Mason University
 - Master of Science (M.S.) in Biomedical Sciences (CIP: 26.0102)
 - Master of Arts (M.A.) in History of Decorative Arts (CIP: 50.0703)
- Virginia Commonwealth University
 - Master of Product Innovation (M.P.I.) (CIP: 30.0000)

Financial Impact: The institutions affirm that the proposed programs will be funded primarily through tuition allocation and that they will not seek additional state resources to initiate and sustain the programs.

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 Science (M.S.) degree program in Biomedical Sciences (CIP: 26.0102), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and Georgetown University is terminated by either party.

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 History of Decorative Arts (CIP: 50.0703), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and the Smithsonian Associates of the Smithsonian Institution is terminated by either party.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Product Innovation (M.P.I.) degree program (CIP: 30.0000), effective fall 2011.

George Mason University
Master of Science (M.S.) in Biomedical Sciences
(CIP: 26.0102)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Biomedical Sciences to be initiated in fall 2011. The proposed program would be located in College of Science on the Prince William Campus and offered in partnership with Georgetown University Medical Center. Through its Special Masters Program, Georgetown currently offers all of the core medical courses included the curriculum of the proposed joint program with GMU. The proposed program is designed for distance education and all of the core medical courses would be broadcast asynchronously to GMU's Prince William campus. The program would take advantage of the resources currently available at GMU.

The proposed program would provide a rigorous and comprehensive curriculum of advanced biology and systems biology coursework and premedical coursework. The graduate-level biology courses would be offered by GMU and the medical courses would be offered by Georgetown University. With emphasis on coursework to prepare students for careers in systems biology and medicine, the curriculum includes courses in systems biology, biomedical research, gross anatomy, molecular genetics, and neuroscience. Students would also complete coursework in molecular and cellular physiology, cardiopulmonary biology, gastrointestinal biology, and renal biology. The curriculum will include a course in biomedical career pathways to provide students with the skills and knowledge to pursue alternative routes to careers in medicine. Graduates with medical school aspirations would possess enhanced scientific knowledge and be better prepared to gain admission to medical school. Graduates with aspirations to pursue biomedical research would possess knowledge and skills to conduct research and apply basic medical science to clinical problem-solving. GMU developed 6 new courses for the proposed program.

The proposed degree program would require 34 credit hours of graduate coursework: 19 credit hours of medical preparatory coursework; and 15 credit hours of general biology coursework.

Justification for the Proposed Program

The Institute for Systems Biology predicted that systems biology (an emerging discipline and cutting-edge field) "promises to transform how biology is done" and "transform medicine through the use of "predictive, preventive, personalized, and participatory medicine." Trained systems biologists will integrate a variety of scientific elements and create models to predict the numerous interactions between organs, tissues, cells, genes, and genetic material

[http://www.systemsbiology.org/Systems Biology in Depth/Promise of Systems Biology](http://www.systemsbiology.org/Systems%20Biology%20in%20Depth/Promise%20of%20Systems%20Biology)). In 2008, the President's Council of Advisors on Science and Technology (PCAST) declared that personalized medicine will allow physicians, clinicians, and medical researchers to "classify individuals into subpopulations that differ in their susceptibility to a particular disease or their response to a specific treatment." Preventive or therapeutic interventions and, the use of improved diagnostic tests will offer the prospect of "combining improved patient outcomes with reduced health care costs."

http://www.whitehouse.gov/files/documents/ostp/PCAST/pcast_report_v2.pdf). Graduates trained in systems biology will be critical in bridging the gap between profiling technologies associated with personalized medicine and clinical practice.

GMU is well positioned to offer the proposed degree program. Two faculty members are pioneers in the field of patient-tailored research and personalized medicine and all faculty members possess scholarly expertise in systems biology. Partnership with Georgetown University will provide support and resources for the program and combine the strengths of the two institutions. Implementation of the program will address a need to increase the number of students prepared for and admitted to medical school. Moreover, graduates of the proposed program will contribute to health and research businesses and organizations and meet industry demand for researchers and medically trained personnel in Virginia and nationally.

Student Demand

In spring 2010, GMU surveyed undergraduate and graduate students enrolled in degree programs in the College of Science. Of the 104 respondents, 71 (approximately 68%) indicated that they would be interested in enrolling in the proposed program.

In spring 2011, GMU surveyed undergraduate students enrolled in an upper division biology course. Of the 59 respondents, 37 (approximately 63%) indicated that they would be interested in enrolling in the proposed program and 15 (approximately 25%) indicated that they may be interested.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 23 in the program's first year (2011-12). The projections continue as follows: FTES 2012-13, 46.0; 2013-14, 69.0; and 2014-15, 92.0. GMU anticipates having 71 graduates each year beginning in 2015-16. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

GMU asserts that graduates of the proposed program will be prepared to be admitted to medical school (leading to future employment in the medical field) or fill positions in biomedical research, pharmaceutical research, or personalized medicine. Letters of support indicate need for qualified personnel. One letter notes that clinical assistants and clinical research associates are needed and “graduates from the [proposed] program will be valuable to practices.” Employment announcements indicate need in Virginia and nationally. Data from the Bureau of Labor Statistics (BLS) indicate that between 2008 and 2018 employment of biological scientists is expected to increase 21% as biotechnological research and development continues to drive job growth (<http://www.bls.gov/oco/ocos047.htm>); employment of physicians and surgeons is expected to “increase much faster than average” or 22%. The BLS noted that job growth will occur because of continued expansion of healthcare-related industries. The growing and aging population will drive overall growth in the demand for physician services, as consumers continue to demand high levels of care using the latest technologies, diagnostic tests, and therapies. Further, many medical schools are increasing their enrollments based on perceived new demand for physicians (<http://www.bls.gov/oco/ocos074.htm>). The Virginia Employment Commission (VEC) projects that between 2008 and 2018, employment of physicians and surgeons will grow 22.9% or 2.1% annually; employment of biological scientists will grow 26.9% or 2.4% annually (available at: <http://www.vawc.virginia.gov/analyzer/>).

Issues of Duplication

One institution in Virginia (EVMS) offers a related program. EVMS’s program is strictly designed to help students be more competitive applicants to medical school. The proposed program differs in that it has a broader emphasis and focuses on systems biology and personalized medicine. Further, GMU’s program is designed to serve students residing in Northern Virginia and the Washington DC metropolitan area.

Resource Needs

The proposed program will be funded primarily through tuition allocations. GMU affirms that revenue will exceed operation costs. 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 5, 2010.

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 Science (M.S.) degree program in Biomedical Sciences (CIP: 26.0102), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and Georgetown University is terminated by either party.

George Mason University
Master of Arts (M.A.) in History of Decorative Arts
(CIP: 50.0703)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Arts (MA) degree program in History of Decorative Arts to be initiated in fall 2011. The proposed program would be offered through the College of Humanities and Social Sciences, Department of History and Art History and in partnership with the Smithsonian Associates of the Smithsonian Institution in Washington, DC. The program will be administered by GMU and all courses would be offered at the Smithsonian Institution in Washington DC. The proposed program was previously offered through a partnership between the Smithsonian Institution and Corcoran College of Art and Design. The Smithsonian Institution indentified GMU as a university well-suited to meet the high standards of the Smithsonian and the academic needs of students.

The program integrates study and analysis of material and physical objects with an emphasis on craft, architecture and interior design and furnishings, metal work and jewelry, textiles and costume, and ceramics and glass. Students will study the historical, theological, and political background of the creation of objects and will be exposed to a range of art from different historical periods and geographical regions. The curriculum provides experiential learning and includes coursework in global decorative arts, museum studies, and design and design history. Graduates will possess knowledge and skills to: 1) research and document decorative art objects from a variety of media; 2) authenticate decorative objects; 3) conceive, develop, and organize exhibitions; 4) evaluate the role of decorative objects in their social and cultural contexts, and 5) manage collections of decorative art artifacts and objects. GMU developed 10 new courses for the proposed program. The courses include all eight core courses and two elective courses.

The proposed degree program would require 48 credit hours of graduate coursework. A thesis and a non-thesis option would be offered. The thesis option would require: 24 credit hours in core coursework; 18 to 21 credit hours of elective coursework; and, three to six credit hours for a thesis. The non-thesis option would require: 24 credit hours of core coursework; 24 credit hours of elective coursework. Students who select the non-thesis option would be required to pass an exam.

Justification for the Proposed Program

GMU asserts that the proposed degree is a direct response to address the need for masters-level personnel in the “burgeoning field” of decorative arts. Nationally, art museums and historic homes and sites incorporate decorative arts

and artifacts to present history. In Virginia, communities are using preservation approaches to build civic pride, revitalize downtowns, spur economic development, generate tourism, and educate residents and children about their local heritage (<http://www.dhr.virginia.gov/>). Further, the abundance of historic sites in the Commonwealth creates incentive for increasing the number of educated personnel with expertise in decorative objects and artifacts. Virginia is home to 482 historic buildings, 280 historic homes, 57 plantations, and 124 art museums. <http://www.virginia.org/site/content.asp?MGrp=1&MCat=2&Rgn=10000>). Historical decorative art objects can be found at most, if not all of the locations. GMU contends that universities should educate and train personnel who can acquire, analyze, and interpret decorative art artifacts. Trained experts are needed “to assist with preserving the historic culture and to educate the numerous visitors about the lives of Virginia’s earlier inhabitants.” The Career Guide for Curators emphasizes the need for masters-level personnel who possess knowledge and skills to “plan and organize the acquisition, storage and exhibition of collections and related materials, including the selection of exhibition themes and designs (<http://jobs.virginia.gov/careerguides/Curator.pdf>).

GMU is well positioned to offer the proposed degree program. Partnership and coordination with the Smithsonian Institution and other art museums in the DC metropolitan area will provide support and resources for the program and graduates. Implementation of the program would also address recommendations by the College Art Association (CAA). The CAA has indicated that graduates of Curatorial-studies programs “need to develop specific skills for working with objects and have ready access to museum objects throughout the training period” (<http://www.collegeart.org/guidelines/curatorial>). GMU affirms that partnership with the Smithsonian Institution will bring prestige to the institution and the Commonwealth as students will have access to the “world’s largest museum and research complex” and graduates will have gained knowledge and skills from expert practitioners in the art world.

Student Demand

In spring 2010, GMU surveyed undergraduate students majoring in Art History or seeking a minor in Art History. Of the 35 respondents, 11 (approximately 31%) indicated that they would “likely” consider pursuing a degree in the proposed program; 12 (approximately 34%) indicated they would “possibly” consider pursuing a degree in the proposed program. Sixteen students (approximately 46%) indicated that they would “likely” pursue the proposed program at GMU.

The Smithsonian Institute currently offers a program in the History of Decorative Arts. GMU believes that enrollment in the Smithsonian’s program indicates student demand. Between 2007 and 2010, the number of new students enrolled increased from 14 to 30; the number of applications for the program increased from 33 to 50.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 11 in the program's first year (2011-12). The projections continue as follows: FTES 2012-13, 20.0; 2013-14, 22.0; and 2014-15, 24.0. GMU anticipates having 13 graduates each year beginning in 2015-16. 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 prepared for careers as collections managers, specialists in the commercial art market, curators, art dealers, appraisers, and art educators and work in a variety of private and public organizations such as museums, historic houses, auction houses, galleries, appraisal firms, and publishing houses. Employment announcements indicate need nationally for museum personnel. Data from the Bureau of Labor Statistics (BLS) indicate that between 2008 and 2018 employment of archivists, curators, and museum technicians is expected to "increase much faster than average" or 20%. The BLS notes that for employment as a curator, most museums require a master's degree in an appropriate discipline of the museum's specialty (www.bls.gov/oco/ocos065.htm). The Virginia Employment Commission (VEC) projects that between 2008 and 2018, employment of curators will grow 21.2% or 1.9% annually; employment of archivists will grow 10.4% or 1.0% annually (available at: <http://www.vawc.virginia.gov/analyzer/>).

Issues of Duplication

GMU would be the first public institution in the Commonwealth to offer a Master of Arts degree program in Decorative Arts. Although no identical program exists in Virginia, three public institutions (GMU, VCU, and UVA) offer related programs. None of the programs focus on decorative arts.

Resource Needs

The proposed program will be funded through tuition allocation. GMU will not fund the proposed program through a reallocation of institutional resources and affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU of Visitors approved the proposed program on August 20, 2010.

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 History of Decorative Arts (CIP: 50.0703), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and the Smithsonian Associates of the Smithsonian Institution is terminated by either party.

**Virginia Commonwealth University
Master of Product Innovation (M.P.I.)
(CIP: 30.0000)**

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Master of Product Innovation (MPI) degree program to be initiated fall 2011. The program would be administered by VCU's da Vinci Center for Innovation which is a collaborative initiative between the School of Arts, the School of Business, and the School of Engineering. The proposed interdisciplinary program integrates the art, technical, and managerial aspects of product management and innovation. The curriculum is designed to prepare graduate-level professionals to: a) develop and launch new products, b) develop strategy and process roadmaps to maximize product innovation teams' performance, c) create product innovations that enable corporate entrepreneurship or business start-up opportunities; d) and lead efforts that conceive, develop, and deliver new product innovations by integrating approaches from the arts, business, and engineering. The program will expose students to education in product innovation and integrative design as well as experience with diverse product innovation techniques and equipment. VCU has developed two new courses for the proposed program. The courses are designed to provide experiential learning.

The program would require a minimum of 30 credit hours of graduate coursework: 12 credit hours of core coursework; six credit hours of technical elective coursework; and 12 credit hours for a capstone project.

Justification for the Proposed Program

Graduate-level interdisciplinary programs are needed to address an urgent need for educated personnel to conceive, design, and commercialize new products and services. In 2010, it was noted that America was facing "nothing short of an innovation crisis" and to address the crisis, institutions would need to graduate talented people with energy, creativity, and insights" (<http://online.wsj.com/article/>). In 2007, the Council of Graduate Schools recommended an increase in the number of graduate education programs that reflect the interdisciplinary dynamism characteristic of most innovative research centers. The Council wrote that graduate education, a vital part of the U.S. education system, must be strengthened as part of a national strategy on innovation and competitiveness. Moreover, a highly skilled workforce operating at the frontiers of knowledge creation and professional practice is the key to America's competitiveness (http://www.cgsnet.org/portals/0/pdf/GR_GradEdAmComp_0407.pdf). In 2009, the Information Technology and Innovation Foundation (ITIF) reported that the U.S. ranked sixth overall in innovation and competitiveness among a study of 40 nation/regions; the U.S. ranked 40th in improvement in international competitiveness and innovation capacity over the last decade. The ITIF stressed

that a detailed competitiveness and innovation agenda should include incentives for firms to innovate within their borders and support the kinds of institutions, including universities that are critical to innovation (<http://www.itif.org/files/2009-atlantic-century.pdf>). The proposed program would address the need for: 1) interdisciplinary degree programs that focus on design, innovation, and new product development; 2) graduates with knowledge and skills in innovation and the ability to create and develop new products; and 3) educated personnel working in industry to help ensure America is competitive and progresses toward reclaiming its position in product leadership.

Student Demand

In fall 2009 and spring 2010, VCU surveyed 381 undergraduate students majoring in Art, Business, or Engineering. Of the respondents, 43 (approximately 11%) indicated that in their consideration to attend graduate school, they would “very likely” enroll in a program such as the proposed program; 51 (approximately 13%) indicated they would ‘likely’ enroll in a program such as the proposed program.

Correspondence from prospective students indicates interest in the proposed program. One candidate declared his excitement about the possibility of fulfilling his graduate school aspirations, “especially so close to home (Richmond).” Another student wrote that he “has always been interested in product development, was very excited to hear about program, and that the program “would be a perfect continuation of [his] education and the foundation for a fulfilling career.”

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 12.0 in the program’s first year (2011-12). The projections continue as follows: FTES 2012-13, 30.0; 2013-14, 42.0; and 2014-15, 48.0. VCU anticipates producing 24 graduates each year beginning in 2015-16. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

VCU contends that graduates of the proposed program would be trained to serve as product managers, commercial and industrial designers, and product innovation team leaders or directors. Letters of support from employers cite the need for academically-trained graduates who are prepared and trained in the field of product development and management. One employer indicated that “it has formally embraced the innovation profession as an integral part of [its] business. [They] are quickly learning the value of having associates formally trained in innovation techniques.” Employment announcements indicate demand for personnel with advanced degrees in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of

commercial and industrial designers is expected to grow 9% (www.bls.gov/oco/ocos290.htm). The BLS notes that commercial and industrial designers combine the fields of art, business, and engineering to design the products people use every day and employment growth will arise from an increase in consumer and business demand for new or upgraded products. The Virginia Employment Commission (VEC) projects that between 2008 and 2018 employment of commercial and industrial designers is expected to increase 8.9% or .9% annually (available at: <http://www/vawc/virginia.gov/analyzer>).

Issues of Duplication

VCU would be the first institution in the Commonwealth to offer a Master of Product Innovation. Two institutions (VA Tech and VSU) offer related programs. VA Tech's program combines engineering and medicine and focuses on drug and device development in the medical industry. VSU's program offers courses in project management that include aspects of product innovation. Neither of the programs includes art, engineering, and business in the curriculum and neither focuses on product development and management.

Resource Needs

The proposed program will be funded primarily through tuition allocation. VCU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The VCU Board of Visitors approved the proposed program on May 21, 2010.

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 Virginia Commonwealth University to initiate a Master of Product Innovation (M.P.I.) degree program (CIP: 30.0000), effective fall 2011.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #5 – Institutional Certifications

Date of Meeting: March 21, 2011

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

One postsecondary institution, Star Institute, is seeking certification to operate in Virginia.

Materials Provided:

- Star Institute application summary

Financial Impact:

The institution has 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 Star Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective March 22, 2011.

Star Institute **Application Summary**

School Overview

Star Institute is a privately-owned, for-profit, in-state, career technical school that has been approved by the Virginia Board of Nursing to offer practical nursing and nursing assistant programs.

School Officer

Co-owners – Ronie E. Lake and Franklin Okigbo

School Mission Statement

The school's mission statement is as follows:

Star Institute is committed to providing students the opportunity to receive a quality career-focused education that will assist them to succeed in the workplace.

The Practical Nursing program is dedicated to training the student in practical nursing skills needed to become a competent and safe member of the health care team.

The Nursing Assistant – 120 clock hours that upon completion of our program will be eligible to take the Nursing Assistant Certification examination for the state of Virginia.

Proposed Educational Programs and Credentials Conferred

Certificate – Practical Nursing

Certificate – Nursing Assistant

Proposed Location

Star Institute will operate from the following address:

6066 Leesburg Pike, Suite 450

Falls Church, VA 22041-2234

Financial Stability Indicator

Star Institute 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

Star Institute submitted a \$50,000 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

Star Institute 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

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Star Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective March 22, 2011.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #6 – Action on Policy for “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions”

Date of Meeting: March 21, 2011

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: January 10, 2011

Action: Discussion of revisions to the policy “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions”

Background Information/Summary of Major Elements:

At its January 10, 2011 meeting, Council requested staff to modify the proposed policy to address the disapproval of degree programs. The enclosed document includes language to address the process for the handling of degree programs in cases where the staff does not recommend approval. Specifically, the following paragraph has been added to page 6:

By Council action in March 2011, all degree program proposals not recommended for approval by SCHEV staff shall be reported to Council's Academic Affairs Committee. The Academic Affairs Committee may elect to review any proposal not recommended for approval, and shall provide guidance to staff as to the final disposition of the proposal.

There are no other changes to the proposed policy as presented at the January meeting.

The Council is responsible for reviewing any proposed changes to the policy and procedures “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions” and recommending approval or denial. The Council has established the policy and procedures related to academic programs at public

institutions as part of its obligation to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia.

Materials Provided: An updated version of “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” with revisions indicated via marginal comments.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the updated policy “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” effective April 1, 2011.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
STATE-LEVEL REQUIREMENTS FOR APPROVAL
OF VARIOUS ACADEMIC PROGRAM ACTIONS
AT PUBLIC INSTITUTIONS**

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. Shaded actions require preparation of program proposals. Non-shaded actions require submission of designated forms and narrative statements. SCHEV's "Policies and Procedures for Program Approvals and Changes" contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

Academic Program Action Sought by Institution	State-Level Requirement			
	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	No Action Required at State Level
New Degree Program ¹	X			
Spin-Off Degree Program		X		
First Professional Degree ¹	X			
Health Program ^{1,2}	X			
Major, Concentration, Option, Emphasis, Focus or Track				X
Certificate			X ³	
C.A.G.S. or Ed.S. ¹	X			
Program Merger		X ^{4,6}		
Degree Designation Change ¹		X ⁵		
Program Title Change		X ⁵		
CIP Code Change		X ⁵		
Program Discontinuance			X ⁶	

¹If a proposed academic program will elevate a public institution to a new degree level, then the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

²§23-9.10:1 The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

³Certificate programs must be reported using the "Program Proposal" cover sheet and a requisite narrative statement.

⁴Submit the "Format for Merging Academic Programs" cover sheet and requisite narrative statement.

⁵Submit the "Format for Revising Academic Programs" cover sheet and requisite narrative statement.

⁶Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative.

State Council of Higher Education for Virginia
**ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES**

Effective: May 1, 2002
(Revised March 2006)

Comment [g1]: Date here and in footer to be changed when approved.

Comment [g2]: Will delete when effective date changes.

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ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS: POLICIES AND PROCEDURES FOR PROGRAM APPROVALS AND CHANGES

Effective: May 1, 2002
(Revised March 2006)

Comment [g3]: See comment above.

Comment [g4]: See comment above.

I. Council's Statutory Obligations Related to Academic Programs at Public Institutions

The Code of Virginia, Section 23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various responsibilities, authorities, and duties. Those obligations related to academic programs at public institutions are listed below.

A. Responsibilities

- To consider programs while developing system-wide plans under which the state-supported institutions of higher education of Virginia shall constitute a coordinating system (Section 23-9.6:1.1).
- To review and approve or disapprove all new academic programs which any public institution of higher education proposes, including both undergraduate and graduate programs (Section 23-9.6:1.5).

B. Authority

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (Section 23-9.6:1.14).

C. Duty

- The Council, insofar as practicable, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities (Section 23-9.6:1).

The Council has established the following policies and procedures related to academic programs at public institutions as part of its obligation "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia" (Code of Virginia, Section 23-9.3[a]).

II. Policy Statements on Academic Programs at Public Institutions

A. Overview

The intent of this policy is to fulfill the Council's statutory responsibilities and duties without burdening public institutions with complex and lengthy procedures. In all its work, SCHEV adheres strongly to four key principles (see SCHEV Mission Statement) including the following:

Respect at all times the autonomy and legal authority of the institutional Boards of Visitors and Trustees.

In this spirit, this set of policies and procedures related to academic programs was prepared by SCHEV staff in consultation with Council members, the Secretary of Education, and the chief academic officers of the state-supported institutions of higher education. This policy and its attendant procedures will help ensure that Virginia's public colleges and universities continue to make the most efficient use of state resources, avoid unnecessary duplication, and contribute to the goals identified in the 2002–2006 System-wide Strategic Plan.

B. Operational Definitions of Key Terms

Degree program: curriculum leading to the award of an associate's, bachelor's, master's, professional, or doctoral degree; is identified by a separate CIP code in the SCHEV program inventory; and, is listed on the student diploma. All curricula under the CIP code share a common core of courses¹. However, various groupings of fewer courses may be used to define a variety of related support areas that do not appear on the diploma (major, concentration, option, emphasis, focus or track). Council approval is not required to add new support areas to an existing degree program.

¹Common core requirements:

Bachelor's degree	25% of total credit hours required for the degree, excluding general education core
Master's degree	50%* of total credit hours required for the degree
Doctor's degree	25% of total credit hours required for the degree

* Consideration will be given to degree programs that adequately justify a core curriculum with less than 50%.

Comment [g5]: Added text.

New program: curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, requires a separate CIP code. Additional faculty, facilities, or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

Spin-off program: curriculum that expands an existing degree program into a stand-alone degree at the same degree level and does not change its essential character, integrity, or objectives and shares at least the first two digits of the existing program's CIP Code; shares at least three-quarters of courses with the existing degree program; requires minimal or no additional faculty; and, is funded through internal reallocations or private funds and does not require additional state funding. SCHEV reserves the right to determine whether a proposal is considered a new program or a spin-off program, and SCHEV staff approval is required to confer a spin-off degree. .

First-professional degree: curriculum that includes theory and practice of the basic body of knowledge and skills required to function as an entry-level professional in certain occupational fields recognized for reporting purposes by the U.S. Department of Education. These programs must meet the following criteria: (1) completion of the academic prerequisites to become licensed in a recognized profession; (2) requires at least two years of college-level study prior to entering the program; (3) total registered time to degree, including both pre-professional and professional study, equals at least six academic years. First professional degrees, while sometimes called doctoral degrees, are distinguished from research doctorates in that they do not include a required component of original research or a demonstration of expertise in a field beyond that required to qualify for basic licensing examinations. First professional degrees may be awarded in the following fields:

Chiropractic (D.C., D.C.M.)	Pharmacy (B.Pharm., Pharm.D.)
Dentistry (D.D.S., D.M.D.)	Podiatry (Pod.D., D.P., D.P.M.)
Medicine (M.D.)	Veterinary Medicine (D.V.M.)
Optometry (O.D.)	Law (L.L.B., J.D.)
Osteopathic Medicine (D.O.)	Divinity/Ministry (B.D., M.Div.)
Rabbinical and Talmudic Studies (M.H.L., Rav)	

Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. Council approval is not required to award a certificate.

Comment [g6]: Added text.

Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.): curriculum leading to a formal award certifying completion of one year of study beyond the master's level in an academic or occupationally specific field of study. These programs are usually intended for professional licensure or professional development. Council approval is required to award the C.A.G.S. and the Ed.S.

Program merger:

1. Merger of two or more programs into an existing program in the SCHEV program inventory. Merged programs must meet the minimum requirements for the common core (see above). Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work. SCHEV staff approval is required for this type of program merger.
2. Consolidation of two or more programs into a new degree program with a new CIP code and degree title. Existing programs and the consolidated new program must meet the minimum requirements for the common core (see above). For research-based graduate programs, see requirements above. SCHEV staff approval is required for this type of program merger.

Degree designation change: change made in an existing degree designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis (e.g. from the B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A.). SCHEV staff approval is required for a change in degree designation.

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Program title change: change made in an existing program title (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program-name change.

CIP code change: change made in an existing six-digit CIP code designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code to respond to changes in the field or to better reflect the intent of the program. SCHEV staff approval is required for a CIP code change.

Program discontinuance: action taken to close a program by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates will be reported. Subsequent notification of SCHEV staff is required. The intent to close a program in a Critical Shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

C. “New” and “Spin-Off” Academic Degree Programs

1. Background

By Council action in March 2002, distinctions were established between “new [degree programs](#)” and “spin-off [degree programs](#)” within SCHEV’s approval process. The purpose of this action was to clarify and streamline program-approval procedures. As a result of this action, while the Council will continue to formally approve all new programs, SCHEV staff have been delegated the responsibility for approval of spin-off programs that meet the criteria specified in these policies and procedures. New and spin-off [degree programs](#) must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

[By Council action in March 2011, all degree program proposals not recommended for approval by SCHEV staff shall be reported to Council's Academic Affairs Committee. The Academic Affairs Committee may elect to review any proposal not recommended for approval, and shall provide guidance to staff as to the final disposition of the proposal.](#)

Comment [g7]: Added text per Council.

2. New Academic Programs

A public institution's Board of Visitors or the State Board for Community Colleges must approve each proposal for a new academic program prior to its submission to the Council. Board approval is the culminating step in a series of reviews by curriculum committees at the department, college, and university levels, as well as by each chief academic officer. For this reason, Council defers to the respective boards' authority for determining the appropriateness of proposed curricula, course descriptions, faculty credentials, and library resources, as well as student admission, continuation, and exit requirements. Meanwhile, the Council's consideration of proposals will center on system-wide aspects of each new program.

The Council is particularly interested in questions related to issues of "need" for new academic programs. These questions center around the state's need for the proposed program as well as the institution's need for it.

- **Why does Virginia need this program at this time?**

State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

Duplication. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? (How many similar programs are offered in the state; where? What is the enrollment strength of these similar programs?)

- **Why does the institution need this program at this time?**

Institutional Needs. Will the program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

Resource Needs. Will the program affect the institution's budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, etc.? Will the program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

Comment [g8]: Original text separated to detail each specific area.

3. Spin-Off Programs

Some proposals submitted to the Council seek approval for programs that are extensions or outgrowths of existing curricula (minors, majors, tracks, options, or concentrations). Such “spin-off” programs use predominantly existing courses, existing faculty, and reallocated institutional resources. The Council has delegated the authority for approval of such proposals to SCHEV staff. This spin-off designation and its associated procedures are expected to expedite approvals of such programs while also supporting institutional flexibility, responsiveness to the needs of business and industry, and entrepreneurial initiatives. Both new and spin-off programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

D. Changes to Existing Programs

In addition to proposals for new and spin-off programs, institutions may propose modifications to existing programs. Such modifications may include program mergers, program discontinuances, and changes in degree designations, program names, and CIP codes. Council has delegated approval authority for such changes to SCHEV staff. Requests for such changes necessitate the submission of information and forms different and separate from those required for new and spin-off programs; these requests must be submitted as specified in these policies and procedures. Proposed changes to existing programs should not be submitted as organizational changes. Upon review of requests, staff action on such changes will be sent directly to the corresponding institutional chief academic officers. Final authority for all program actions remains with the Council.

E. Additional Policies Related to Academic Programs at Public Institutions

1. Policy on the Review of New, Spin-Off, and Merged Programs

Institutions must conduct in-depth reviews of new, spin-off, and merged programs in the year following the first graduates to determine whether these programs should continue. A program that does not meet its enrollment goal by the target enrollment year may be closed immediately or given a specified period, not to exceed two years, to meet its enrollment goal or be closed.

2. Policy on Doctoral and First-Professional Programs

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered (1) if another institution has a special capacity to offer a doctoral degree, usually a professional sort as distinguished from a research degree; (2) if there is strong demand from place-bound professionals for the proposed program; or (3) if there are special circumstances that support the proposed program.

For the purposes of this policy, the following institutions are considered to be the major research institutions: the College of William and Mary, George Mason University, Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Tech. Each institution awards doctoral degrees in many fields and all have at least one first-professional program.

James Madison University, Norfolk State University, [Radford University](#), and [Virginia State University](#) each have limited authority to offer doctoral degrees.

Comment [g9]: Text edited to reflect current status and institutions in this category.

3. Policy on Programs at a New Degree Level¹

An institution wishing to offer one or more programs at a new degree level must simultaneously submit the program proposal(s) and follow the procedures outlined in the Council's "Guidelines for Change in Degree-level Authority for State Institutions." Negative action on the request to confer degrees at a new level results in the denial of the request for any programs at that level. However, approval of the new level does not automatically result in approval of the requested degree program(s). Each proposed program will be considered individually.

III. Procedures for Submission of Proposals for New and Spin-Off Degree Programs

A. General Guidelines for New and Spin-Off Program Proposals

- All new program proposals and all health-related proposals, new or spin-off, must be reviewed and approved by Council. Proposals for new degree programs must be submitted to SCHEV staff at least nine months prior to the institution's desired initiation date. Proposals for spin-off degree programs must be submitted to SCHEV at least ninety days prior to the institution's desired initiation date. All degree program proposals, new or spin-off, must include the information required by SCHEV's policy. For information on the schedule of Council meetings, consult SCHEV's web site. Prior to seeking institutional boards' approval, institutions may submit draft proposals to Council staff for comments, advice, and/or preliminary reactions. To submit a draft document, mail one hard copy labeled "draft" to SCHEV.
- If an institution applies for a change in degree-granting status or submits a large number of proposals at once, it should allow more time for Council action. Similarly, if SCHEV staff receives a large number of proposals in a short time period, proposals will be considered for inclusion on the Council's next agenda on a first-come basis.
- Proposals for spin-off degree programs are eligible for review and approval by SCHEV's staff if they will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty. SCHEV reserves the right to determine whether a proposal will be considered as a new program or spin-off program.
- Approval to initiate a degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.

Comment [g10]: Added text for specific instruction.

Comment [g11]: Edited text for clarification.

¹§23-9.6:1.3 The State Council of Higher Education for Virginia is authorized "to study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal."

- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools if the new program significantly modifies or expands the scope of the institution.
- For new degree programs at the doctoral level, institutions must arrange and fund a site visit by at least two qualified external reviewers (plus a SCHEV staff member); this site visit must be completed at least eight weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers should be provided with copies of the program proposal prior to the visit and should be charged with preparation of a written report, which must be submitted to the institution and to SCHEV no later than two weeks after the site visit. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report.
- For spin-off degree programs at the doctoral level, after the proposal has been submitted and approved by SCHEV staff, institutions must submit to SCHEV a summary of two external reviewers' comments on the program proposal. If reviewers' reports raise significant questions and/or offer specific recommendations regarding the programs or the proposals then institutions must submit written responses to SCHEV and the reviewers; one electronic and one hard copy of the institutional response should be submitted to SCHEV and one electronic copy should be submitted to the reviewers within two weeks of receipt of reports, unless subsequent action by an institution's board is needed. Electronic copies of external reviewers' comments must be submitted to SCHEV staff.
- One hard copy of reviewers' Curriculum Vitae must be sent to SCHEV. The copy can be submitted with the program proposal.

Comment [g12]: Added text for clarification.

B. Specific Instructions for New and Spin-Off Program Proposals

1. Proposal Format

- Complete the Program Proposal Cover Sheet (below).
- Use word-processing software compatible with Microsoft Word (Times New Roman or Arial 12 Font).
- Provide a table of contents, number all pages of the proposal, and print one-sided.
- Provide a descriptive narrative that addresses items 2iii. and 2iv. (below) in sufficient detail to inform reviewers who may not be familiar with the discipline.
- Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix.

Comment [g13]: Added text for specific instruction.

Specific Instructions for New and Spin-Off Program Proposals (continued)

- Use clip or rubber band—please do not bind materials.
- Use only SCHEV official forms (edited forms will not be accepted).
- Include documentation for contracts with external resources, if appropriate.
- Address all proposal correspondence to the Director of Academic Affairs. Submit one electronic and two hard copies with original signatures on both copies to Darlene Derricott at DarleneDerricott@schev.edu.

Comment [g14]: Added text for specific instruction.

Comment [g15]: Added text for specific instruction.

2. Proposal Requirements, Components and Forms

Proposals for new and spin-off programs must include six components: (i) a letter from the chief academic officer containing the information listed below; (ii) a “Program Proposal Cover Sheet”; (iii) a description of the proposed program containing the information listed below; (iv) a justification for the proposed program containing the information listed below; (v) a “Summary of Projected Enrollments in Proposed Program” form; and (vi) a “Projected Resource Needs for Proposed Program” form.

i) Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the program proposal for all new, spin-off, and certificate programs.

The letter must:

- describe the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources);
- explain how the proposed program will fit with the institution’s mission and strategic plan; and
- describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it, including tracks, options, concentrations, majors, minors, or degrees proposed for closure or consolidation.

Note: If the proposed program will be offered jointly or in collaboration with one or more additional institutions (public or private), the chief academic officer(s) of the collaborating institution(s) should also submit a letter of support and explanation.

ii) Program Proposal Cover Sheet

The cover sheet on the following page must be used to submit proposals for new, spin-off, and certificate programs.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

1. Institution		2. Program action (Check one): <u>New program proposal</u> Spin-off proposal Certificate proposal	
3. Title of proposed program		4. CIP code	
5. Degree designation		6. Term and year of initiation	
7a. For a proposed spin-off, title and degree designation of existing degree program			
7b. CIP code (existing program)			
8. Term and year of first graduates		9. Date approved by Board of Visitors	
10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____			
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)			
12. Location of program within institution (complete for every level, as appropriate). <u>Departments(s) or division of</u> _____ <u>School(s) or college(s) of</u> _____ Campus (or off-campus site) _____ Distance Delivery (web-based, satellite, etc.) _____			
13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.			

Comment [g16]: Added text for use with all proposals.

Comment [g17]: Edited both lines for clarification.

iii) Description of Proposed Program

Using the following bullet format, please include a narrative description of the program that addresses these key questions:

- How many credit hours are required for the proposed degree? **Note:** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Institutions should include the curriculum detailing the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). Include a sample curriculum for full-time and part-time students. Include course descriptions for new and existing (major) courses. Denote which courses are new. Information may be requested for other courses included in the curriculum.
- With the assistance of the institution's director of assessment or the assessment office, complete the following items: 1. What learning outcomes (knowledge and skills) are graduates expected to demonstrate? 2. When and how does the institution plan to assess student learning? 3. How does the assessment plan fit into the institution's overall program review? 4. What are the value-added assessment tools, if applicable?
- What are the benchmarks (include numeric) by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.
- Is this program an expansion of an existing certificate, option, concentration, track, minor, or major? If so, what courses or faculty will be added? Will approval of the program result in closure of the existing certificate, option, concentration, track, minor, or major?
- If this is a collaborative program with another institution of higher education or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree.
- How will the existing faculty be utilized? What external funding sources are faculty receiving? Which faculty is receiving funding for research, how many grants have been received, and how much funding has been secured (if applicable)?
- Can the proposed program initiate and operate without compromising existing programs?
- How will adjunct faculty and graduate assistants be utilized?

Comment [g18]: Added text for specific instruction and documentation.

Comment [g19]: Added text for specific instruction.

Comment [g20]: Added text for specific instruction and documentation.

iii) **Description of the Proposed Program (continued)**

Please include a narrative description of the program that addresses following items:

Comment [g21]: Added all bullets below for specific instruction and documentation.

- An overview of the proposed program and its relationship to the institutions mission.
- If all or part of the curriculum will utilize any variation of on-line/electronic delivery, provide a complete description of the plan, courses, and resources available, if appropriate.
- Admission criteria, target population, and time to degree for full-time and part-time students.
- Student retention and/or continuation plan.
- Program administration.
- A list of employment skills/workplace competencies.

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iv) Need for the Proposed Program

Using the following bullet format, please include a narrative description of the program that addresses the following:

Justification

General Demand

- Provide background information for program development. What is occurring in the field that warrants the program? What evidence demonstrates that the Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, industry, etc. How was future need determined? Provide complete citation for all referenced information. Include in-text citations for all quoted information.
- All spin-off proposals must include the current curriculum requirements (including major, concentration, focus, or track courses) of the existing degree program.

Comment [g22]: Added text for specific instruction and to separate the sections.

Comment [g23]: Made edits to clarify questions.

Employment Demand

- Provide evidence of employer demand for graduates, including current and future need for such graduates. Evidence of demand should include:

Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data). Statistics from the U.S. Department of Labor or Bureau of Labor Statistics and the Virginia Employment Commission to reflect future employment demand. Provide full citations (use in-text citations for reference list) for sources of information. APA style is acceptable.

Examples of recent position announcements from professional journals or other sources of information about jobs appropriate to the degree level. Employment advertisements must reflect information obtained within six months of submitting the proposal to SCHEV and include the job title, duties, education level, location, and date of announcement. Original documents are acceptable.

If applicable, letters of support from prospective employers that include a statement of need for these graduates and potential employment opportunity. SCHEV discourages form letters and letters not written on company letterhead.

Comment [g24]: Added text for specific instruction and clarification.

Comment [g25]: Added text for specific instruction.

iv) Need for the Proposed Program (continued)

Student Demand

- Provide evidence of student demand to support projected enrollments. Evidence of demand from surveys, emails, or letters should reflect information obtained within 12 months of submitting the proposal to SCHEV. Evidence of student demand must include at least two of the following requirements:

Comment [g26]: Added text for clarification.

A descriptive narrative/full report of student survey results including date administered. Provide an original copy of any surveys administered.

Comment [g27]: Added text for specific instruction.

Letters and/or emails of support from prospective students that include a statement of need for program and indicate possible enrollment in the program. Original emails and letters are encouraged.

A descriptive narrative of enrollment data from existing program areas such as concentration, track, option, focus, or emphasis area. Information should reflect enrollment over time and within at least 3 years of submitting the proposal to SCHEV.

Comment [g28]: Added text for specific instruction

A summary, with data and citations, of any other sources that document student demand.

- The estimated headcount and FTE (full-time equivalent) students, including sources for the projection. With the assistance of the institution's planning or Institutional Research office, complete and attach the "Summary of Projected Enrollments in Proposed Program."

Duplication

- Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the proposed program's curriculum is similar to and different from other programs in this discipline in the region or state.
- Include information specific to location, employment opportunities, and any other resources.
- If applicable, include information concerning demand or lack of seat availability for qualified applicants at other public institutions in Virginia.
- Discuss the number of such programs in the state, the average number of students enrolled (headcount), and the average number of graduates over the past five years. Provide citation for source of information.

Comment [g29]: Added text for clarification.

Comment [g30]: Added text for specific instruction and documentation.

Comment [g31]: Added text for specific instruction.

vi) Summary of Projected Enrollments in Proposed Program

Complete and submit the form below.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- Assumptions: Provide data for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Comment [g32]: Added text for specific instruction and documentation.

Note: **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards).

Projected enrollment:

<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u> Target Year		<u>Year 4</u> Target Year <i>(2-year institutions)</i>		<u>Year 5</u> Target Year <i>(4-year institutions)</i>		
<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	<u>20</u> - <u>20</u>	
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES

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Note: **VCCS** institutions only complete **Years 1 through 4**. Graduation rates must be included in Year 4, Target year for the VCCS. Four-year institutions are not to complete the GRAD rate for Year 4.

Comment [g33]: Added text for clarification.

Definitions:

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

vii) Projected Resource Needs

Instructions:

In a narrative, describe the available and additional program resources anticipated in the following categories, explaining the need to operate the program:

- | | |
|---------------------------|---------------------------------|
| full-time faculty | part-time faculty |
| adjunct faculty | graduate assistants |
| classified positions | targeted financial aid |
| library | telecommunications |
| space | equipment (including computers) |
| other resources (specify) | |

- Describe all sources of funds and the anticipated effect of any reallocation of funds and faculty within the instructional unit.
- In addition to the above description, a narrative **must** be included to provide detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program.

Comment [g34]: Added text for specific instruction and documentation.

With the assistance of the institution's budget officer or chief financial officer, complete and attach the "form "Projected Resource Needs for Proposed Program."

On that form:

- answer the questions listed in Part A.
- use the number of full-time equivalent (FTE) positions when completing the table in Part B.
- in Part C, use 0% salary increases and no inflation factor for any other cost item.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes_____ No_____
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes_____ No_____
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No_____
- Will each type of space for the proposed program be within projected guidelines? Yes_____ No_____
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No_____

Part B: Fill in the number of FTE positions needed for the program

	Program initiation year 20__ - 20__		Expected by target enrollment year 20__ - 20__	
	On-going and reallocated	Added (New)	Added (New)**	Total FTE positions
Full-time faculty*				0.00
Part-time faculty (faculty FTE split with other units)				0.00
Adjunct faculty				0.00
Graduate assistants				0.00
Classified positions				0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program;

** Added after initiation year

Part C: Estimated resources to initiate and operate the program

	Program initiation year 20__ - 20__		Expected by target enrollment year 20__ - 20__	
Full-time faculty				
salaries				
fringe benefits				
Part-time faculty (faculty FTE split with other units)				
salaries				
fringe benefits				
Adjunct faculty				
salaries				
fringe benefits				
Graduate assistants				
salaries				
fringe benefits				
Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total cost	\$0	\$0	\$0	\$0
Equipment				
Library				
Telecommunication costs				
Other costs (specify)				
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 20____ - 20____	Target enrollment year 20____ - 20____
Reallocation within the department or school <i>(Note below the impact this will have within the school or department.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the school or department.)</i>		
Other funding sources <i>(Please specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/Other Funding Sources.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

IV. Procedures for Changes to Existing Programs

A. General Guidelines for Program Changes

- Requests for changes to existing programs (i.e., program mergers and changes of programs' names, degree designations, or CIP codes), as well as notifications of program discontinuances, necessitate the submission of information and forms different and separate from those required for new and spin-off programs; these requests must be submitted as specified in these policies and procedures.
- Requests to modify existing academic programs at public institutions should not be submitted as organizational changes. (Requests for organizational changes focus on the structure of the unit offering programs, e.g., the department, school, college, etc.)
- Proposed modifications to existing programs are eligible for review and approval by [SCHEV](#)'s staff if such changes will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty.
- [SCHEV reserves the right to request additional information - including a proposal for a new degree program - in cases where program curriculum has undergone change\(s\) since approval by Council.](#)

Comment [g35]: Added text for clarification

B. Specific Instructions for Program Changes

1. Revision of Academic Programs (Name/CIP/Degree Designation Changes)

- A public institution seeking to rename, change the CIP code, or change the degree designation of an existing academic program must complete and submit the "[Format for Revising Academic Program Title, CIP Code or Degree Designation](#)" cover sheet.
- Include a [narrative and support documentation](#) [providing](#) justification for the revision/change.
- Two copies of the proposal must be submitted. At least one should contain an original signature.
- The chief academic officer may submit the [cover sheet](#), narrative, [and all support documents](#) to SCHEV's Academic Affairs staff at any time.

Comment [g36]: Added text for specific instruction and documentation.

Comment [g37]: Added text for clarification.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 FORMAT FOR REVISING ACADEMIC PROGRAM
 TITLE, CIP CODE OR DEGREE DESIGNATION
 COVER SHEET**

1. Institution	2. Program action (Check all that apply): Change of program title _____ Change of CIP code _____ Change of degree designation _____
3. Title, existing program	
4. Degree designation, existing program	5. CIP code, existing program
6. Last term and year for granting existing degree	
7. New program title (if applicable)	
8. Degree designation, revised program	9. CIP code, revised program
10. Term and year of initiation, revised program	11. Term and year of first graduates, revised program
12. Location of program within institution (complete for every level, as appropriate). If any organizational unit(s) will be new, identify the unit(s). Department(s) of _____ Division(s) of _____ School(s) or colleges of _____ Campus (or off campus site) _____	
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the revision.	

2. Merger of Academic Programs

- A public institution seeking to merge two or more academic programs must submit the “Format for Merging Academic Programs” cover sheet, a descriptive narrative statement (see below), the “Summary of Projected Enrollments in the Merged Program” and “Projected FTE Positions for the Merged Program” forms (both forms appear on same page herein—), and an “Intent to Discontinue an Academic Degree Program” form (for each program to be merged). SCHEV reserves the right to request additional information if needed.

Comment [g38]: Added text for clarification.

- The narrative statement should include:

The reason(s) for the proposed merger;

How many credit hours are required for the proposed degree? **Note:** Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. Institutions should include the curriculum detailing the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). Include a sample curriculum for full-time and part-time students.

Comment [g39]: Added text for specific instruction and documentation.

What learning outcomes (knowledge and skills) are graduates expected to demonstrate?

When and how does the institution plan to assess student learning? How does the assessment plan fit into the institution’s overall program review?

What are the benchmarks (include numeric) by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into graduate studies, and satisfaction of employers and graduates with the program.

Comment [g40]: Added text for specific instruction.

The estimated headcount and FTE students for the merged program. Attach “Summary of Projected Enrollment in the Merged Program.” If the projected headcount and FTE differ from the historical figures, explain why the change is projected;

The effects of any projected reallocation or savings of resources. Attach the “Projected FTE Positions for the Merged Program.”

- Requests to merge programs should be submitted with the understanding that no new state funds will be requested to support the merged program.
- Requests to merge programs may be submitted by an institution’s chief academic officer to SCHEV’s Academic Affairs section at any time.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 FORMAT FOR MERGING ACADEMIC PROGRAMS
 COVER SHEET**

1. Institution	
2. Title, degree designation, and CIP code, existing program # 1	
3. Title, degree designation, and CIP code, existing program # 2	
4. Title, degree designation, and CIP code, all additional existing programs	
5. If existing or merged programs are/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s)	
6. Last term/year for granting existing degree	7. Title, merged program
8. Degree designation, merged program	9. CIP code, merged program
10. Term/year of initiation, merged program	11. Term/year of first graduates, merged program
12. Location of program within institution (please complete for every level, as appropriate). If any of these organizational units will be new, please so indicate. Department(s) of _____ Division(s) of _____ School(s) or colleges of _____ Campus (or off-campus site) _____	
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the merger.	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN THE MERGED PROGRAM

Institution: _____ New program title: _____

CIP code: _____ Degree level: _____ Initiation date: _____

Instructions:

Put the appropriate dates at the top of each column. Provide a **fall headcount** and an **annual FTE**. Round the FTE to the nearest whole number.

Part 1: Projected enrollment:

20__ - 20__	20__ - 20__	20__ - 20__
<u>HDCT</u> <u>FTEs</u>	<u>HDCT</u> <u>FTEs</u>	<u>HDCT</u> <u>FTEs</u>
_____	_____	_____

Part 2: Please check the student level(s) included in the figures above.

Undergraduate

- _____ Lower occupational/technical
- _____ Lower bachelor's
- _____ Upper bachelor's

Graduate

- _____ First year
- _____ Advanced
- _____ First professional

PROJECTED FTE POSITIONS FOR THE MERGED PROGRAM

Complete the following table.

	Current FTE positions all programs to be merged 20__ - 20__	First year of merged program 20__ - 20__	Second year of merged program 20__ - 20__
Full-time faculty			
Part-time faculty			
Graduate assistants			
Classified positions			
TOTAL			

3. Intent to Discontinue Academic Programs

- A public institution's chief academic officer should submit the "Intent to Discontinue an Academic Degree Program" form (below) and a narrative statement explaining the reason(s) for the discontinuance and the institution's plans to "teach out" current students to SCHEV's Academic Affairs section. **Note:** Termination date for reporting degrees should not exceed **seven** years beyond the last date for reporting new enrollments.
- If program closure is in a critical shortage area, question #9 on the Intent to Discontinue form must be completed. For teacher education programs, institutions can determine if a program is in a critical shortage area by visiting the Virginia Department of Education's website. For a list of jobs, trades, and professions for which a high demand for qualified workers exists, institutions can visit the Virginia Employment Commission and the U. S. Bureau of Labor Statistics websites.
- The institution's SCHEV-Reports Coordinator should submit an "Institutional Information Change Form" to SCHEV's Institutional Research section.

Comment [g41]: Edited text for clarification.

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

**State Council of Higher Education for Virginia
INTENT TO DISCONTINUE AN ACADEMIC DEGREE PROGRAM
COVER SHEET**

1. Institution	
2. Degree program title	
3. Degree designation	4. CIP code
5. Degree program approval date by Council	
6. Date beyond which no new enrollments will be accepted	7. Desired termination date for reporting degrees (semester and year)
8. For community colleges: local board discontinuance date	9. Board of Visitors or State Board for Community Colleges discontinuance date
<p>10. For Critical Shortage Area Only. Check all that apply and explain.</p> <p style="margin-left: 20px;"> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Other (Please describe) </p> <p>Explanation:</p> <p>List constituents impacted by action.</p>	
11. If collaborative or joint program, identify collaborating institution(s). Note: Each collaborating institution must submit a separate "Intent to Discontinue" form.	
12. Name, title, e-mail address, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.	

Comment [g42]: Added text for specific instruction and documentation.

V. Appeal Process for Council Action

Unless otherwise provided for in Council guidelines or regulations, an appeal must be filed within 60 days of Council action. An appeal so filed normally shall be considered by the Council at its next meeting. Any institution filing the appeal may be invited to present the appeal at a Council meeting.

Documents for an appeal must include a letter from the President describing the reasons for the appeal and supportive evidence of justification for the appeal.

Comment [g43]: Edited text for specific instruction.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #7–Annual Program Productivity/ Viability Review

Date of Meeting: March 21, 2011

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 12, 2009

Action: Council approved an amendment to the existing program productivity/viability policy whereby newly approved programs would be reviewed following their fifth year of existence.

Background Information/Summary of Major Elements:

At its May 12, 2009 meeting, Council passed a resolution to supplement the SCHEV quinquennial program productivity/viability review process with a specialized annual review:

Annual review of recently approved programs at four-year institutions and Richard Bland College

SCHEV shall annually review recently approved programs when they have completed their fifth year of existence (except for years when the regular quinquennial review occurs). For any such program not achieving SCHEV viability standards by the fifth year, the institution shall elect either to close the program or to submit a plan for bringing it up to standard within a specified time frame. Council will receive a report on and approve the results of this annual review as it does for the regular quinquennial review.

In February 2011, SCHEV staff completed the productivity/viability review of 28 programs that completed their fifth year of existence in 2009-2010. Three programs offered by George Mason University did not meet the viability standards in 2009-10.

Upon being notified of the results of the review, the institution provided a timely response with narrative justifications and data in support of a request for exemption for each program. Finding adequate justification in each case, staff recommends that exemptions be granted for each of the targeted programs.

Materials Provided:

- Table: *Program Viability Annual Review: Programs Reaching 5th Year of Enrollment in 2009-10.*
- Summary of George Mason University responses and SCHEV recommendations.

Financial Impact: N/A

Timetable for Further Review/Action: Staff anticipates reporting to Council in March 2012 on the next annual program productivity/viability review.

Resolution: Based on program viability results and submissions by George Mason University, staff recommends that the following resolution be approved by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program actions:

- A. Grant exemption for the BA in Latin American Studies, based on the interdisciplinary nature of the program.**
- B. Grant exemption for the MA in Justice, Law and Policy based on revised enrollment data demonstrating that the program meets viability standards.**
- C. Grant exemption for the MA in Philosophy due to positive enrollment trends, with the stipulation that the institution agree to track the placement of the program's graduates and provide data to SCHEV at the time of the next five-year review.**

**State Council of Higher Education for Virginia
Program Productivity/Viability Annual Review:
Programs Reaching 5th Year of Enrollment in 2009-10**

Note: Programs not meeting standards are shaded.

1 <i>Institution</i>	2 <i>Degree Level</i>	3 <i>Title</i>	4		
			<i>FTE Majors</i>	<i>FTE Service</i>	<i>FTE Grads</i>
<i>(Actual/SCHEV Standard)</i>					
GMU	Bachelor	Latin American Studies	11.7/24	7.6/18	9/12
GMU	Bachelor	Systems and Industrial Engineering	47.3/18	75.6/11	20/9
GMU	Master	Teaching/Art Education	10.4/9	-	3/6
GMU	Master	Justice, Law and Crime Policy	9.7/11	-	3/7
GMU	Master	Philosophy	10/11	-	6/7
GMU	Doctoral	Computational Social Science	11.8/9	-	0/4
GMU	Doctoral	Justice, Law and Crime Policy	12.6/9	-	¼
GMU	Doctoral	Mathematics	16.4/8	-	1/3
GMU	Doctoral	Neuroscience	10.5/9	-	2/4
GMU	Doctoral	Physical Sciences			
GMU	Doctoral	Earth Systems and Geoinformation Sciences	28.1/6	-	1.0/2
JMU	Bachelor	Biotechnology	90.9/18	302.7/11	14/9
JMU	Master	Occupational Therapy	46.3/7	-	18/5
LU	Bachelor	Communication Sciences and Disorders	65.7/12	44.7/10	11/6
ODU	Master	Music Education	13.2/10	-	4/7
ODU	Doctoral	Public Administration and Urban Policy	15/9	-	¾
ODU	Doctoral	Education	153.5/8	-	39/3
ODU	Doctoral	Health Services Research	12.3/5	-	2/1
UVA	Doctoral	History of Art and Architecture	30.1/7	-	4/3
UVA	Doctoral	Molecular Medicine and Systems Biology	10.8/6	-	2/2
UVAW	Bachelor	Management Information Systems	11.7/24	38.6/18	0/12
VCU	Bachelor	Anthropology	131/24	75.6/18	11/12
VCU	Bachelor	Homeland Security & Emergency Preparedness	202.1/24	325/18	57/12
VCU	Master	Bioinformatics	6.9/7	-	7/5
VSU	Bachelor	Mechanical Engineering Tech.	21.8/18	17.6/11	7/9
VSU	Master	Sports Management	41.6/10	-	18/7
VT	Masters	Building Construct. Science & Mgmt	10/11	-	15/7
VT	Doctoral	Apparel, Housing and Resource Mgmt	9.8/8	-	2/3

Summary of Institutional Responses and SCHEV Recommendations

A. BA in Latin American Studies.

The institution submitted a request for exemption for the BA in Latin American Studies programs based on the interdisciplinary nature of the program. Staff verified the evidence submitted, which shows that only 7 of the 31 credits required for the major are unique to the program. The BA in Latin American Studies offers only three courses under the LAS subject code: LAS 100 – Introduction to Latin American Studies; LAS 490 – Internship; and LAS 499 – Research Seminar in Latin American Studies. Other courses are drawn from related areas, such as anthropology, art history, dance, economics, English, geography, government, history and Spanish. SCHEV policy provides for exemption when no more than 25% of the required courses in an interdisciplinary curriculum are unique to the program. Therefore, staff recommends granting the exemption for this program.

B. MA in Justice, Law, and Crime Policy

The institution requested an exemption on the basis that the combined enrollments in both the MA and the PhD programs in Justice, Law, and Crime Policy for 2009-10 met the aggregate productivity standard for both degree levels. SCHEV policy provides that for programs offered at both the master's and doctoral level, quantitative standards may be combined to meet the appropriate productivity standard. In 2009-10, FTE enrollment for both programs totaled 22.3, exceeding the aggregate standard of 20. Therefore, staff recommends granting the exemption for the program.

C. MA in Philosophy

The institution requested an exemption based on the upward trend in the enrollment numbers. SCHEV data shows that in 2005, the FTE majors were 7, in 2006, 8.3, and in 2007, 9.8. If the productivity review had been held in 2008, the MA in Philosophy would have met the standard, with the FTE majors at 11.8 and Grads at 7, and in 2009, it would have just narrowly missed the standard. The institution also argues that the small number of master's level philosophy programs offered in the Commonwealth weighs in favor of retaining the program. There are three master's level philosophy programs in Virginia, (Virginia Tech, University of Virginia and George Mason University), with George Mason's being the only one in Northern Virginia. Staff recommends granting the exemption for the program, with a stipulation that the institution agree to track the placement of program graduates and provide data to SCHEV at the time of the next five-year review.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

University of Virginia
Harrison Institute/ Small Special Collections Library
Auditorium, 1st floor (lower level)
Charlottesville, Virginia

**March 21, 2011
3:30 – 5:30 p.m.**

Discussion Agenda

(Note: Some items from the March 22 meeting agenda may be addressed before adjournment of the March 21 meeting)

Call to Order and Announcements 3:30 p.m.

1. Discussion Topic:

*Update on Top Jobs for the 21st Century legislation/ Impact
On Council Activities*

2. Adjournment 5:30 p.m.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

University of Virginia
Harrison Institute/ Small Special Collections Library
Byrd-Morris Seminar Rooms, 3rd floor
Charlottesville, Virginia

March 22, 2011

8:15 a.m.

Call to Order and Announcements

8:15 a.m.

1. Closed Session

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

University of Virginia
Harrison Institute/ Small Special Collections Library
Auditorium, 1st floor (lower level)
Charlottesville, Virginia
March 22, 2011
9:00 a.m.

Meeting Agenda

(Note: Some items from the March 22 meeting agenda may be addressed before adjournment of the March 21 meeting)

- | | | |
|--|-----------|--------------------------|
| Call to Order and Announcements | 9:00 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes: | | |
| January 10, 2011 Council meeting | | Page 1 |
| January 11, 2011 Council meeting | | Page 4 |
| January 11, 2011 Executive Committee meeting | | Page E1 |
| February 25, 2011 Search Committee meeting | | Page 13 |
| 3. Remarks from President Sullivan | 9:05 a.m. | |
| 4. Briefings and Discussion: | | |
| a. Update on General Assembly Budget Actions | 9:20 a.m. | Page 15 |
| b. Update on 2011 Legislation | | Page 25 |
| 5. Action Items: | | |
| a. Report from Academic Affairs Committee: | 9:50 a.m. | |
| 1. Annual Report of the Office of Private and
Out-of-State Postsecondary Education (POPE) | | Page A5 |
| 2. Action on Programs at Public Institutions | | Page A12 |
| 3. Action on Private and Out-of-State Post-secondary
Education Institutional Certifications | | Page A25 |
| 4. Action on Policy for "State-Level Requirements for
Approval of Various Academic Program Actions
at Public Institutions" | | Page A28 |
| 5. Annual Program Productivity/Viability Review | | Page A30 |
| 6. Report on Outstanding Faculty Awards | | |

b. Overview of Valley Forge Christian College, Woodbridge Campus's Application to Participate in the Tuition Assistance Grant Program

Page 26

1. Convene Closed Session to Receive Advice from Legal Counsel
2. Hear Testimony and Consider Application in Open Session

- | | | |
|------------------------------|------------|---------|
| 6. Items Delegated to Staff | 12:00 p.m. | Page 31 |
| 7. Interim Director's Report | 12:05 p.m. | |
| 8. New Business | 12:15 p.m. | |
| 9. 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
JANUARY 10, 2011
MINUTES**

Ms. Magill called the meeting to order at 4:45 p.m. and indicated that the items from the Academic Affairs Committee would be addressed at this meeting in an effort to save time at the January 11 meeting due to the threat of inclement weather.

Council members present: Gilbert Bland, James Dyke, Mimi Elrod, Mary Haddad, Jacob Lutz, Susan Magill, G. Gilmer Minor, and Julious Smith.

Council members absent: Whittington Clement, Joann DiGennaro, Katharine Webb.

Staff members present: Joseph DeFilippo, Alan Edwards, Andrew Fogarty, and Lee Ann Rung.

Dr. Elrod was asked to provide a report on the Academic Affairs Committee items. It was decided that voting on the action items would be in block. On motion by Mr. Lutz and seconded by Ms. Haddad, the following resolutions were approved 8-0 (Mr. Dyke abstained):

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

The Interim Vice President of Academic Affairs from Thomas Nelson Community College was introduced.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Science (A.S.) in Information Technology degree (CIP: 11.0103) effective Spring, 2011.

ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY INSTITUTIONAL CERTIFICATIONS

Dr. DeFilippo distributed additional information regarding Geneva College related to its surety instrument. Mr. Mark Singer was in attendance to answer questions.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies American University to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Centra Schools of Nursing to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Geneva College to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies International College of Naturopathic Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

ACTION ON POLICY FOR “STATE-LEVEL REQUIREMENTS FOR APPROVAL OF VARIOUS ACADEMIC PROGRAM ACTIONS AT PUBLIC INSTITUTIONS”

It was decided to hold this item until the March meeting. Council members requested that staff provide additional information in this document to address programs not approved.

Staff was also requested to include a qualitative summary of delegated items in future Academic Affairs Committee meetings before forwarding the items to the full Council.

ACTION ON THE “UNIFORM CERTIFICATE OF GENERAL STUDIES GUIDANCE DOCUMENT”

There was some discussion about moving up the timeframe so that students would not lose out on the opportunities afforded by the legislation. Dr. DeFilippo agreed to make an effort to compress the timeframe if possible. The following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the “*Uniform Certificate of General Studies Guidance Document*” and charges staff to follow the process described therein for implementing the requirements of Code of Virginia §23-9.6:1.20.

UPDATE ON OUTSTANDING FACULTY AWARDS (OFA)

Dr. Elrod reported that the review committee chose 12 recipients from 29 finalists. The event will be held on February 17 and she encouraged all members to attend. Dr. DeFilippo and Ms. Covington were commended for their hard work in streamlining the OFA process.

OTHER BUSINESS

Ms. Magill invited all members to attend the Executive Committee on January 11 at 8:30 a.m.

ADJOURNMENT

The meeting was adjourned at 5:05 p.m.

G. Gilmer Minor
Council Secretary

Lee Ann Rung
Manager for Executive & Council Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 11, 2011
MINUTES**

Ms. Magill called the meeting to order at 9:20 a.m. in the SCHEV main conference room, James Monroe building, 9th floor, Richmond, Virginia. Council members present: Gilbert Bland, Joann DiGennaro, James Dyke, Mimi Elrod, Mary Haddad, Jacob Lutz, Susan Magill, G. Gilmer Minor, Julious Smith, and Katharine Webb.

Council member absent: Whittington Clement

Staff members present: Lee Andes, Beverly Covington, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Kirsten Nelson, Lee Ann Rung. Jake Belue from the Office of the Attorney General (OAG) was also present.

PUBLIC COMMENT

No requests for public comment were received.

APPROVAL OF MINUTES

On motion by Mr. Minor and seconded by Mr. Bland the minutes from the Council's October 26, 2010 meeting were unanimously approved as submitted.

INTERIM DIRECTOR'S REPORT

Dr. Fogarty provided a brief overview of the agency, both historically and prospectively and reviewed the principal goals for the agency for the period July – December 2010.

Dr. Fogarty reported that due to budget constraints and disapproval of money to provide a consultant, the agency assessment that was recommended by Council could not be completed as planned.

Draft agency objectives for the period January – June 2011 were also reviewed. Dr. Fogarty briefly reviewed the Governor's proposed operating budget amendments that affect SCHEV, particularly the funding increase for the Tuition Assistance Grant (TAG).

PRESENTATIONS FROM SVHEC/NCI/IALR CONSORTIUM

Dr. Betty Adams provided an overview and indicated that Dr. Dorsey and Dr. Leightley would highlight the work of each higher education center and present ways

in which the Consortium is an effective model for higher education in Southside Virginia.

Dr. Adams said the Consortium model is well suited for the unique environment of southern Virginia but she felt a better job could be done to demonstrate ways in which the Consortium brings together public schools, businesses, community colleges, and higher education to bridge the gap in the three separate systems of higher education.

Dr. Dorsey provided the historical perspective of the New College Institute (NCI) and reported that the opinion of the NCI 2012 Commission was that NCI should focus on becoming a branch of an existing college or university within the Commonwealth. A copy of the NCI 2012 Commission Report was distributed.

Dr. Liam Leightley provided a presentation about the Institute for Advanced Learning and Research (IALR). He also provided an overview of a collaborative plan, referred to as the “Marshall Plan” for place bound students in central southern Virginia.

The presenters answered questions from members. After some discussion, it was decided that the members of the Consortium would develop a document demonstrating how SCHEV could help operationalize their ideas, and define the key role that SCHEV could play in helping to accomplish their mission. It was decided that once this document is developed, it would be further discussed in the Academic Affairs Committee.

BRIEFINGS AND DISCUSSIONS

Update on Governor’s Introduced Budget

Mr. Hix provided a handout showing the Governor’s introduced budget amendments and reviewed each of the items. He also informed the Council that the Finance Advisory Committee (FAC) is working to provide estimates to SCHEV on the tuition and fee-related revenues that will be lost from both Educational and General and Auxiliary Enterprise programs as part of the 5% salary savings needed to address the Virginia Retirement System needs identified in the Governor’s proposed budget.

Update on Pre-Filed Legislation

Ms. Nelson distributed a list and provided an overview of pre-filed bills for the 2011 General Assembly session. She highlighted the bills of interest to higher education and provided information on potential legislation. In response to a request from members, Ms. Nelson agreed to find out if other states have bills related to illegal aliens attending college. She also agreed to develop a “key bill list” that will be shared with Council members weekly via email during the session.

REPORT FROM EXECUTIVE COMMITTEE

Ms. Magill reported that the Executive Committee reviewed the agency budget.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Ms. Magill reported that all items from the Academic Affairs Committee were reviewed and acted upon by the full Council following the January 10 briefing session due to the threat of inclement weather. For recording purposes, the following resolutions were approved by the Council at that meeting which followed the briefing session. Please see the minutes from the January 10 meeting for additional information:

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Science (A.S.) in Information Technology degree (CIP: 11.0103) effective Spring, 2011.

ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY INSTITUTIONAL CERTIFICATIONS

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies American University to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Centra Schools of Nursing to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Geneva College to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies International College of Naturopathic Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective January 11, 2011.

ACTION ON THE "UNIFORM CERTIFICATE OF GENERAL STUDIES GUIDANCE DOCUMENT"

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the "*Uniform Certificate of General Studies Guidance Document*" and charges staff to follow the process described therein for implementing the requirements of Code of Virginia §23-9.6:1.20.

UPDATE ON OUTSTANDING FACULTY AWARDS (OFA)

Dr. Elrod provided an update on the Outstanding Faculty Awards. This year 12 recipients were chosen from 29 finalists. The luncheon event is scheduled for February 17 and all were encouraged to attend. Dr. DeFilippo and Ms. Covington were commended for their hard work in streamlining the OFA process.

ITEMS DELEGATED TO STAFF

Dr. DeFilippo reviewed the action items that Council has delegated to staff including: program actions, items reported, and organizational changes/off-campus instructional sites. As required, a list of the actions is attached to these minutes. Dr. DeFilippo answered questions from members. After some discussion, it was requested that in the future, the list of delegated items should be reviewed by the Academic Affairs Committee prior to review by the full Council.

NEW BUSINESS

Ms. Magill proposed a resolution commenting on the recommendations of the Higher Education Commission issued on December 3, 2010. A copy of the proposed resolution was distributed and read by Mr. Lutz. Minor edits were recommended and on motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia commends the Governor's Commission on Higher Education Reform, Innovation and Investment for its comprehensive review of higher education in the Commonwealth and its forward-thinking Interim Report. The Council expresses gratitude to the SCHEV staff for its significant assistance and guidance in the preparation of the report. The State Council looks forward to providing continued strategic direction as the Commission's recommendations are considered and implemented through the legislative process.

The resolution will be transmitted to the Governor, the Chairman of the Commission, and the Secretary of Education.

Talking points regarding the 6% reduction to the SCHEV agency budget were drafted by staff and distributed. It was also suggested that a list of additional important facts about the agency be developed to assist members when speaking with legislators. Members were asked to communicate with Ms. Nelson when meeting with legislators. Ms. Nelson also agreed to send members a list of key legislators serving on each of the important education committees.

Ms. Magill called for a short break at 11:35 a.m. The Council returned from break at 11:40 a.m.

CLOSED SESSION

Pursuant to § 2.2-3711 (A) (1) and § 2.2-3711 (A) (7) of the Code of Virginia, the Council voted to convene in closed session to discuss two items: consideration of prospective candidates for Interim Director and to receive legal advice from counsel concerning the Virginia Tuition Assistance Grant (TAG). Mr. Dyke recused himself from the discussion on TAG because he and his firm represent a client with interests in SCHEV's decision on the TAG issue. Mr. Lutz also recused himself from the TAG discussion because attorneys in his firm represent a client with interests in SCHEV's decision.

At approximately 12:35 p.m. the Council returned to open session. A roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The certification was unanimously approved by a vote of 7-0 and is attached to these minutes.

ADJOURNMENT

The meeting was adjourned at 12:40 p.m.

G. Gilmer Minor
Secretary

Lee Ann Rung
Manager for Council and Executive 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
James Madison University	Change the title of the Doctor of Psychology degree program in Clinical, Counseling and School Psychology (42.0101) to Doctor of Psychology in Clinical and School Psychology (42.0101).	Spring 2011
James Madison University	Spin-off Program Approved: Bachelor of Science degree program in Hospitality Management (52.0901) from the existing Bachelor of Business Administration in Hotel Restaurant Management (52.0901).	Spring 2011
Old Dominion University	Change the CIP Code of the Doctor of Philosophy degree program in English from 23.9999 to 23.1399.	Fall 2010
Thomas Nelson Community College	New Program Approved: Associate of Applied Science degree program in Human Services (51.1599)	Spring 2011
Virginia Commonwealth University	Change the CIP Code of the Master of Science degree program in Addiction Studies from 34.0104 to 51.1501.	Summer 2010
Virginia Commonwealth University	Change the name of the Bachelor of Arts degree program in Women’s Studies (05.0207) to the Bachelor of Arts in Gender, Sexuality and Women’s Studies (05.0207).	Spring 2011

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
James Madison University	Discontinue the Bachelor of Science degree program in Hotel Restaurant Management (52.0901). [Program Approved: Date: April 4, 1974]	October 31, 2010

James Madison University	Discontinue the Master of Public Health (51.2201). degree program [Program Approved: Date: February 21, 2003]	December 13, 2010
Virginia Commonwealth University	Establish a Post-baccalaureate certificate in Gender, Sexuality and Women's Studies (CIP Code: 05.0207)	Spring 2011

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	Create the Department of Nutrition and Food Studies to establish a central administration location for degree and certificate programs.	July 1, 2011
George Mason University	Rename the Volgenau School of Information Technology and Engineering to the Volgenau School of Engineering .	January 1, 2011
George Mason University	Merge the Department of Molecular and Microbiology and the Department of Bioinformatics and Computational Biology to create the School of Systems Biology .	January 1, 2011
Norfolk State University	Merge the Department of Early Childhood/Elementary Education and the Department of Special Education to create the Department of Early Childhood/Elementary/Special Education .	November 1, 2010
Virginia Commonwealth University	Rename the Program (academic unit) in Patient Counseling to the Department of Patient Counseling .	January 3, 2011
Virginia Commonwealth University	Rename the Department of Women's Studies to the Department of Gender, Sexuality and Women's Studies .	January 3, 2011
Virginia Commonwealth University	Rename the Department of Mechanical Engineering to the Department of Mechanical and Nuclear Engineering .	January 3, 2011
Virginia Polytechnic Institute and State University	Rename the Department of Interdisciplinary Studies to the Department of Religion and Culture .	October 18, 2010
Virginia	Rename the Department of Forestry to the	October 18, 2010

Polytechnic Institute and State University	Department of Forest Resources and Environmental Conservation.	
Virginia Polytechnic Institute and State University	Rename the Department of Theatre Arts to the Department of Theatre and Cinema.	October 18, 2010
Virginia Polytechnic Institute and State University	Rename the College of Natural Resources to the College of Natural Resources and Environment.	October 18, 2010
Virginia Polytechnic Institute and State University	Create the Department of Population Health Sciences to establish a central administration location for a degree program.	January 10, 2011

RESOLUTION NO. 57
MEETING DATE: January 11, 2011

CERTIFICATION OF EXECUTIVE MEETING

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

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

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

VOTE

YES: 7 (Bland, DiGennaro, Elrod, Haddad, Magill, Minor, Smith)
Ms. Webb was not present when the certification was read)

NAYS: 0

G. Gilmer Minor
Secretary
State Council of Higher Education for Virginia

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
JANUARY 11, 2011
MINUTES**

Ms. Magill called the meeting to order at 8:35 a.m. in the SCHEV main conference room, James Monroe building, 9th floor, Richmond, Virginia. Council members present: Gilbert Bland, Joann DiGennaro, James Dyke, Mimi Elrod, Mary Haddad, Jacob Lutz, Susan Magill, G. Gilmer Minor, Julious Smith, and Katharine Webb.

Council member absent: Whittington Clement

Staff members present: Ellie Boyd, Tom Daley, Alan Edwards, Andrew Fogarty, and Lee Ann Rung. Jake Belue from the Office of the Attorney General (OAG) was also present.

UPDATE ON AGENCY BUDGET

Ms. Boyd provided a handout of FY2011 Total Appropriation & Actual Expenditures for the period ended December 31, 2010. Dr. Fogarty said this is the snapshot of the first year of the biennium. The second half will be included in his presentation at the full Council meeting that will address reductions on the agency budget.

Mr. Daley distributed SCHEV's General Fund appropriation changes for FY2009 and explained that the charts were produced because of requests from budget staff to show reductions to the agency budget and the severity of these reductions. He also provided a copy of a typical annual budget for the agency.

Ms. Magill indicated that an effort should be made to restore agency funding. She expressed concern about SCHEV's greatly increased role in the work of the Higher Education Commission, while receiving the largest budget reduction of any agency within the Education Secretariat.

There was some discussion about how to best champion SCHEV's cause and it was decided that staff would develop a short list of talking points that will be distributed immediately so that they could be used by members when visiting with legislators. Ms. DiGennaro and Ms. Webb offered to assist in this effort, but all members were encouraged to speak to legislators about the issue.

It was decided that SCHEV should advocate for the concepts of the Commission's work and stress that the needs of the Commission cannot be met without the work provided by SCHEV.

Ms. Magill will work with a small group of Council members and get back to the Council very soon for further assistance.

ADJOURNMENT

The meeting was adjourned at 9:20 a.m.

G. Gilmer Minor
Secretary

Lee Ann Rung
Manager for Council and Executive Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL SEARCH COMMITTEE MEETING
FEBRUARY 25, 2011
MINUTES**

Ms. Magill called the meeting to order at 10:40 a.m. at 101 N. 14th Street, Richmond, Virginia. Council members present: Gil Bland, Jim Dyke, Mary Haddad (via teleconference), Susan Magill, Julious Smith, Katharine Webb. Ron Forehand from the Office of the Attorney General was also present.

On motion by Mr. Dyke and second by Ms. Webb, the Search Committee voted to convene in closed session pursuant to Sec 2.2-3711(1) for discussion of personnel matters, specifically interview of a prospective candidate for Interim Director. The committee voted unanimously in favor.

The Council reconvened in open session at approximately 12:15 p.m. A roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The certification was unanimously approved by a vote of 8-0 and is attached to these minutes.

The meeting was immediately thereafter adjourned.

Gilbert T. Bland
Vice Chair

State Council of Higher Education for Virginia Agenda Item

Item: #4.a. - Update on General Assembly Budget Actions

Date of Meeting: March 22, 2011

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

- On December 17, 2010, Governor McDonnell introduced his proposed budget amendments for the 2010-12 biennium. The Governor provided \$50 million in additional general fund support based on the Higher Education Commission recommendations for base adequacy and student financial aid along with other institution-specific funding for FY2012.
- On February 6, 2011, the House and Senate released their proposed budget amendments.
- On February 27, 2011, the Chairmen of the House Appropriations and Senate Finance Committees announced that an agreement had been reached on final details of the budget conference report.
- The Governor will have 30 days to review the bills. The General Assembly will reconvene on April 6, 2011 to consider any items vetoed or amended by the Governor. The final amendments to the 2010-12 budget will take effect upon signing by the Governor, which occurs within seven days following the reconvened session.
- Additional general fund for major operating budget items contained in the conference report:
 - > \$8.0 million for base adequacy,

- > \$13.5 million for operation and maintenance of new facilities coming online,
 - > \$11.5 million for increasing full-time faculty ratio,
 - > \$3.0 million for institutions that had in-state enrollment growth,
 - > \$2.6 million for institutions that plan to increase in-state undergraduate enrollment to meet the goals of the Governor's Higher Education Commission recommendations,
 - > \$8.0 million for enhancing STEM-related programs,
 - > \$3.4 million for a public-private partnership between four institutions and CISCO Systems Inc.,
 - > \$13.3 million for in-state undergraduate financial aid, and
 - > \$2.5 million for the Tuition Assistance Program (TAG).
- Additional general fund for major capital outlay budget contained in the conference report is \$32.6 million for maintenance reserve.

Materials Provided: A summary of the conference report and comparison with the Governor's introduced budget amendments for the 2010-12 biennium.

Financial Impact: In total, the conference report would increase the general fund appropriation to institutions for educational and general programs in FY2012 by \$66.0 million or about 5.8% over the original budget.

Timetable for Further Review/Action: None.

Resolution: None.

**Comparison of Governor McDonnell's Introduced Budget Amendments and the Conference Report
for Higher Education Operations in the 2010-12 Biennium
(General Fund)**

Item	Governor's Introduced Budget	Conference Report
<i>(A) Operating Budget for All Institutions</i>		
Higher Education Innovation and Performance	<p>\$50 million in FY2012. Specific allocations will be dependent on institutional proposals and reviewed by central agencies. The following are funding categories:</p> <ul style="list-style-type: none"> ▪ \$33 million to enhance student enrollment, retention and graduation with a focus on increasing the number of students in science, technology, engineering and math (STEM) and health care as well as strengthening base operations, ▪ \$13 million for undergraduate financial aid, ▪ \$3 million for on-line course availability/enhancement, and ▪ \$1 million for academic transformation through the use of technology. ▪ Institutions shall submit proposals, as they choose, for funding from the above categories to the Secretary of Education. The secretary shall evaluate proposals in consultation with money committee staff, DPB and SCHEV staff. The criteria to award funding shall be consistent with the recommendations of the Governor's Commission on Higher Education Reform. 	Allocate \$50 million to institutions with additional funding (See table below).

Item	Governor's Introduced Budget	Conference Report
Higher Education Restructuring-Related Financial Benefits	<ul style="list-style-type: none"> ▪ \$6.5 million interest earnings in FY2012, and ▪ \$1.3 million credit card rebates in FY2012. 	No Change
Technology/ Research Fund	\$25 million to support research and commercialization of technology	Allocate the funding to: <ul style="list-style-type: none"> ▪ \$15 million to higher education institutions for STEM related research, ▪ \$4 million for Center of Innovative Technology GAP funding, and ▪ \$6 million to create the "Commonwealth Research Commercialization Fund".
Virginia Retirement System (VRS)	<ul style="list-style-type: none"> ▪ State employees currently in VRS will be required to contribute 5% of their salaries for retirement beginning July 1, 2011. ▪ Base salary of state employees in VRS will be increased by 3% on July 1, 2011. ▪ 2% one-time bonus for all salaried employees on December 1, 2011 if agencies and institutions' year-end savings exceed twice the cost of the bonus. If the savings do not exceed the 2% cost, the bonus will be prorated. The bonus is only to be given to employees with performance evaluations that attain at least a "meets expectations" level. 	<ul style="list-style-type: none"> ▪ Require current state employees to contribute 5% of their salaries for retirement, beginning July 1, 2011. ▪ Provide 5% salary increase for offset.
Optional Retirement Plans (ORP)	<ul style="list-style-type: none"> ▪ The state contribution rate is reduced from 10.4% to between 8.5% and 8.9%, and ▪ Employees with ORP won't have salary increases in FY2012. 	Restore ORP contribution rate to 10.4%.
Higher Education Reversion Clearing	No change in the \$10 million savings in FY2012 reserved in the reversion clearing account by the 2010	No Change

Item	Governor's Introduced Budget	Conference Report
Account	General Assembly actions. Details still to be developed.	
Interest on Auxiliary Balances	No change in transfer of \$5.4 million interest earnings to general fund annually in FY11 and FY12 by the 2010 General Assembly actions.	No Change
Tuition Assistance Grant (TAG)	<p>\$2.5 million to increase the undergraduate award from \$2,600 to \$2,700. SCHEV staff will provide an updated estimate on the impact of this funding at the January council meeting.</p> <p>However, according to SCHEV's most recent estimate of eligible students, \$2.5 million in additional funding would increase the undergraduate award by about \$10. Approximately \$4.3 million in additional funding would be needed in FY2012 to increase the undergraduate award from \$2,600 to \$2,700.</p>	No Change
Transfer Grant	None	Provide \$300,000 in FY2012.
Virginia Military Survivors and Dependent Program	None	Provide \$250,000 in FY2012.
(B) Institution-Specific Operating Budget		
CNU	None	Reduce funding of \$626,875 for VECTEC (\$300,000 in FY2011 and \$326,875 in FY2012).
ODU	\$5 million for base operations to address the institution's high base adequacy need.	No Change
UMW	\$1 million to support for the Dahlgren Education and Research Center	No Change
UVA	<ul style="list-style-type: none"> ▪ None ▪ None 	<ul style="list-style-type: none"> ▪ \$3 million for cancer research in FY2011. ▪ Restore reductions of \$28,447 for Center for

Item	Governor's Introduced Budget	Conference Report
		Diabetes Education (\$5,630 in FY2011 and \$22,817 in FY2012).
VCU	<ul style="list-style-type: none"> ▪ \$5 million for Massey Cancer Center ▪ For FY2012, the Governor has proposed to withhold the appropriation of 50% of the additional nongeneral fund revenues related to increased tuition and enrollment growth in FY2011 in response to the institution's large (32.4%) increase in tuition and educational and general fees for in-state undergraduate students this year. All or part of these revenues may eventually be released contingent on the actions of the board of visitors in setting tuition in spring for the 2011-12 academic year. ▪ None 	<ul style="list-style-type: none"> ▪ No Change ▪ Release the \$17.4 million additional nongeneral fund appropriations resulted from the FY2011 tuition increase that were withheld in the Governor's introduced budget for FY2012. ▪ Restore reductions of \$54,401 for Council on Economic Education (\$13,401 in FY2011 and \$41,000 in FY2012)
VCCS	\$3 million to support non-credit education for workforce development enhancement.	No Change
VSU extension	\$0.5 million to support 100% match requirement for federal funds	No Change
VT extension	\$0.5 million to support the implementation of restructuring plan as required by the 2010 General Assembly	<ul style="list-style-type: none"> ▪ Change funding to \$1.5 million and 25 agents. ▪ Provides language that the Secretary of Education shall examine the operations of the VT-extension program and make a report of the findings to the Governor and General

Item	Governor's Introduced Budget	Conference Report
		Assembly by November 1, 2011.
EVMS	\$5 million to support medical education	Change funding to \$3 million.
Jefferson Lab	None	Restore reductions of \$11,499 each year of the biennium.
Secretary of Education	\$0.6 million to support college partnership laboratory schools throughout the Commonwealth	No Change
SCHEV	<ul style="list-style-type: none"> ▪ Reduces graduate financial aid in the Optometry program by \$22,000 in each year of the biennium, leaving \$10,000 per year for granting of up to \$2,000 per student. ▪ Reduces the agency's operation budget by \$222,025 and 2 FTE positions in FY2012, and ▪ Removes language authorizing the automatic reappropriation of the year-end general fund balance (carry forward). ▪ None 	<ul style="list-style-type: none"> ▪ Restore funding of \$10,000 in FY2012 for a net reduction of \$12,000 and increase the maximum grant from \$2,000 per student to \$5,000. ▪ Provides \$250,000 and 3.0 FTE positions in additional funding that more than offsets the reduction included in the Governor's introduced budget in FY2012 for Top Jobs legislation requirements. ▪ No change. ▪ SCHEV shall provide capital project review service to institutions and produce capital project analysis work products for the Department of Planning and Budget and the General Assembly with \$290,000 nongeneral fund and 2.0 FTE positions.
SCHEV Language	None	In consultation with the Secretaries of Education and Finance, and the Chairmen of the House Appropriations and Senate Finance or their designees, review and if necessary

Item	Governor's Introduced Budget	Conference Report
		<p>update institutional peer groups giving consideration to</p> <ul style="list-style-type: none"> ▪ the impact of the cost of living indices on the current cohort of peer institutions for public colleges and universities that currently receive a state-approved cost of living adjustment, and ▪ the impact of enrollment patterns where the percentage of graduate degrees conferred has increased by more than 10 percentage point between 1997 and 2007 concurrent with a like decrease in the percentage of undergraduate degrees conferred during the same period. ▪ SCHEV shall report its findings and recommendations to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees no later than September 1, 2011.
Maintenance Reserve	Additional funding of \$32.6 million for higher education institutions in the second year of the 2010-12 biennium.	<ul style="list-style-type: none"> ▪ No change. ▪ Transfer \$250,000 in Southwest Virginia Higher Education Center' base operation to maintenance reserve in FY2011.

**Additional General Fund Support to Higher Education Operations in FY2012
(Conference Report of the 2011 Legislative Session)**

Inst	Gov, Introduced Budget*		Conference Report										Total General Fund Additions	
	Institution-Specific	Estimated Interest Earnings and/or Credit Card Rebates	Increase In-State Enrollment (buy seats)	STEM	Full-Time/Part-Time Faculty Ratio	O&M	In-State Enrollment Growth	CISCO 4VA	Base Operation Support	Institution-Specific Adjustments	Total E&G Additions	In-State Undergraduate Financial Aid		Research
CNU		207,095			600,000	712,527			128,390		1,648,012	245,070		1,893,082
CWM		45,256	340,000	410,000		0			5,000		800,256	148,839		949,095
GMU		1,530,281		3,000,000		2,864,461		850,000	1,126,628		9,371,370	1,242,509		10,613,879
JMU		896,894	1,100,000		600,000	2,104,733	500,000	850,000	524,762		6,576,389	405,045		6,981,434
LU		269,929		885,800		472,499			121,716		1,749,944	261,671		2,011,615
NSU		83,082		790,000		927,674			151,414		1,952,170	587,792		2,539,962
ODU	5,060,527	1,034,072		250,000	3,900,000	258,577	1,500,000		508,137		12,511,313	1,253,011		13,764,324
RU		201,829		2,705,925		200,439			218,678		3,326,871	345,133		3,672,004
UMW		135,446			500,000	0	750,000		134,706		1,520,152	147,529		1,667,681
UVA		97,640	705,000			2,060,300		850,000	5,000	22,817	3,740,757	208,879	3,000,000	6,949,636
UVAW		186			400,000	562,336			5,000		967,522	149,016		1,116,538
VCU		176,262				6,102			1,719,658	41,000	1,943,022	1,549,484	5,000,000	8,492,506
VMI		123,027			108,000	94,486	150,000		5,000		480,513	48,600		529,113
VSU		215,010				69,822			150,000		434,832	535,952		970,784
VT		110,307	500,000			311,349		850,000	1,263,375		3,035,031	733,310		3,768,341
RBC		42,335				154,852	92,803		57,197		347,187	67,917		415,104
VCCS	3,000,000	2,677,000			5,400,000	2,653,001			1,871,035		15,601,036	5,356,871		20,957,907
Total	8,060,527	7,845,651	2,645,000	8,041,725	11,508,000	13,453,158	2,992,803	3,400,000	7,995,696	63,817	66,006,377	13,286,628	8,000,000	87,293,005
VIMS		18,339		475,000		130,388			5,000		628,727			628,727
VT-ext	494,410								1,000,000		1,494,410			1,494,410
VSU-ext	530,000										530,000			530,000
EVMS	5,000,000								(2,000,000)		3,000,000			3,000,000
Jefferson Lab										11,499	11,499			11,499
SOE	600,000										600,000			600,000
SCHEV														
Agency Opr	(222,025)								250,000		27,975			27,975
Space Grant				350,000							350,000			350,000
TAG												2,500,000		2,500,000
Transfer Grant												300,000		300,000
Military Dep												250,000		250,000
Optometry	(22,000)										(22,000)	10,000		(12,000)
SCHEV Total	(244,025)		0	350,000	0	0	0	0	250,000		355,975	3,060,000		3,415,975
Total	14,440,912	7,863,990	2,645,000	8,866,725	11,508,000	13,583,546	2,992,803	3,400,000	7,250,696	75,316	72,626,988	16,346,628	8,000,000	96,973,616

Note: *\$50 million to be allocated to institutions is not included.

Change in General Fund Support for E&G Programs: Original versus Amended Budgets¹

Inst	Chapter 874			Conference	Amended	FY12 Chng Over Chap 874	
	2010-11 ²	2011-12	FY12-FY11	Additions	FY2012	FY11	FY12
CNU	\$23,596,511	\$20,646,134	-12.5%	\$1,648,012	\$22,294,146	-5.5%	8.0%
CWM	\$39,325,539	\$34,655,223	-11.9%	\$800,256	\$35,455,479	-9.8%	2.3%
GMU	\$113,215,174	\$98,330,415	-13.1%	\$9,371,370	\$107,701,785	-4.9%	9.5%
JMU	\$64,677,360	\$56,036,172	-13.4%	\$6,576,389	\$62,612,561	-3.2%	11.7%
LU	\$24,232,910	\$20,272,085	-16.3%	\$1,749,944	\$22,022,029	-9.1%	8.6%
NSU	\$39,856,443	\$35,816,791	-10.1%	\$1,952,170	\$37,768,961	-5.2%	5.5%
ODU	\$90,970,064	\$78,924,343	-13.2%	\$12,511,313	\$91,435,656	0.5%	15.9%
RU	\$42,537,756	\$36,328,928	-14.6%	\$3,326,871	\$39,655,799	-6.8%	9.2%
UMW	\$19,075,448	\$16,488,956	-13.6%	\$1,520,152	\$18,009,108	-5.6%	9.2%
UVA	\$121,065,804	\$106,603,758	-11.9%	\$3,740,757	\$110,344,515	-8.9%	3.5%
UVAW	\$11,829,222	\$10,349,852	-12.5%	\$967,522	\$11,317,374	-4.3%	9.3%
VCU	\$160,665,269	\$140,445,431	-12.6%	\$1,943,022	\$142,388,453	-11.4%	1.4%
VMI	\$8,397,142	\$6,948,594	-17.3%	\$480,513	\$7,429,107	-11.5%	6.9%
VSU	\$30,300,794	\$27,559,170	-9.0%	\$434,832	\$27,994,002	-7.6%	1.6%
VT	\$144,882,297	\$128,128,499	-11.6%	\$3,035,031	\$131,163,530	-9.5%	2.4%
RBC	\$5,283,551	\$4,603,884	-12.9%	\$347,187	\$4,951,071	-6.3%	7.5%
VCCS	\$343,804,975	\$306,247,245	-10.9%	\$15,601,036	\$321,848,281	-6.4%	5.1%
Total	\$1,283,716,259	\$1,128,385,480	-12.1%	\$66,006,377	\$1,194,391,857	-7.0%	5.8%

Notes:

- (1) Does not reflect the \$10 million reduction contained in the higher education reversion clearing account.
- (2) Includes FY11 interest earnings and credit card rebates in the central account.

State Council of Higher Education for Virginia Agenda Item

Item: #4.b – Update on 2011 Legislation

Date of Meeting: March 22, 2011

Presenter:

Kirsten Nelson, SCHEV Director of Communications and Government Relations

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: January 12, 2011

Action: Review of Pre-filed Legislation

Background Information/Summary of Major Elements:

A summary of legislation that was considered at the 2011 General Assembly session will be distributed at the meeting. This summary will include the status of bills and resolutions that have a potential impact on higher education in the Commonwealth.

Materials Provided:

- A handout listing of bills will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Action Items from Academic Affairs:

- Action on Programs at Public Institutions See resolutions on [Page A 13](#)
- Institutional Certifications See resolution on [Page A 25](#)
- Policy for “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions” See resolution on [Page A 29](#)
- Annual Program Productivity/Viability Review See resolution on [Page A 31](#)

State Council of Higher Education for Virginia Agenda Item

Item: #5.b - Action on the Institutional Application to Participate in the Virginia Tuition Assistance Grant Program: Valley Forge Christian College-Woodbridge Campus

Date of Meeting: March 22, 2011

Presenter: Lee Andes, Assistant Director for Financial Aid

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: 01/11/2011

Action: Council was updated on the status of and pending issues with the application from Valley Forge Christian College – Woodbridge Campus.

Summary of Major Elements:

TAG currently serves over 21,000 Virginians enrolled full-time in a participating college or university. There are currently 33 institutions approved to participate.

On January 29, 2010, SCHEV received an application to participate in the Virginia Tuition Assistance Grant Program (TAG) from Valley Forge Christian College – Woodbridge Campus (VFCC-WC). The campus does not meet the definition of an “eligible institution” as historically understood and administered by Council; however, the institution asserts that it is eligible.

VFCC-WC applied for participation in TAG with the assertion that they meet the requirements in the Code of Virginia that an eligible institution be “in the Commonwealth” and TAG regulations requiring an eligible institution be “... formed, chartered, or established...” in Virginia. VFCC-WC affirms that they meet these requirements in that they are physically “established” “in the Commonwealth.” In support of their position, the current participation of George Washington University (GWU), whose primary campus also lies outside the Commonwealth, has been noted.

Implementing due diligence, staff researched the institution’s assertion of “eligible via physical presence” and also whether they meet the Constitutional requirement that their primary purpose is not for religious training or theological education. Staff is now satisfied that VFCC-WC has eligible academic programs whose eligibility is not affected by the religious influence on the campus.

Discussions with legal counsel and interested agencies occurred through June, 2010. Due to the priority of time-sensitive duties required of staff, staff research and review took place during the summer of 2010 and late fall 2010 with a target of bringing the application to Council for review in January 2011 with final action in March 2011.

Basic Facts for VFCC

Location

Main Campus - 1401 Charlestown Road, Phoenixville, PA 19460

2005 - Woodbridge Campus - 14346 Smoketown Road, Woodbridge, Virginia 22192 within the facilities of Christ Chapel.

Non-profit status

1959 – Predecessor of VFCC, in Pennsylvania, recognized as non-profit by the Internal Revenue Service.

Degree granting authority

1978 – Commonwealth of Pennsylvania approves VFCC request to offer baccalaureate degree.

Authorized to transact business in Virginia

1989 – VFCC, with Phoenixville, PA address, is authorized to transact business in Virginia by the Virginia State Corporation Commission.

SCHEV Review

1990 – Council recognized the out-of-state institution as exempt under provision “s” of Chapter 21 of the Code of Virginia to the extent specified in subsection A of Section 23-266.

Accreditation

2002 – Phoenixville, PA campus accredited by the Middle States Commission on Higher Education (reaffirmed in 2007).
Additional locations: Woodbridge Campus, Woodbridge, VA
Other Instructional Sites: Christ Chapel, Woodbridge, VA; The Gettysburg Master’s Commission, Gettysburg, PA.

Certified to operate by SCHEV

2006 – Certified to operate as an out-of-state institution in Virginia by SCHEV. This second review was appropriate when the college began offering non-religious degrees.

Participate in Federal Title IV programs:

Eligible to participate in federal Title IV aid granted through the Phoenixville, PA campus.

Potential eligible academic programs:

VFCC-WC offers baccalaureate degrees in business, psychology, and education.

Eligible programs offered since 2006

- BS in Early Childhood Education (2 students enrolled in 2010-11)

- BS in Elementary Education (7 in 2010-11)
- AS in Early Childhood Education (1 in 2010-11)
- BS in Psychology (14 in 2010-11)

Added in 2008

- BS Business Administration (10 in 2010-11)

Added in 2009

- AA in General Studies (11 in 2010-11)

To date there have been 2 students graduating from the BS programs, both in Psychology, and 3 students graduating with an Associate degree (each continuing in a BS program).

The Education programs were previously categorized as 39 series CIP codes which are ineligible to receive TAG. The college recently sought to change them to series 13. The change would need to be verified as final before students enrolled in those programs could receive TAG.

The institution also offers several programs with 39 series CIP code which are not eligible for TAG due to the religious nature of the programs.

Number of potential eligible students:

Pending the outcome of SCHEV's review of the institution's eligibility, VFCC-WC estimates the number of otherwise eligible students - Virginia domiciled and enrolled full-time in an eligible program:

- 66 students in 2011-12

If deemed eligible, the earliest the institution could participate in TAG (based upon the date of application) is fall 2011.

Summary Staff Findings

Staff has reviewed the application from Valley Forge Christian College (VFCC) for its Woodbridge Campus (VFCC-WC) to participate in TAG and has found the following:

- VFCC does not meet the requirement "formed, chartered, or established in Virginia."

As an institution inclusive of the Phoenixville, PA main campus and the Woodbridge, VA branch campus, VFCC meets the private, accredited and nonprofit portions of the eligibility criteria; but does not meet the requirement of "formed, chartered, or established within Virginia." As a practical matter, SCHEV has interpreted "formed, chartered, or established" as meaning an "in-state" Virginia institution of higher education.

As an institution, VFCC was initially "formed, chartered, or established" in Pennsylvania and is certified to operate in Virginia as an out-of-state institution; therefore, the institution does not meet the eligibility criterion of "formed, chartered, or established within Virginia."

- VFCC-WC is not a separate entity from its main campus.

VFCC as a recognized academic entity was formed and established in Phoenixville, Pennsylvania. Within their application to participate in TAG, the Woodbridge campus asserts that...

“affiliated with Valley Forge Christian College in Phoenixville, Pennsylvania, the **College is a separate, stand-alone institution** located in Woodbridge, Virginia, where students attend classes taught by faculty on-site at the College in Virginia”

However, their on-line brochure states the following:

All courses, degrees and certificates offered in the Commonwealth of Virginia are approved by the Valley Forge Christian College (VFCC) Board of Trustees, **located at 1401 Charlestown, Road, Phoenixville, PA who are authorized by the Commonwealth of Pennsylvania, Department of Education, located at 333 Market Street, Harrisburg, PA 17126-0333.**

An organizational chart provided by the college verifies that the local administration in Virginia reports directly to the administrative board in Phoenixville, Pennsylvania which in turn reports to the full Board of Visitors. Information provided by the college indicates that the Woodbridge administration does not have final authority in either hiring or in making curricular decisions.

Additionally, the brochure states, and their application to participate in TAG confirms:

VFCC is **accredited by Middle States Commission of Higher Education** located at 3624 Market Street, Philadelphia, PA 19104.

Per its accreditation affirmation letter to the college, Middle States views the Woodbridge Campus as an “**additional location**” that falls under the accreditation standing of the main campus. If VFCC-WC were an independent institution as opposed to a branch campus, it would have to relinquish its Middle States accreditation and pursue its own.

VFCC provided copies of their 2008-09 federal FISAP and proof of non-profit status via a 1999 letter from the Internal Revenue Service. Each of these documents lists the college as **Valley Forge Christian College located in Phoenixville, Pennsylvania.**

In every way, the Woodbridge site is treated as a branch of the Phoenixville institution. It is therefore not an independent institution and cannot be separated from its home campus. VFCC-WC’s eligibility to participate in TAG is wholly dependent upon the eligibility status of the home campus in Phoenixville, PA.

- While the institution has a physical presence, it falls short of demonstrating was formed, chartered or established in Virginia.

In its application to participate in TAG, VFCC-WC concedes it did not meet the “formed, chartered” portion of the requirements but has laid claim that it does have a physical presence “established” in Virginia. This speaks to the campus’s physical location utilizing the pre-existing facilities of Christ Chapel; however, the campus has not obtained a lease or ownership of any real property in Virginia. This tenuous existence does not seem consistent with the weight conveyed by the word “established.”

Per the above findings, VFCC-WC is a branch campus of an out-of-state institution that is physically located, formed, chartered, established, incorporated, accredited, operated, administered, and authorized to participate in federal Title IV programs through its main campus located in Phoenixville, Pennsylvania. As such, the campus does not satisfy the criteria of an eligible institution according to the Virginia Administrative Code as authorized by the Code of Virginia.

SCHEV staff will conduct a review of the TAG regulations to ensure the definition of an “eligible institution” is consistent with the Code of Virginia. If it is not, staff will proceed to modify the regulations as suggested by the advice of counsel. Finally, GWU’s eligibility has also been questioned by those outside of staff; therefore, staff will investigate whether the historical administration of the eligibility criteria would require GWU’s participation to be reconsidered.

Materials Provided:

Copy of the TAG application letter from Pastor Bill Roberts, Chairman of the Board of Administration, Valley Forge Christian College – Woodbridge Campus

Financial Impact:

De Minimis.

Timetable for Further Review/Action:

A decision is anticipated at this meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia does not approve the Virginia Tuition Assistance Grant Program application of Valley Forge Christian College – Woodbridge Campus because the institution is not an in-state institution.

Further, Council directs staff to review TAG regulations and make recommendations, as appropriate, to ensure that the regulations are consistent with the Code of Virginia.

State Council of Higher Education for Virginia Agenda Item

Item: #6 – Items Delegated to Staff

Date of Meeting: March 22, 2011

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: 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:

- George Mason University
- James Madison University
- Northern Virginia Community College

Items Reported:

- College of William and Mary
- James Madison University
- Virginia Commonwealth University

Organizational Changes/Off-Campus Instructional Sites:

- George Mason 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
George Mason University	Change the CIP Code of the Bachelor of Science degree program in Applied Computer Science from 11.0199 to 11.0701.	Spring 2011
George Mason University	Change the CIP Code of the Master of Science degree program in Computer Forensics from 11.9999 to 43.0116.	Spring 2011
George Mason University	Change the CIP Code of the Bachelor of Science degree program in Information Technology from 14.9999 to 11.0103.	Spring 2011
George Mason University	Change the CIP Code of the Doctor of Philosophy degree program in Information Technology from 14.9999 to 11.0103.	Spring 2011
George Mason University	Change the CIP Code of the Master of Science degree program in Telecommunications from 09.9999 to 11.0901.	Spring 2011
James Madison University	Change the CIP Code of the Doctor of Philosophy degree program in Combined Integrated Clinical, Counseling and School Psychology from 42.0101 to 42.2801.	Spring 2011
James Madison University	Correction: Change the title of the Doctor of Philosophy degree program in Combined Integrated Clinical, Counseling and School Psychology to Combined Integrated Clinical and School Psychology.	Not applicable
Northern Virginia Community College	New Program Approved: Associate of Applied Science degree program in Occupational Therapy Assistant (51.0803)	Fall 2012

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
College of William and Mary	Initiate the Graduate Certificate program in Global Enterprise Management Program (52.0201).	Summer 2011
James Madison University	Discontinue the Bachelor of Arts/Bachelor of Science degree program in Social Science (45.0101). [Program Approved: Date: Unknown]	May 2011
Virginia Commonwealth University	Change the CIP Code of the undergraduate Certificate program in Product Innovation from 30.9999 to 30.0000.	Spring 2011

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	Rename the Institute for Conflict Analysis and Resolution to the School for Conflict Analysis and Resolution.	July 1, 2011