



VCU

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

9:20 A.M.**

December 13, 2019

**JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA**

DRAFT

AGENDA

- 1. CALL TO ORDER** Edward McCoy, *Chair*
- 2. APPROVAL OF AGENDA** Edward McCoy, *Chair*
- 3. APPROVAL OF MINUTES** Edward McCoy, *Chair*
(Sept. 13, 2019)
- 4. ACTION ITEMS:** Edward McCoy, *Chair*
 1. Proposal to create a Bachelor of Science in Finance, School of Business
 2. Proposal to create a Master of Science in Finance, School of Business (*pending internal approval*)
 3. Proposal requesting closure of the Post-Baccalaureate Certificate in Autism Spectrum, School of Education
 4. Proposal to create of a Baccalaureate Certificate in Disability, School of Education
 5. Proposal to create a Doctor of Philosophy in Special Education, School of Education
 6. Proposal to request the closure of the Post-baccalaureate Certificate in College Student Development and Counseling, School of Education (*pending internal approval*)
 7. Proposal requesting a name change for the Center for Study of Biological Complexity to the Center for Biological Data Science, VCU Life Sciences
 8. Proposal requesting closure of the Master of Bioinformatics, VCU Life Sciences
 9. Proposal requesting a name change for the Department of Radiation Sciences to the Department of Radiologic Sciences, College of Health Professions
 10. Proposal requesting a name change for the Department of Clinical Laboratory Sciences to the Department Medical Laboratory Sciences, College of Health Professions
 11. Proposal to create a Graduate Certificate in Health Care Innovation, School of Nursing

12. Proposal to create a Post-Baccalaureate Certificate in Clinical Research, C. Kenneth and Dianne Wright Center for Clinical and Translational Research

5. REPORT FROM PROVOST

- a. AHAC Dashboard
- b. Report on Budget and Enrollment

Dr. Gail Hackett, *Provost and Senior Vice President for Academic Affairs*

6. REPORT FROM THE SENIOR VICE PRESIDENT FOR HEALTH SCIENCES/CEO VCU HEALTH

Dr. Marsha Rappley, *Senior Vice President for Health Sciences/CEO VCU Health*

7. PRIORITIES AND INITIATIVES

- a. REAL (Real Experiential and Applied Learning)

Dr. Erin Webster Garrett, *Assistant Vice Provost for REAL*

8. CONSTITUENT REPORTS

- a. Student Representatives

Michael Berger, *Graduate Student Representative*

Samantha Lee, *Undergraduate Student Representative*

- b. Faculty Representatives

Dr. Scott Street, *Faculty Senate Board of Visitors Representative*

Dr. Nancy Jallo, *alternate and president, VCU Faculty Senate*

- c. Staff Representatives

Saher Randhawa, *Staff Senate Board of Visitors Representative, VCU Staff Senate*

Ashley Staton, *alternate, Staff Senate*

**9. MISCELLANEOUS REPORTS
For informational purposes only**

- AHAC Charter
- First Destination Survey 2018

Edward McCoy, *Chair*

10. OTHER BUSINESS

Edward McCoy, *Chair*

11. ADJOURNMENT

Edward McCoy, *Chair*

****The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**

The members of the Academic and Health Affairs Committee are: Edward McCoy, *chair*, Shantaram Talegaonkar, M.D., *vice chair*, Carolina Espinal, Robert Holsworth, Ph.D., Tyrone Nelson, and Coleen Santa Anna.



**BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.
Sept. 13, 2019
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA
DRAFT MINUTES**

COMMITTEE MEMBERS PRESENT

Mr. Edward McCoy, Chair
Ms. Carolina Espinal
Dr. Robert D. Holsworth
Ms. Coleen Santa Anna

COMMITTEE MEMBERS NOT PRESENT

Mr. Tyrone Nelson
Dr. Shantaram Talegaonkar, Vice Chair

OTHERS PRESENT

Dr. Michael Rao, President
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs
Dr. Marsha Rappley, Senior Vice President for Health Sciences
Dr. Aashir Nasim, Vice President for Inclusive Excellence
Dr. Charles Klink, Senior Vice Provost for Student Affairs
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs
Dr. Nancy Jallo, Faculty Representative
Dr. W. Scott Street IV, Faculty Representative
Ms. Ashley Staton, Staff Representative
Mr. Michael Berger, Student Representative
Ms. Samantha Lee, Student Representative
Ms. Elizabeth L. Brooks, Associate University Counsel
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost
Staff and students from VCU and VCUHS

CALL TO ORDER

Mr. Edward McCoy, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:25 a.m.

APPROVAL OF MINUTES

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **May 10, 2019**. A copy of the minutes can be found on the VCU website at the following webpage <http://www.president.vcu.edu/board/committeeminutes.html>.

ACTION ITEMS:

Academic Program Proposals:

On motion made and seconded, the Academic and Health Affairs Committee approved a motion to recommend to the Board of Visitor approval of the following academic proposal: Substantial modification to the current Nursing M.S. degree program.

REPORTS

Dr. Hackett provided updates on recent activities focused on student, faculty and academic program success. Among those highlights involved two VCU academic leaders who testified before congress this summer and represented the university in exemplary fashion: Dr. Tomikia LeGrande, vice provost for strategic enrollment management, and Dr. Andrew Daire, dean of the School of Education, testified before the US House of Representatives Committee on Education and Labor during a hearings on “Innovation to Improve Equity: Exploring High-Quality Pathways to a College Degree.” and “Educating our Educators: How Federal Policy Can Better Support Teachers and School Leaders.”

Dr. Rappley provided an update on activities in the Health Sciences and the Health System related to clinical placements, workforce development, and innovative programs.

Dr. Klink provided an overview of the health and wellness opportunities provided for all students and their relationship to student academic success. A particular emphasis was on the wealth of services focused on mental health and addressing the anxiety and depression that are common among students.

Dr. Noble-Triplett provided an update on our progress in finalizing materials for our 5th year accreditation review for SACSCOC. A draft of the report will be provided to the committee early next year.

Mr. Berger and Ms. Lee introduced themselves as the new graduate and undergraduate student representatives, respectively.

Dr. Street introduced Dr. Jallo who is the new president of the Faculty Senate and alternate faculty representative to the Board of Visitors. He announced that the Faculty Senate will hold a symposium for all university faculty on October 18 that will focus on “faculty success.”

Ms. Staton provided the staff report. She announced that a professional development symposium for staff will be held in the spring.

OTHER INFORMATION

The committee requested updated reports on the Relevant, Experiential & Applied Learning (REAL) program, and on university rankings. In addition, Dr. Hackett will work with Mr. McCoy to better align the committee dashboard with the committee’s charter.

ADJOURNMENT

There being no further business, Mr. Edward McCoy, Chair, adjourned the meeting at 10:50 a.m.

Virginia Commonwealth University Proposed Program Brief

Proposal to Create a Bachelor of Science in Finance

Overview

Virginia Commonwealth University seeks approval to initiate a Bachelor of Science (B.S.) degree program in Finance (B.S. in Finance) at the main campus in Richmond, Virginia. The proposed degree program will offer two options: 1) no concentration and 2) a concentration in Risk Management and Insurance. The proposed program will be administered by the Department of Finance, Insurance & Real Estate, which resides in the School of Business.

Method of Delivery

This program is conducted in a traditional, face-to-face classroom setting. Physical space to facilitate class sessions is available and will be used.

Target Implementation Date

The target date of the program's initiation is the fall semester of 2020.

Demand and Workforce Development

Graduates of the proposed B.S. in Finance program will be qualified to perform financial analysis and planning, financial management, financial advising and financial marketing and sales activities in corporations, nonprofit organizations and governments. Higher than average job growth in these areas is expected both in Virginia and across the nation.

External Competition

One public institution in the Commonwealth of Virginia, George Mason University (GMU), has a degree program similar to the proposed B.S. in Finance at Virginia Commonwealth University. George Mason University offers a B.S. in Finance which requires 120 credit hours, including Mason core requirements, business foundations, business core and major requirements.

Target Population

No specific groups will be targeted for the proposed degree program.

Impact on Existing Programs/Policies

The current B.S. in Business degree program has a concentration in Finance. The proposed B.S. in Finance is an expansion of the existing concentration in the current B.S. in Business. The Finance concentration in the B.S. in Business will be closed when B.S. in Finance is approved. The proposed B.S. in Finance will not affect any other VCU degree programs.

Impact on Faculty

The Department of Finance, Insurance and Real Estate Department has 15 full time faculty members. All faculty are tenured or tenure-track. The tenured and tenure-track faculty members teaching core and required courses in the B.S. in Finance degree program have earned PhD's in Finance from accredited universities, while several non-tenure track professors have substantial financial industry careers and significant postgraduate academic training in finance. The Department of Finance, Insurance, and Real Estate has all of the faculty and classified support needed to initiate and sustain the proposed program through the target year, 2024-25.

Funding

The Department of Finance Insurance and Real Estate will reallocate funds to support the proposed program. All resources used for the existing B.S. in Business concentration in Finance, which will be closed with the initiation of B.S. in Finance, will be used to support the proposed B.S. in Finance program. Faculty teaching loads will be reallocated from the existing concentration to the proposed program. The reallocation of funds will not have any impact existing programs.

Next Steps

October 31	University Council Committee on Academic Affairs and University Policies
November 7	University Council
November 18	President's Cabinet
December 13	Board of Visitors

Full Proposal

The 127-page full proposal is attached.

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Description of the Proposed Program

Program Background

Virginia Commonwealth University seeks approval to initiate a Bachelor of Science (B.S.) degree program in Finance (B.S. in Finance) at the main campus in Richmond, Virginia. The proposed program will be administered by the Department of Finance, Insurance & Real Estate, which resides in the School of Business. The target date of the program's initiation is the fall semester of 2020.

The purpose of this program is to train students in the skillful use of tools including, but not limited to financial modelling, scientific computation, optimization, simulation and data analytics to form, communicate and execute effective financial decisions. The proposed program will provide students with the knowledge and skills to analyze information and data to support effective financial decision making; use relational databases, spreadsheets, and financial system to support organizational and financial decisions-making; apply the fundamentals of finance, planning and budgeting to support decision-making of the organization; and communicate financial analysis results and conclusions in a manner which informs and improves quality of organizational and individual decision making. Graduates of the program will be prepared for productive careers in a wide range of financial occupations including corporate financial management, financial planning and analysis, financial sales, business lending, credit analysis and management, treasury operations, commercial and investment banking, risk management, insurance sales, underwriting and claims management, securities analysis, investment management, and financial advisory functions. The goal of this program is to develop quantitatively competent financial problem solvers.

The proposed B.S. degree program in Finance will offer two options: an option without a concentration and an option with a concentration in Risk Management and Insurance. The concentrations will prepare students to apply the knowledge and skills acquired in the program to the financial industry. Each option will be supplemented by appropriate elective courses to prepare students for successful careers in an evolving environment in which massive databases, complexity and speed of decision making confer competitive advantage to firms. Through required non-finance courses students will acquire the ability to communicate the results of quantitative analysis to non-technical audiences and to adapt their skill sets to meet the financial needs of rapidly changing business environments.

Students who pursue the concentration in Risk Management and Insurance, will be prepared for specialized career opportunities as risk managers in a wide variety of organizations and for a wide range of management, analytical, sales and marketing roles in the insurance and financial services industry. The Risk Management and Insurance concentration shares the intense quantitative core with the general finance degree, but differs in preparing students to perform well in more specialized settings of financial and operational risk management.

The proposed B.S. in Finance degree program responds to vital economic needs in the Commonwealth of Virginia. Virginia's economic growth and the migration of new

companies to the Commonwealth need support from highly qualified financial professionals with the skills demanded by growing corporations, not-for-profit organizations and state and local governments. Graduates of the proposed program will be highly trained professionals capable of supporting prudent and effective decision processes for corporations, not-for-profits and governments in the Commonwealth of Virginia. Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure an adequate supply of professionals who are prepared and trained to meet industry needs.

Mission

As stated in the mission, Virginia Commonwealth University is the premier urban, public research university in Virginia. VCU's mission is to advance knowledge and student success through its commitments to¹:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting;
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health;
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges;
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity;
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust;
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.

The proposed program aligns with the institution's mission. The program will prepare students for citizen leadership roles both in and outside of their professional settings. Graduates will impact the financial and social success of the organizations they serve while enhancing, "the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world." Financial well-being is an important component of the "climate of inclusion." By recruiting a diverse student body similar to VCU's in an educational program that is likely to open doors to the economically lucrative field of finance², the proposed program is aligned to the VCU's mission of "addressing disparities wherever they exist."

¹ VCU "Mission statement", accessed 23 November 2018, <http://bulletin.vcu.edu/about/mission-vision-core-values/>.

² **The Most Valuable College Majors Ranked**, Bankrate.com, <https://www.bankrate.com/career/most-valuable-college-majors/>

Accreditation

The proposed B.S. in Finance does not fall under an accrediting body. However, the School of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB) and Virginia Commonwealth is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Admissions Criteria

Admission to the proposed B.S. in Finance program will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited secondary school (or its equivalent), anticipating graduation from an accredited high school or hold the GED or have taken a State Department of Education approved High School Equivalency examination with satisfactory scores. In accordance with the 2019-2020 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math (Algebra I, Geometry, Algebra II) – 3 units; Science (at least 2 laboratory courses) – 3 units; Social Sciences – 3 units; Foreign Language or American Sign Language – 2 units; Fine or Practical Art – 1 unit; and Health and PE – 2 units. Additional units of math, science and foreign language are strongly recommended.
- Cumulative GPA: VCU does not have a minimum GPA at this time. The mid-range for enrolled freshmen is 3.34-3.98.
- SAT or ACT scores: Freshman applicants (high school graduates and GED holders) under the age of 22 must submit SAT or ACT scores and, if applicable, an official copy of their GED scores. VCU does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshmen is 1070-1250 for SAT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL or IELTS scores: Minimum TOEFL score of 550 (paper) or 79-80 (Internet), or an IELTS score of 6.5 for international students.
- GED score: The minimum GED score to be considered for admission is the 50th percentile.

Formal Admission to the B.S. in Finance

Students apply for admission to the program upon meeting the following criteria:

- Completed 54 earned college credits
- Have a 2.5 minimum cumulative GPA
- Have completed the following courses (or its equivalent for transfer students):
 - **BUSN 201** Business Foundations
 - **BUSN 225** Winning Presentations
 - **ECON 210** Principles of Microeconomics
 - **ECON 211** Principles of Macroeconomics
 - **INFO 160, 161, 162 and another 16X course** (or passing KET scores)
 - **SCMA 212** Differential Calculus & Applications for Business (or Math 200)

- **UNIV 111-112** Focused Inquiry I and II
- **UNIV 200** Inquiry and the Craft of Argument

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed B.S. in Finance will require a total of 120 credits. The curriculum will include two options: 1) an option without a concentration and a 2) Risk Management and Insurance concentration. Each option includes a three-credit capstone course.

The focus of the core curriculum is to provide students with a solid foundation in the principles necessary to make operating decisions for an organization and in financial market analysis. The program's intent is to offer an integrated coursework that blends theoretical and quantitative modeling techniques with applied practical approaches used in the ever-evolving world of finance. The core courses will provide students with foundational theories in corporate finance as well as investments. The electives will offer more in depth knowledge of financial derivatives and risk management.

The curriculum will blend the theoretical learning with experiential learning through a required course for Cases in Financial Management. Students will also be encouraged to earn credit through internships as well as guided studies.

Program Requirements (120 credits)

General education requirements (31 – 34 credits)

UNIV 111: Focused Inquiry 1 (3)
 UNIV 112: Focused Inquiry 2 (3)
 UNIV 200: Inquiry and the Craft of Argument (3)
 Humanities/fine arts course from a university approved list (3)
 Natural/physical sciences course from a university approved list (3-4)
 Quantitative literacy course (BUSN 212 or MATH 200) (3-4)
 Social/behavioral sciences course from a university approved list (3-4)

Business General Education requirements

ECON 210: Principles of Microeconomics (3)
 ECON 211: Principles of Macroeconomics (3)
 INFO 160: Digital Literacy: Computer Concepts, Internet, Digital Devices (1)
 INFO 161: Digital Literacy: Word Processing Skills (1)
 INFO 162: Digital Literacy: Spreadsheet Skills I (1)
 INFO 165: Digital Literacy: Spreadsheet Skills II (1)

Additional Business Foundation requirements – (30 credits)

BUSN 201: Foundations of Business (3)
BUSN 225: Winning Presentations (3)
SCMA 301: Business Statistics I (3)
SCMA 302: Business Statistics II (3)
BUSN 325: Organizational Communication (3)
MGMT 303: Creativity and Ideation (3)
MGMT 310: Managing People in Organizations (3)
MKTG 301: Marketing Principles (3)
MGMT 434: Strategic Management (Capstone) (3)
BUSN 499: Business Knowledge Exam (0)
Business general education elective (3)

Core Courses (24 credits)

ACCT 203: Introduction to Accounting I (3)
ACCT 204: Introduction to Accounting II (3)
FIRE 311: Financial Management (3)
FIRE 312: Financial Modeling (3)
FIRE 317: Investments (3)
INFO 360: Business Information Systems (3)
FIRE 321: Intermediate Financial Management (3)
MGMT 319: Leadership (3)

Finance Major (with no concentration) Requirements – (32-35 credits)

The purpose of the B.S. in Finance with no concentration is to prepare students to work as financial analysts, financial examiners, loan officers, personal financial planner, investment relations associate, budget analyst, rating analysts in corporations, non-for-profits organizations, and state and local government. The coursework allows students to learn and demonstrate analytical skills, communication skills, math skills, and decision-making skills to guide businesses and individuals in making investment decisions.

BUSN 323: Legal Environment of Business (3)
FIRE 461: Cases in Financial Management (3)
Electives: (26-29)

The curriculum allows several electives courses. Eight - 11 credit hours of electives should be chosen from the fields other than business, such as chemistry, biology, engineering, psychology, philosophy, languages, etc. The remaining 21 credits should be chosen from accounting, economics, finance, and supply chain and analytics. Listed below are some of the courses approved for the B.S. in Finance with no concentration.

ACCT 303: Intermediate Account I (3)
ACCT 306: Cost Accounting (3)
BUSN 400: Principles of Consulting (3) &
BUSN 401: International Consulting Practicum (3)

ECON 300: Contemporary Economic Issues (3)
 ECON 301: Microeconomic Theory (3)
 ECON 302: Macroeconomic Theory (3)
 ECON 303: Managerial Economics (3)
 ECON 305: Public Finance (3)
 ECON 307: Money and Banking (3)
 ECON 315: Economic Development (3)
 ECON 325: Environmental Economics (3)
 ECON 333: Behavioral Economics (3)
 ECON 338: Game Theory (3)
 ECON 402: Business Cycles and Forecasting (3)
 ECON 403: Introduction to Mathematical Economics (3)
 ECON 419: History of Economic Thought (3)
 ECON 421: Government and Business (3)
 ECON 442: Economic Growth (3)
 FIRE 305: Principles of Real Estate (3)
 FIRE 309: Risk and Insurance (3)
 FIRE 315: Real Property Management (3)
 FIRE 316: International Financial Management (3)
 FIRE 329: e-Business Risk Management (3)
 FIRE 359: Issues in Risk Management and Insurance (3)
 FIRE 417: Security Analysis and Portfolio Management (3)
 FIRE 419: Advanced Risk and Insurance (3)
 FIRE 435: Real Estate Finance and Capital Markets (3)
 FIRE 439: Life and Health Insurance (3)
 FIRE 441: Funds Management in Financial Institutions (3)
 FIRE 444: Occupational Safety, Health and Security (3)
 FIRE 449: Employee Benefits Planning (3)
 FIRE 451: Options, Futures and Swaps (3)
 FIRE 469: Advanced Property/Causality Insurance: Alternative Markets (3)
 FIRE 491: Topics in Finance, Insurance, and Real Estate (3)
 FIRE 492: Independent Study in Finance, Insurance, and Real Estate (3)
 FIRE 493: Internship in Finance, Insurance, and Real Estate (department approval required) (3)

Risk Management and Insurance Concentration Requirements (32-35 credits)

The purpose of the Risk Management and Insurance concentration is to prepare students to work as actuaries, underwriters, budget analysts, rating analysts in corporations, non-for-profits organizations, and state and local government. The coursework allows students to learn and demonstrate analytical skills, communication skills, math skills, and decision-making skills to guide businesses and individuals in assessing risk and minimizing the cost associated with business risk.

FIRE 459: Insurance Law (3)
 FIRE 309: Risk and Insurance (3)
 FIRE 479: Managing Financial Risk (3)
 Electives: (23-26)

The curriculum allows several electives courses. Eight – 11 credit hours of electives should be chosen from the fields other than business, such as chemistry, biology, engineering, psychology, philosophy, languages, etc. The remaining 18 credits should be chosen from accounting, economics, finance, and supply chain and analytics. Listed below are some of the courses approved for the B.S. in Finance with a concentration in Risk Management and Insurance.

ACCT 303: Intermediate Accounting I (3)
ACCT 410: Advanced Tax Accounting (3)
BUSN 400: Principles of Consulting (3) &
 BUSN 401: International Consulting Practicum (3)
ECON 300: Contemporary Economic Issues (3)
ECON 301: Microeconomic Theory (3)
ECON 302: Macroeconomic Theory (3)
ECON 303: Managerial Economics (3)
ECON 305: Public Finance (3)
ECON 307: Money and Banking (3)
ECON 315: Economic Development (3)
ECON 321: Urban Economics (3)
ECON 325: Environmental Economics (3)
ECON 333: Behavioral Economics (3)
ECON 338: Game Theory (3)
ECON 402: Business Cycles and Forecasting (3)
ECON 403: Introduction to Mathematical Economics (3)
ECON 419: History of Economic Thought (3)
ECON 421: Government and Business (3)
ECON 431: Labor Economics (3)
ECON 442: Economic Growth (3)
FIRE 305: Principles of Real Estate (3)
FIRE 315: Real Property Management (3)
FIRE 316: International Financial Management (3)
FIRE 329: e-Business Risk Management (3)
FIRE 359: Issues in Risk Management and Insurance (3)
FIRE 417: Security Analysis and Portfolio Management (3)
FIRE 419: Advanced Risk and Insurance (3)
FIRE 424: Property and Liability Insurance (3)
FIRE 435: Real Estate Finance and Capital Markets (3)
FIRE 439: Life and Health Insurance (3)
FIRE 441: Funds Management in Financial Institutions (3)
FIRE 444: Occupational Safety, Health and Security (3)
FIRE 449: Employee Benefits Planning (3)
FIRE 451: Options, Futures and Swaps (3)
FIRE 461: Cases in Financial Management (3)
FIRE 469: Advanced Property/Causality Insurance: Alternative Markets (3)
FIRE 491: Topics in Finance, Insurance, and Real Estate (3)
FIRE 492: Independent Study in Finance, Insurance, and Real Estate (3)

FIRE 493: Internship in Finance, Insurance, and Real Estate (department approval required) (3)
MGMT 331: Human Resource Management (3)
MKTG 315: Buyer Behavior (3)
MKTG 335: Introduction to Personal Selling (3)
MKTG 442: Services Marketing (3)

Total Credits – 120 credits

B.S. in Finance, no concentration **120**

B.S. in Finance with a concentration in Risk Management and Insurance **120**

Appendix A – Sample plan of study

Appendix B – Description of required courses

Student Retention/Continuation Plan

All students are required to meet with their advisor at least once each semester to discuss their academic progress and update the plan of study. The Department of Finance, Insurance and Real Estate is an active participant in the School's Student Retention program which is administered by the Office of Undergraduate Studies and its academic advising staff. Faculty members maintain active communication with academic advisors to provide ongoing information regarding student progress. Students at risk of failing their course are informed via midterm grades, which are also shared with their advisors. Tutoring resources are recommended to students experiencing difficulty. Additionally, students have access to extensive video tutoring through VCU's license to LinkedIn Learning Resources.

The Department of Finance, Insurance and Real Estate has a standing committee for undergraduate curriculum. Faculty members teaching undergraduate courses are members of this committee. The committee meets twice per semester to discuss issues with undergraduate curriculum and address issues that are detrimental to student success.

In addition, the university offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center. Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students.³

³ VCU Current Students: Resources you need, <https://www.vcu.edu/current-students/>.

Faculty

The Department of Finance, Insurance and Real Estate Department has 15 full time faculty members. All faculty are tenured or tenure-track. The tenured and tenure-track faculty members teaching core and required courses in the B.S. in Finance degree program have earned PhD's in Finance from accredited universities, while several non-tenure track professors have substantial financial industry careers and significant postgraduate academic training in finance. All professors teaching in the program will have appropriate academic and/or professional qualifications for the courses to which they are assigned.

Collectively, faculty have published textbooks, professional journal articles, served as textbook reviewers and manuscript reviewers for professional journals, and made over 100 presentations at professional conferences. Students in the proposed program will also take courses with faculty members from other departments in the School of Business. As part of the Business Core Requirement, student will take courses in the Department of Economics, the Department of Information Systems, the Department of Accounting, the Department of Supply Chain and Analytics, the Department of Marketing, and the Department of Management and Entrepreneurship. All faculty members teaching in the program will have appropriate academic and/or professional qualifications for the courses to which they are assigned.

Three adjunct faculty members with a master's degree in finance and related fields will teach specialized courses in B.S. in Finance degree programs. The faculty members have the appropriate teaching experience and credentials to teach in the proposed program. Adjunct faculty are also expected to hold professional designations such as Chartered Financial Analyst.

For the faculty abbreviated CVs, see Appendix C.

Program Administration

The proposed B.S. in Finance program will be administered by the Chair of the Department of Finance, Insurance and Real Estate, with the assistance of the Program Coordinator in the Department of Finance, Insurance and Real Estate. The Department Chair will also teach courses in the Finance degree program. In addition to teaching courses in the program, the Department Chair will have oversight for coordinating the enrollment of students into the program. The Department Chair also has oversight for teaching evaluations and providing feedback to faculty. Finally, the Department Chair coordinates program assessments as well as curriculum changes.

The program coordinator will provide support for the Department Chair, the faculty and the students in the proposed program. Approximately 50% of the program coordinator's time will be utilized to support the program. The program coordinator will assist with classroom scheduling, coordinating paperwork for faculty travel, equipment purchasing, and textbook orders.

Student Assessment

Students who complete the proposed B.S. in Finance degree program will possess the appropriate knowledge, skills, and abilities needed to communicate effectively in a business environment and use critical thinking skills in making financial decisions. The program will prepare students for careers in a wide range of financial occupations including corporate financial management, financial planning and analysis, financial sales, business lending, credit analysis and management, treasury operations, commercial and investment banking, risk management, insurance sales, underwriting and claims management, securities analysis, investment management, financial advisory functions, and graduate-level study of finance. Student learning will be assessed throughout the program using a variety of formative and summative measures. Assessment measures will include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during classroom instruction. Students will also be assessed with respect to performance in external competitive events for finance students (e.g., Chartered Financial Analyst (CFA) Challenge, Association for Corporate Growth (ACG) case study competitions, risk management case competitions) and feedback from an internship experience will be utilized in evaluating student progress.

Learning Outcomes for the B.S. in Finance (with no Concentration)

- Core Outcome 1: Quantitative Skills
Students will be able to identify and use relevant data to calculate appropriate quantitative measures that help in making informed financial decisions. **Assessment Measure:** Students will be assessed in FIRE 317 using examination questions on the topic of portfolio performance evaluation.
- Core Outcome 2: Analytical Skills
Students will be able to compare and contrast on several financial solutions in a structured, organized and deliberate manner with comparisons, anecdotal evidence and descriptive analysis. **Assessment Measure:** Students will be assessed in FIRE 321 using examinations questions on the topics of optimal capital structure or optimal capital budgeting decision.
- Core Outcome 3: Communication Skills
Students will be able to describe the analytic, quantitative and ethical dimensions of a business problem and proposed solutions in a clear, well-organized manner that is free of bias or distortions. **Assessment Measure:** Students will be assessed in FIRE 461 using a written case study or project.
- Core Outcome 4: Ethics
Students will be able to identify and analyze ethical dimensions of a business situation and relate those dimensions to general and professional ethical standards. **Assessment Measure:** Students will be assessed in FIRE 461 using examination questions that will specifically address ethical concerns, either as short essay questions or as item set questions (a situation presentation followed by several multiple choice questions).

The following curriculum map show how learning outcomes for the proposed B.S. in Finance degree program (with no concentration) are incorporated into the core courses:

Learning Outcomes	Courses	Assessment Methods
Identify and use relevant data to calculate appropriate quantitative measures that help in making informed financial decisions.	ACCT 203: Introduction to Accounting I ACCT 204: Introduction to Accounting II FIRE 311: Financial Management FIRE 312: Financial Modeling FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 461: Cases in Financial Management	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> examinations
Compare and contrast several financial solutions in a structured, organized and deliberate manner with comparisons, anecdotal evidence and descriptive analysis.	ACCT 203: Introduction to Accounting I ACCT 204: Introduction to Accounting II FIRE 311: Financial Management ACCT 203: Introduction to Accounting I ACCT 204: Introduction to Accounting II FIRE 311: Financial Management (3) FIRE 312: Financial Modeling FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 461: Cases in Financial Management	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> examinations
Describe the analytic, quantitative and ethical dimensions of a business problem and proposed solutions in a clear, well-organized manner that is free of bias or distortions.	ACCT 203: Introduction to Accounting I ACCT 204: Introduction to Accounting II FIRE 311: Financial Management (3) FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 461: Cases in Financial Management	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> written case study, written project
Identify and analyze ethical dimensions of a business situation and relate those dimensions to general and professional ethical standards.	FIRE 311: Financial Management FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 461: Cases in Financial Management	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> Essay, case scenario

Learning Outcomes for the B.S. in Finance with a concentration in Risk Management and Insurance

- Core Outcome 1: Quantitative Skills
Students will be able to identify risks, measure them and find mitigating solutions using all financial hedging instruments and insurance. The students will use relevant data to determine risks and solutions including design risk/awards and forecasting, loss reserves, and frequency/severity. **Assessment Measure:** Students will be assessed in FIRE 479 using examination questions on the topic of RMI for risks involving identification and measurement of risk along with proposing a solution.
- Core Outcome 2: Analytical Skills
Students will be able to interpret risk management and insurance data and apply the analysis and design they create to various financial situations. **Assessment Measure:** Students will be assessed in FIRE 479 using the final paper and presentation.
- Core Outcome 3: Communication Skills
Students will be able to produce written reports and to express verbally and the analytic, quantitative, and ethical dimensions of risks and risk management of various entities to a variety of audiences. **Assessment Measure:** Students will be assessed in FIRE 449 using student's presentation in class.
- Core Outcome 4: Ethics
Students will be able to identify and analyze ethical dimensions of every element in risk management situations and relate those dimensions to professional ethical standards. Specifically, the students will understand and articulate their fiduciary responsibility in a variety of topics and scenarios. **Assessment Measure:** Students will be assessed in FIRE 479 using an examination question that will specifically address ethical concerns, either as short essay questions or as item set questions.

The following curriculum maps show how learning outcomes for the proposed B.S. in Finance with a concentration in Risk Management and Insurance are incorporated into the core courses:

Learning Outcomes	Courses	Assessment Methods
Identify risks, measure them and find mitigating solutions using all financial hedging instruments and insurance.	FIRE 309: Risk and Insurance FIRE 312: Financial Modeling FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 459: Insurance Law FIRE 479: Managing Financial Risk	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> examinations
Interpret risk management and insurance data and apply the analysis and design they create to various financial situations.	FIRE 309: Risk and Insurance FIRE 312: Financial Modeling FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 479: Managing Financial Risk	<u>Formative:</u> class discussions, written assignments <u>Summative:</u>

		examinations
Produce written reports and to express verbally and the analytic, quantitative, and ethical dimensions of risks and risk management of various entities to a variety of audiences.	FIRE 309: Risk and Insurance FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 459: Insurance Law FIRE 479: Managing Financial Risk	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> presentation
Identify and analyze ethical dimensions of every element in risk management situations and relate those dimensions to professional ethical standards.	FIRE 309: Risk and Insurance FIRE 317: Investments FIRE 321: Intermediate Financial Management FIRE 459: Insurance Law FIRE 479: Managing Financial Risk	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> Examination, essay, case scenario

Employment Skills/Workplace Competencies

Graduates of the proposed program will be qualified to work in a wide range of settings (e.g., business corporations, financial companies, not-for-profit organizations, governments and self-employment). All graduates of the proposed B.S. in Finance degree program will be able to:

- Analyze information and data to support effective financial decision making by the organizations and the individuals who they serve.
- Use relational databases, spreadsheets, and financial system to support organizational and financial decisions-making.
- Apply business principles and language, including the fundamentals of finance, planning and budgeting to support decision-making of the organization.
- Communicate financial analysis results and conclusions in a manner which informs and improves quality of organizational and individual decision making.
- Distill information in formats that are easily understood by decision makers with diverse needs and backgrounds.
- Work collaboratively with other workplace professionals.
- Communicate clearly and regularly with all relevant stakeholders.

Graduates in each concentration will demonstrate the following additional workplace competencies.

B.S. in Finance (no concentration)

Graduates will be able to:

- Recommend individual investments and collections of investments, which are known as portfolios

- Evaluate current and historical financial data
- Study economic and business trends
- Examine a company's financial statements to determine its value
- Meet with company officials to gain better insight into the company's prospects
- Assess the strength of the management team
- Prepare written reports

B.S. in Finance (Risk Management and Insurance concentration)

Graduates will be able to:

- Identify and solve problems in areas such as business, logistics, healthcare, or other fields
- Collect and organize information from a variety of sources, such as computer databases, sales histories, and customer feedback
- Gather input from workers involved in all aspects of a problem or from others who have specialized knowledge, so that they can help solve the problem
- Examine information to figure out what is relevant to a problem and what methods might be used to analyze it
- Monitor the financial condition financial institutions
- Review balance sheets, operating income and expense accounts, and loan documentation to confirm institution assets and liabilities
- Prepare reports that detail an institution's safety and soundness
- Examine the minutes of meetings of managers and directors
- Train other examiners in the financial examination process
- Review and analyze new regulations and policies to determine their impact on the organization
- Establish guidelines for procedures and policies that comply with new and revised regulations

Program Assessment

The Department of Finance, Insurance and Real Estate will assess and evaluate the proposed degree program annually. Faculty will review the program's mission, goals, outcomes, measures, targets, and findings, and will develop action plans for improvement. The Department will conduct and report annual assessments of student learning outcomes, in accordance with the Virginia Commonwealth University's Assessment Policy.

The Academic Program Review (APR) involves an intensive review of degree programs in an academic unit. Data are entered into the university's assessment management system, Taskstream by Watermark™. The program review process, administered by the Office of Academic Affairs, includes a self-study and evaluation that is multidimensional, an external review, and an implementation of the action plan. The self-study serves the dual purposes of demonstrating accountability and improving performance.

Additionally, at the end of each semester, the Department of Finance, Insurance and Real Estate will administer and review for the core courses student evaluations of the course and instructor. At the end of the academic year, the curriculum committee will review these evaluations and the formative assessments embedded in the core courses. Results of program assessment will guide ongoing program development, determine strengths and challenges of the program, and evaluate the contributions made to the department's and VCU's strategic plan.

Benchmarks of Success

The following initial benchmarks will be used to gauge the growth and success of the B.S. in Finance program:

- Enrollment will reach at least 248 students by the target year.
- Within three years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Seventy percent (70%) of the graduate of the students who apply to graduate school will be accepted into a Master's degree program.
- Eighty percent (80%) of students will indicate satisfaction with the degree program.

The Finance, Insurance and Real Estate faculty will review the program annually to assess student satisfaction and track progress with respect to each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks.

Expansion of Existing Programs

The current B.S. in Business degree program has a concentration in Finance. The proposed B.S. in Finance is an expansion of the existing concentration in the current B.S. in Business. This expansion to a standalone degree program is needed to: 1) eliminate the shared curriculum restraints of a concentration, 2) respond to the increasing demand for highly specialized financial professionals in industry, nonprofits and government and 3) allow students to earn a degree that more clearly matches the coursework and the employment opportunities.

First, the current B.S. in Business with six available concentrations (business administration, management/entrepreneurship, management/international management, human resource management, finance and risk management and insurance) has by virtue of "shared curriculum requirements" resulted in reduced student opportunity for advanced training in quantitative analysis, information technology and financial analysis. The Department of Finance, Insurance and Real Estate faculty has determined that a concentration no longer offers enough flexibility in the curriculum to address workplace demand for finance and risk management skills. In a stand-alone degree program, the curriculum can be expanded to include advanced course work, experiential learning, and capstone coursework needed to fully and adequately educate students and ensure graduates

have the knowledge and skills to enable to secure satisfying first jobs B.S. in Finance upon graduation and strong career advancement after the first job placement.

Second, the demand for financial specialists is one of the fastest growing career categories in the United States.⁴ Industry, governments and nonprofits require candidates who have advanced skill levels in finance, with competencies in quantitative analysis and information technology. The B.S. in Finance communicates most directly that a candidate has the requisite skills and ability to adapt to the evolution of a dynamic field and the demands of volatile markets.

Finally, a standalone degree program in Finance will provide students with a degree title that more accurately reflects the training provided to students. The curriculum for the proposed degree program is not the curriculum for a general business degree program. While the department has not conducted a formal student survey, the department has received over a decade of student inquiries expressing a desire to have a B.S. in Finance program available to them.

If the proposed B.S. in Finance is approved, the university will close the existing Finance concentration in the B.S. in Business degree program upon written approval by the State Council of Higher Education for Virginia (SCHEV).

Relationship to Existing VCU Degree Programs

The current B.S. in Business has a concentration in Finance. The proposed B.S. in Finance represents an expansion of the existing concentration in the current B.S. in Business. This expansion to a standalone degree program is needed to eliminate the shared curriculum restraints of a concentration, respond to the increasing demand for highly specialized financial professionals in industry, nonprofits and government and allow students to earn a degree that more clearly matches the coursework and job opportunities. The finance concentration in the B.S. in Business will be terminated when B.S. in Finance is approved. B.S. in Finance will not affect any other VCU Degree Program.

Compromising Existing Degree Programs

The Finance concentration in the B.S. in Business will be closed when B.S. in Finance is approved. The proposed B.S. in Finance will not affect any other VCU degree program.

Collaboration or Standalone

This is a standalone program. No other institution or organization was involved in its development, and no other institution or organization will collaborate in its operation.

⁴ As per Bureau of Labor and Statistics, "Employment of business and financial operations occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs." See <https://www.bls.gov/ooh/business-and-financial/home.htm>

Justification of the Proposed Program

Response to Current Needs (Specific Demand)

The proposed B.S. in Finance degree program responds to vital economic needs in the Commonwealth of Virginia. Virginia grew at 3.3% during the third quarter of 2018 in terms of Real Gross Domestic Product.⁵ This compares well with the U.S. average of 3.4%.⁶ Such economic growth needs support from highly qualified financial professionals with the skills demanded by growing corporations, not-for-profit organizations and state and local governments. Graduates of the proposed program will be highly trained professionals capable of supporting prudent and effective decision processes for corporations, not-for-profits and governments in the Commonwealth of Virginia. Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure an adequate supply of professionals who are prepared and trained to meet industry needs.

According to the United States Bureau of Labor Statistics, the typical entry-level education required for financial analyst, financial examiner, personal financial advisor, budget analyst, insurance underwriter and loan officer is a bachelor's degree. Students may enter financial careers with a general bachelor's degree. However, since corporations rely on the higher education sector to provide appropriately trained candidates to perform complex financial work rather than providing extensive in-house training to develop financial skills, many employers prefer to hire graduates with degrees in Finance rather than graduates with B.S. in Business degrees.

Because of its more specialized training one can reasonably expect that the B.S. in Finance will be more valuable for graduating students than the B.S. in Business. This expectation is supported by a 2018 BankRate.com study which ranked the B.S. in Finance as the 10th most financially valuable undergraduate degree awarded by U.S. colleges and universities. Actuarial Science and Finance were the only two undergraduate business degrees to rank in the top 10 majors with respect to financial value and employment prospects.⁷ The Deloitte 2013 Finance Talent Survey of 315 large public companies indicated the following:

- Forty percent (40%) of executives surveyed were pessimistic about meeting their talent needs over the next several decades.
- Talent requirements are shifting rapidly because of globalization and regulatory demands.⁸

⁵ Bureau of Economic Analysis, <https://www.bea.gov/system/files/qgdpstate0219.png>

⁶ Bureau of Economic Analysis, <https://www.bea.gov/news/2019/initial-gross-domestic-product-4th-quarter-and-annual-2018>

⁷ The Most Valuable College Majors, 2018 Rankings, <https://ceoworld.biz/2018/09/13/the-top-25-most-valuable-college-majors-rankings-for-2018/>

⁸ Deloitte 2013 Global Finance Talent Survey, <https://www2.deloitte.com/us/en/pages/finance/articles/bridging-the-gap-between-the-finance-team.html>

Overall, there is average demand for people with a B.S. in Finance degree from corporations, not-for-profits, and government and the public sector. The B.S. in Finance from Virginia Commonwealth University will meet this demand.

Employment Demand

Graduates of the proposed B.S. in Finance program will be qualified to perform financial analysis and planning, financial management, financial advisor and financial marketing and sales activities in corporations, nonprofit organizations and governments. Higher than average job growth in these areas is expected both in Virginia and across the nation.

The Bureau of Labor Statistics predicts employment for financial analysts, financial examiners, loan officer and personal financial advisor positions are projected to grow 11, 10, 11, and 15 percent respectively, from 2016 to 2026, faster than the average for all occupations.⁹ A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth. The national rate of employment growth in financial occupations is projected to be 11.4% (compared to overall employment growth for the same period of 7.4%) from 2016 to for 2026 as projected by the Bureau of Labor Statistics. Additionally, within the Commonwealth of Virginia (according to the Virginia Employment Commission and the US Bureau of Labor Statistics) the growth of employment in financial occupations is expected to exceed 14% in between 2016 and 2026.¹⁰

When examining employment advertising for financial job opportunities, many employers do not specifically specify the B.S. in Finance as a minimum qualification for the job in question. In tight employment markets (relative shortage of candidates) employers often relax preferred qualifications in order to attract an adequate flow of candidates. However, when making the hiring decision, the candidates who most clearly meet the skill requirements of the job are most likely to be hired. The B.S. in Finance makes the degree holder the obvious match to the job because of a closer match between the degree name and the job function. Particularly at the entry level, available jobs are specialized and the B.S. in Finance indicates that the student is a specialist in the field. The movement to a B.S. in Finance is designed to position graduates as preferred candidates for finance career opportunities as opposed to eligible candidates.

⁹ Bureau of Labor Statistics, <https://www.bls.gov/ooh/business-and-financial/home.htm>

¹⁰ VEC Labor Market Information, <http://www.vec.virginia.gov/>

Table 1. Long-Term Employment Projections for Financial Analysts, Financial Examiner, Loan Office, Personal Finance Advisor, 2018-2028 (BLS)

Occupation Title	SOC Code	Employment 2018	Projected Employment 2028	Change 2018-2028	
				Percent	Number
Financial Analyst	13-2051	329,500	349,800	6%	20,300
Financial Examiner	13-2061	60,900	65,200	7%	4,300
Loan Officer	13-2072	316,200	340,600	8%	24,300
Personal Finance Advisor	13-2031	56,900	59,400	4%	2,400

Source: Bureau of Labor Statistics, Occupational Outlook Handbook ¹¹

Long-Term Employment Projections for Financial Analysts, Financial Examiner, Loan Office, Personal Finance Advisor, 2016-2026 (VEC)

Occupation Title	SOC Code	Estimated Employment 2016	Projected Employment 2026	2016-2026 Employment Change	Annual Average Percent Change	Average Annual Openings
Financial Examiner	13-2061	1,742	2,048	306	31%	171
Loan Officer	13-2072	9,473	10,825	1,352	14%	943
Personal Finance Advisor	13-2031	3,717	4,171	454	12%	333

Source: Virginia Employment Commission ¹²

See Appendix D for job announcements.

Student Demand

Virginia Commonwealth University evaluated student demand for the proposed B.S. in Finance degree program from two sources of data: 1) letters of support from current students enrolled in the B.S. in Business with Finance concentration, and 2) enrollment in the existing concentration.

¹¹ Bureau of Labor Statistics, on the Internet at <https://www.bls.gov/ooh/home.htm> (visited on September 9, 2019)

¹² Virginia's Career and Workforce Labor Market Information, Long-Term Occupational Virginia 2016-2026 Projections on the Internet at <https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12> (visited on September 9, 2019)

Letters of support from current students

The Department of Finance Insurance and Real Estate solicited letters of support from the current students enrolled in the B.S. in Business program. Students expressed an interest in the B.S. in Finance degree program because the degree will distinguish their degree from other concentrations under the B.S. in Business. The proposed degree in finance offers a narrow, specialized focus that students will not be able to obtain with the B.S. in Business degree program. The proposed degree programs will make provide students a variety of career opportunities in corporate management, international financial management, investment services, financial planning services, insurance companies, and commercial and investment banks, and credit unions and private banks. The proposed degree program would support the job market needs in the financial services industry.

See Appendix E for letters of support from current students.

Enrollment in existing concentration

Enrollment in the existing Finance concentration in the B.S. in Business degree program indicates a steady increase in student demand.

Fall Enrollment in Existing Concentration, 2014-2020

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	195	212	200	252	259

Source: Insights 2.0. VCU Office of Institutional Research and Decision Support

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

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2020 – 2021		2021 – 2022		2022 – 2023		2023 - 20 24			2024 - 2025		
HDCT 80	FTES 68	HDCT 148	FTES 126	HDCT 206	FTES 175	HDCT _____	FTES _____	GRAD _____	HDCT 248	FTES 210	GRAD 49

Assumptions:

Retention percentage: 85%

Percentage of full-time students: 75% Percentage of part-time students: 25%

Full-time students credit hours per semester: 15

Part-time students credit hours per semester: 6

Full-time students graduate in 4 years

Part-time students graduate in 6 years

Duplication

One (1) public institution - George Mason University (GMU), has a degree program related or similar to the proposed B.S. in Finance at Virginia Commonwealth University.

George Mason offers a B.S. in Finance which requires 120 credit hours, including Mason core requirements, business foundations, business core and major requirements.

Similarities

The George Mason program is similar to the proposed program at VCU. The GMU curriculum requires five core courses and the remainder are electives. The proposed curriculum for B.S. in Finance at Virginia Commonwealth University will require eight core courses. Both programs offer electives relevant to the job market demands. Coursework covers principles of investment, financial institutions, firm valuations, advanced financial management, and contemporary topics in finance.

Differences

The primary difference between the George Mason program and VCU's program is that GMU does not have a concentration in Risk Management and Insurance concentration similar to the proposed VCU B.S. in Finance.¹³

Projected Resource Needs for the Proposed Program

Resource Needs

Virginia Commonwealth University has all of the faculty, classified support, equipment, space, library, and other resources necessary to launch the proposed B.S. in Finance degree program. The following subsections details the resources required to operate the program from its initiation in the fall 2020 semester through the target year 2024-2025. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 24 FTE students in lower division courses and 18 FTE students in upper division courses. The proposed program will require a total of 3.23 FTE faculty instructional effort in 2020-21, rising to 10.0 FTE instructional effort by the target year of 2024-25.

Full-Time Faculty

Eight (8) full-time faculty members in the Department of Finance Insurance and Real Estate will teach in the program. Eight faculty will dedicate at least 50% of their teaching effort to the proposed degree program, for an FTE of 8.0.

Part-time Faculty

No part-time faculty are required in the initiation year and through the target year.

¹³ Richmond metro area has a number of insurance companies like Markel Corporation, Genworth Financial, James River Insurance, etc. The risk management and insurance concentration will help students advance their career in the insurance field.

Adjunct Faculty

Eight (8) adjunct faculty members for 2.0 FTE are needed to teach courses in the program. The average adjunct faculty salary for a three-credit hour course is \$8,750. Benefits rate for adjunct faculty is 8.2%, or the equivalent of \$5,740.

Graduate Assistants

The department will support three graduate assistants, approximately 70% of their effort will provide support to initiate and sustain the proposed degree program. The cost of hiring graduate assistants to support the proposed program will be \$13,753 annually.

Classified Positions

The proposed program will require no more than 0.50 FTE of classified support to initiate and sustain the proposed program. The administrative assistant currently employed by the department will be reallocated from the current B.S. in Business concentration in finance to support the proposed degree program. No new classified position will be needed. The cost associated with classified position attributable to the proposed B.S. in Finance program is \$23,761 in salary and \$9,362 in benefits.

Targeted Financial Aid

No targeted financial aid is required to initiate and sustain the proposed degree program.

Equipment (including computers)

No new equipment, including computers, is required to initiate or sustain the proposed degree program.

Library

No additional library resources are required to initiate or sustain the proposed degree program. The VCU Library provide adequate resources for faculty and student research, teaching, and learning to support the existing Finance Concentration for the B.S. In Finance in Business degree.

Telecommunications

No additional telecommunications costs are needed to initiate or sustain the proposed degree program. For the new hire, existing telecommunications services and devices will be utilized.

Space

No additional space is required to initiate or sustain the proposed degree program. There is already adequate classroom and faculty office space. For the new hire, existing office space is available and will be utilized.

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 and other positions needed for the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2021 - 2025		2024 - 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	8.00			8.00
Part-time faculty FTE**	0.00			0.00
Adjunct faculty	2.00			2.00
Graduate assistants (HDCT)	3.00			3.00
Classified positions	0.50			0.50
TOTAL	13.50	0.00	0.00	13.50

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit
 *** Added after initiation year

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2020 - 2021		2024 - 2025	
Full-time faculty	8.00	0.00	0.00	8.00
salaries	\$1,027,130			\$1,027,130
fringe benefits	\$404,689			\$404,689
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Adjunct faculty	2.00	0.00	0.00	2.00
salaries	\$70,000			\$70,000
fringe benefits	\$5,740			\$5,740
Graduate assistants	3.00	0.00	0.00	3.00
salaries	\$13,753			\$13,753
fringe benefits	\$0			\$0
Classified Positions	0.50	0.00	0.00	0.50
salaries	\$23,761			\$23,761
fringe benefits	\$9,362			\$9,362
Personnel cost				
salaries	\$1,134,644	\$0	\$0	\$1,134,644
fringe benefits	\$419,791	\$0	\$0	\$419,791
Total personnel cost	\$1,554,435	\$0	\$0	\$1,554,435
Equipment				\$0
Library				\$0
Telecommunication costs	\$5,077			\$5,077
Other costs				\$0
TOTAL	\$1,559,512	\$0	\$0	\$1,559,512

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

 X 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 <u>20</u> - 20 <u>21</u>	Target enrollment year 20 <u>23</u> - 20 <u>24</u>
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$1,559,512	\$1,559,512
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**Reallocation within the department**

The Department of Finance Insurance and Real Estate will reallocate funds to support the proposed program. All resources used for the existing B.S. in Business concentration in Finance, which will be closed with the initiation of B.S. in Finance, will be used to support the proposed B.S. in Finance program. Faculty teaching loads will be reallocated from the existing

concentration to the proposed program. The reallocation of funds will not have any impact existing programs.

Impact

As the proposed B.S. in Finance program will replace B.S. Business concentration in Finance, there will be no impact on existing resources.

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.

X	Agree	Signature of Chief Academic Officer
_____	Disagree	Signature of Chief Academic Officer

Appendices

Appendix A – Sample Plan of Study

B.S. in Finance (no concentration)

Year	Fall Semester	Spring Semester
Freshman	INFO 160 Digital Literacy: Computer Concepts, Internet, Digital Device (1)	BUSN 225 Winning Presentations (3)
	INFO 162 Digital Literacy: Spreadsheets Skills I (1)	INFO 161 Digital Literacy: Word Processing Skills (1)
	MATH 151 Precalculus Mathematics (4)	INFO 165 Digital Literacy Spreadsheet Skills II (1)
	UNIV 111 Focused Inquiry I (3)	MATH 200 Calculus with Analytic Geometry (4)
	Approved University Core Education Curriculum Courses (6)	UNIV 112 Focused Inquiry II (3)
		Approved University Core Education Curriculum Courses (3)
Semester Credit Hours	15 credit hours	15 credit hours
Sophomore	ACCT 203 Introduction to Accounting I (3)	ACCT 204 Introduction to Accounting II (3)
	BUSN 201 Foundations of Business (3)	ECON 211 Principles of Macroeconomics (3)
	ECON 210 Principles of Microeconomics (3)	MKTG 301 Marketing Principles (3)
	UNIV 200 Inquiry and the Craft of Argument (3)	SCMA 301 Business Statistics I (3)
	Business general education elective (3)	Open Elective (3)
Semester Credit Hours	15 credit hours	15 credit hours
Junior	BUSN 323 Legal Environment of Business (3) or FIRE 325 Real Estate Law or FIRE 459 Insurance Law	FIRE 312 Financial Modeling (3)
	BUSN 325 Organizational Communication (3)	FIRE 317 Investments (3)
	FIRE 311 Financial Management (3)	MGMT 303 Creativity and Ideation (3)
	MGMT 310 Managing People in Organization (3)	MGMT 319 Leadership (3) or BUSN 329 Introduction to Intercultural Communication
	SCMA 302 Business Statistics II (3)	Approved finance elective (3)

Semester Credit Hours	15 credit hours	15 credit hours
Senior	FIRE 321 Intermediate Financial Management (3)	BUSN 499 Business Knowledge Exam (0)
	INFO 360 Business Information Systems (3)	FIRE 461 Cases in Financial Management (3)
	Approved finance electives (6)	MGMT 434 Strategic Management (3)
	Restricted FIRE elective (3)	Approved finance elective (3)
		Open elective (3)
		Restricted FIRE elective (3)
Semester Credit Hours	15 credit hours	15 credits

Credit Hours – Freshman – Fall Term	15
Credit Hours – Freshman – Spring Term	15
Credit Hours – Sophomore – Fall Term	15
Credit Hours – Sophomore – Spring Term	15
Credit Hours – Junior – Fall Term	15
Credit Hours – Junior – Spring Term	15
Credit Hours – Senior – Fall Term	15
Credit Hours – Senior – Spring Term	15
TOTAL CREDIT HOURS	120

B.S. in Finance - Risk Management and Insurance concentration

Year	Fall Semester	Spring Semester
Freshman	INFO 160 Digital Literacy: Computer Concepts, Internet, Digital Device (1)	BUSN 225 Winning Presentations (3)
	INFO 162 Digital Literacy: Spreadsheets Skills I (1)	INFO 161 Digital Literacy: Word Processing Skills (1)
	MATH 151 Precalculus Mathematics (4)	INFO 165 Digital Literacy Spreadsheet Skills II (1)
	UNIV 111 Focused Inquiry I (3)	MATH 200 Calculus with Analytic Geometry (4)
	Approved University Core Education Curriculum Courses (6)	UNIV 112 Focused Inquiry II (3)
		Approved University Core Education Curriculum Courses (3)
Semester Credit Hours	15 credit hours	15 credit hours
Sophomore	ACCT 203 Introduction to Accounting I (3)	ACCT 204 Introduction to Accounting II (3)
	BUSN 201 Foundations of Business (3)	ECON 211 Principles of Macroeconomics (3)
	ECON 210 Principles of Microeconomics (3)	MKTG 301 Marketing Principles (3)
	UNIV 200 Inquiry and the Craft of Argument (3)	SCMA 301 Business Statistics I (3)
	Business general education elective (3)	Open Elective (3)
Semester Credit Hours	15 credit hours	15 credit hours
Junior	FIRE 459 Insurance Law (3)	FIRE 309 Risk and Insurance (3) or FIRE 419 Advanced Risk and Insurance
	BUSN 325 Organizational Communication (3)	FIRE 312 Financial Modeling (3)
	FIRE 311 Financial Management (3)	FIRE 317 Investments (3)
	MGMT 310 Managing People in Organization (3)	MGMT 303 Creativity and Ideation (3)
	SCMA 302 Business Statistics II (3)	Restricted RMI elective (3)
Semester Credit Hours	15 credit hours	15 credit hours

Senior	FIRE 321 Intermediate Financial Management (3)	BUSN 499 Business Knowledge Exam (0)
	INFO 360 Business Information Systems (3)	FIRE 479 Managing Financial Risk (3)
	Approved finance electives (6)	MGMT 434 Strategic Management (3)
	Restricted FIRE elective (3)	Approved finance elective (3)
		Open elective (3)
		Restricted FIRE elective (3)

Credit Hours – Freshman – Fall Term	15
Credit Hours – Freshman – Spring Term	15
Credit Hours – Sophomore – Fall Term	15
Credit Hours – Sophomore – Spring Term	15
Credit Hours – Junior – Fall Term	15
Credit Hours – Junior – Spring Term	15
Credit Hours – Senior – Fall Term	15
Credit Hours – Senior – Spring Term	15
TOTAL CREDIT HOURS	120

Appendix B – Course Descriptions

ECON 210: Principles of Microeconomics (3 credits)

A course designed to acquaint the student with a theoretical and practical understanding of the economic institutions and problems of the American economy with a focus on microeconomics.

ECON 211: Principles of Macroeconomics (3 credits)

A course designed to acquaint the student with a theoretical and practical understanding of the economic institutions and problems of the American economy with a focus on macroeconomics.

INFO 160: Digital Literacy: Computer Concepts, Internet, Digital Devices (1 credit)

Overview of basic computer concepts, the Internet, new technologies and digital security. Topics include but are not limited to computing devices -- hardware and software -- skills for using and evaluating Internet content and security with digital devices. This course provides the foundation in digital technologies to prepare students for other business courses and application software courses in the INFO16X series. Administered as a self-paced course with all online content. Graded as pass/fail at 80 percent pass level with on-campus assessment. Purchase of online training/assessment package required.

INFO 161: Digital Literacy: Word Processing Skills(1 credit)

Presents academic- and professional-level word processing skills. Topics include but are not limited to document preparation and modification, tables and graphic enhancements, collaboration, formatting for research papers, newsletters, forms, and linking to other applications. The course will help students prepare documents to support professional tasks and other VCU course work. Administered as a self-paced course. Graded as Pass/Fail at 80 percent pass level with on-campus assessment. Purchase of online training/assessment package required.

INFO 162: Digital Literacy: Spreadsheet Skills I (1 credit)

Introduces students to academic and professional spreadsheet skills. Topics include but are not limited to the entering of text, numbers and formulas; formatting; moving; copying; recalculation; retrieving; charting; saving; and printing with introductory coverage of data manipulation. The course will help students prepare analyses, tables and charts to assist with professional tasks and other VCU course work. Administered as a self-paced course. Graded as pass/fail at 80 percent pass level with on-campus assessment. Purchase of online training/assessment package required.

INFO 165: Digital Literacy: Spreadsheet Skills II (1 credit)

Presents intermediate-level academic and professional spreadsheet skills. Topics include but are not limited to advanced formulas, statistical and financial functions, multiple worksheet/workbook management, macros and pivot tables. This course is designed for students wanting to advance their previous spreadsheet skills. Administered as a self-paced course with all online content. Graded as pass/fail at 80 percent pass level with on-campus assessment.

ACCT 203: Introduction to Accounting I (3 credits)

Theoretical and technical facets of financial and managerial accounting for business. Accumulation, analysis, interpretation and uses of accounting information. Course will focus on financial accounting.

ACCT 204: Introduction to Accounting II (3 credits)

Prerequisite: ACCT 203 with a minimum grade of C. Theoretical and technical facets of financial and managerial accounting for business. Accumulation, analysis, interpretation and uses of accounting information. Course will focus on managerial accounting.

BUSN 201: Foundations of Business (3 credits)

Prerequisite: UNIV 112, HONR 200 or HONR 250. Introduces students to basic business environments and business functions and practices. Builds awareness of corporate social responsibility and ethical business behavior. Helps students gain an integrated awareness of business and practice analytical skills needed for their advanced business courses and careers.

BUSN 225: Winning Presentations (3 credits)

Enrollment is restricted to School of Business freshmen, sophomores and juniors in the foundation or advanced programs. Why are some presenters bad, some good and others great? Why do some people have more “presence” than others? What leadership skills work in a room full of people who are not on the same page? How does one pitch an idea in less than two minutes? Presentation skills involve more than just speaking in public. Good presentation skills require an understanding of yourself, your subject and your audience. This course will explore the skills involved in mastering all of these. Students may receive credit toward graduation for only one of SPCH 121, SPCH 321 or BUSN 225.

SCMA 301: Business Statistics I (3 credits)

Prerequisite: SCMA 212 or MATH 200. Statistical methods for collection, visualization and analysis of business and economic data from populations and processes. Statistical thinking, concepts of variability, sampling, descriptive measures, contingency tables, probability and introduction to regression, correlation, confidence intervals and hypothesis testing. Students may receive credit toward graduation for only one of STAT 206, STAT 208, STAT 210, STAT 212, STAT 312 or SCMA 301.

SCMA 302: Business Statistics II (3 credits)

Prerequisite: SCMA 212 or MATH 200 and SCMA 301, STAT 210 or STAT 212. Statistical methods employed in the collection and analysis of business and economic data. Continuation of statistical inference for means and variable relationships using t-tests, analysis of variance, contingency tables, regression and correlation analysis with emphasis on problem formulation and interpretation of computational results.

BUSN 325: Organizational Communication (3 credits)

Prerequisites: HONR 200, HONR 250 or UNIV 200; and BUSN 225, SPCH 121 or SPCH 321. Enrollment is restricted to students majoring in the School of Business who have completed at least 54 credit hours (junior standing). A study of interpersonal, team and organizational communication practices in modern dynamic work and virtual environments. This course includes dealing with written business messages, report writing, job-search techniques,

nonverbal communication, oral presentations and intercultural communication. The focus will include both theoretical constructs and skill development.

FIRE 311: Financial Management (3 credits)

Prerequisites: MGMT 212, MATH 200 or SCMA 212; and ACCT 203 or ACCT 202 (for non-business majors). This course is restricted to students who have completed at least 54 credit hours (junior standing) or 24 credits with minimum cumulative GPA of 2.5. Principles of optimal financial policy in the procurement and management of wealth by profit-seeking enterprises; the application of theory to financial decisions involving cash flow, capital structure and capital budgeting.

MGMT 303: Creativity and Ideation (3 credits)

Course explores the individual, social and institutional contexts for creativity and ideation. Students will examine four specific concepts in support of exploration in these areas: knowledge, curiosity, creativity and ideation.

MGMT 310: Managing People in Organizations (3 credits)

This course is restricted to students who have completed at least 54 credits (junior standing). Introduces students to the management of people in organizations, focusing on the managerial skills, knowledge and activities needed for a successful business operation. Topics include planning, organizing, staffing and leading; effectively utilizing human capital to achieve an organization's objectives in today's competitive environment.

MKTG 301: Marketing Principles (3 credits)

This course is restricted to students who have completed at least 26 credit hours (sophomore standing). An introduction to the activities, set of institutions and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large.

MGMT 434: Strategic Management (Capstone) (3 credits)

Prerequisites: MGMT 310; MKTG 301; FIRE 311; SCMA 301, STAT 210 or STAT 212; and SCMA 325. This course is restricted to business majors with senior standing. Integrative course to analyze policy issues at the overall management-level involving functional areas such as production, finance and marketing, in context with the economic, political and social environment.

BUSN 499: Business Knowledge Exam (0 credits)

Prerequisites: MGMT 310; MKTG 301; INFO 360, 361 or ACCT 307; FIRE 311; and SCMA 301, STAT 210 or STAT 212. Enrollment is restricted to business majors. This course consists of a capstone exam covering general business knowledge in the subjects of accounting, economics, finance, information systems, management, marketing and statistics. Students may be asked to complete follow-up activities in the areas in which they have weak knowledge in order to earn a passing grade. Students should contact their academic adviser for information on how to take the exam and register for this course. Graded as pass/fail.

Description of Finance Major (General Concentration) Courses

BUSN 323: Legal Environment of Business (3 credits)

Enrollment restricted to students who have achieved sophomore standing. Basic legal concepts applicable to business, including the legal aspects of operating a business, contracts, employment relationships, sales, and bailments and commercial paper. Also includes ethical considerations and social and political influences.

FIRE 312: Financial Modeling (3 credits)

Prerequisite: FIRE 311 with a minimum grade of C. Enrollment is restricted to students with majors or concentrations offered by the Department of Finance, Insurance and Real Estate who have completed at least 54 credit hours (junior standing). This course is designed to introduce students to a wide array of primarily Excel techniques used in financial model building. Students will be introduced to techniques such as data tables, solver, matrix manipulation, array formulas, pivot tables, etc., to create financial models that are common in the areas of finance, risk management and real estate finance.

FIRE 317: Investments (3 credits)

Prerequisites: FIRE 311; and SCMA 301, STAT 210, STAT 212, STAT 312 or STAT 541. This course is restricted to students who have completed at least 54 credit hours (junior standing). An analysis of the market for long-term corporate securities. Emphasis is given to the valuation of bonds, common stocks, options and convertible securities, and portfolio concepts. Designed to provide an understanding of the functioning of an efficient market.

INFO 360: Business Information Systems (3 credits)

Prerequisite: INFO 160. This course is restricted to students who have completed at least 54 credit hours (junior standing). Provides an understanding of the importance of computer-based information in the success of the firm. Emphasis is on the role of information systems within each of the functional areas of business. Major concepts include data management, decision support and management information systems.

MGMT 319: Leadership (3 credits)

Prerequisite: MGMT 310. This course is restricted to students who have completed at least 54 credit hours (junior standing). Coverage of the major approaches to leadership considering individual, team, organizational and cultural perspectives. Emphasis on self-assessment and on historical and contemporary leadership cases.

FIRE 321: Intermediate Financial Management (3 credits)

Prerequisite: FIRE 312 with a minimum grade of C. Pre- or corequisite: SCMA 302, MATH/STAT 309, STAT 314 or STAT 321. This course is restricted to students who have completed at least 54 credit hours (junior standing). Advanced topics in financial management with emphasis on the theoretical bases for the valuation of the firm.

FIRE 461: Cases in Financial Management (3 credits)

Prerequisite: FIRE 321 with a minimum grade of C. This course is restricted to students who have completed at least 54 credit hours (junior standing). Cases involving financial decisions for various forms of business enterprises.

Description of Finance Major (Risk Management and Insurance Concentration) Courses

FIRE 459: Insurance Law (3 credits)

Prerequisite: junior standing. The course covers the legal concepts and doctrines applicable to insurance. Fundamental legal aspects of all risks and aspects of sustainability. The course provides legislative issues for all solutions to life cycles risks: life and health insurance, pensions, catastrophes (natural and man-made such as terrorism) and property and liability insurance.

FIRE 312: Financial Modeling (3 credits)

Prerequisite: FIRE 311 with a minimum grade of C. Enrollment is restricted to students with majors or concentrations offered by the Department of Finance, Insurance and Real Estate who have completed at least 54 credit hours (junior standing). This course is designed to introduce students to a wide array of primarily Excel techniques used in financial model building. Students will be introduced to techniques such as data tables, solver, matrix manipulation, array formulas, pivot tables, etc., to create financial models that are common in the areas of finance, risk management and real estate finance.

FIRE 317: Investments (3 credits)

Prerequisites: FIRE 311; and SCMA 301, STAT 210, STAT 212, STAT 312 or STAT 541. This course is restricted to students who have completed at least 54 credit hours (junior standing). An analysis of the market for long-term corporate securities. Emphasis is given to the valuation of bonds, common stocks, options and convertible securities, and portfolio concepts. Designed to provide an understanding of the functioning of an efficient market.

FIRE 321: Intermediate Financial Management (3 credits)

Prerequisite: FIRE 312 with a minimum grade of C. Pre- or corequisite: SCMA 302, MATH/STAT 309, STAT 314 or STAT 321. This course is restricted to students who have completed at least 54 credit hours (junior standing). Advanced topics in financial management with emphasis on the theoretical bases for the valuation of the firm.

FIRE 309: Risk and Insurance (3 credits)

Nature of risk; insurance and other risk-handling methods; examination of basic life, health, property and liability principles and coverages.

FIRE 479: Managing Financial Risk (3 credits)

Prerequisites: FIRE 309 and FIRE 317. This course is restricted to students who have completed at least 54 credit hours (junior standing). Sources of financial risk. Measurement and uses of enterprisewide financial risk techniques. A variety of analytical tools will be used to learn about value at risk, credit risk, stress testing, financial risk management and actuarial models, and how to manage financial risk.

INFO 360: Business Information Systems (3 credits)

Prerequisite: INFO 160. This course is restricted to students who have completed at least 54 credit hours (junior standing). Provides an understanding of the importance of computer-based information in the success of the firm. Emphasis is on the role of information systems within

each of the functional areas of business. Major concepts include data management, decision support and management information systems.

MGMT 319: Leadership (3 credits)

Prerequisite: MGMT 310. This course is restricted to students who have completed at least 54 credit hours (junior standing). Coverage of the major approaches to leadership considering individual, team, organizational and cultural perspectives. Emphasis on self-assessment and on historical and contemporary leadership cases.

Appendix C – Abbreviated CV's for Faculty

Abbreviated CVs for Core Faculty

Etti Baranoff, PhD in Finance, 1993, University of Texas at Austin, Associate Professor,
Specialization Area: Insurance, Risk Management

Sidney Bostian, MA Economics, 1975, North Carolina State University, Instructor.
Specialization Area: Investments, Banking

Seong Byun, PhD in Finance, 2014, The University of Texas at Dallas, Assistant Professor of
Finance. Specialization Area: Corporate Finance

Chintal A. Desai, PhD in Finance, 2008, The George Washington University, Associate
Professor of Finance. Specialization Area: Personal Finance, Corporate Finance, Financial
Institutions.

Manu Gupta, PhD in Finance, 2005, Texas A&M University, Associate Professor and
Department Chair. Specialization Area: Corporate Finance, International Finance.

Dan Salandro, PhD, PhD in Finance, 1990, University of Pittsburgh, Associate Professor.
Specialization Area: Corporate Finance, Investments.

Miroslava Straska, PhD in Finance, 2007, Purdue University, Associate Professor. Specialization
Area: Corporate Finance, Corporate Governance, Corporate Restructuring, Mergers and
Acquisitions

H. Gregory Waller, PhD in Finance, 2006, Purdue University, Associate Professor.
Specialization Area: Corporate Finance, Valuation

Appendix D –Employment Demand

GUILFORD COMPANY
9030 Stony Point Parkway, Suite 460
Richmond, Virginia 23235
(804) 323-9800 - Fax (804) 330-8774

L. James Borges, CFA
Chief Investment Officer

jborges@guilfordco.com

May 28, 2019

Dr. Manu Gupta
Department Chair and Associate Professor
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Richmond, VA 23284-4000

Re: VCU BS Finance

Dear Dr. Gupta,

At the request of faculty, I am writing in support of VCU offering a BS in Finance and it is my pleasure to do so. The finance industry is increasingly complex. New areas of specialization are creating a need for graduates that have both a qualitative and quantitative finance specific skill-set. A degree that reflects a focused commitment to finance should be valuable and differentiated in a finance career. I am pleased that VCU is taking this route.

Sincerely,

A handwritten signature in black ink, appearing to be 'JBorges', written in a cursive, stylized font.

James Borges, CFA

May 29, 2019

Manu Gupta
Department Chair
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Box 844000
Richmond, VA 23284-4000

RE: Support for B.S. Finance degree

Dear Manu:

As a leader in the insurance industry, I strongly support the addition of a Risk Management Insurance track within Virginia Commonwealth University's Bachelor of Science program in Finance.

Today's insurance jobs go well beyond the typical home and auto insurance. Insurance covers every sector and increasingly relies on employees with strong analytical skills. Jobs in today's insurance industry require a mastery of data analysis, financial principles, and risk management. Allianz Partners, as well as its global parent companies, seek candidates with strong skills in technical analytics and finance. My experience has been that graduates with BS degrees in Finance would be better prepared in these areas and have necessary confidence to succeed in our entry-level roles.

A RMI track in Finance would not only prepare student for success, it would position VCU to meet the expectations of incoming students and attract students to the school and the industry. The degree would also provide RMI students recognition for their hard work and studies in this field.

I certainly hope the State Council of Higher Education looks favorably on your application. I think it would benefit students, companies and the insurance industry.

Best,



Robert Cavaliere
Chief Underwriting Officer, Travel Line of Business
Chief Product Officer, USA

Tuesday, May 21, 2019

Manu Gupta, Associate Professor
Finance, Insurance & Real Estate
VCU-School of Business
Box 84400
Richmond, VA 23284-4000

Dear Professor Gupta,

The complicated nature of risk management and finance requires advanced approaches and contemporary solutions. Our world is changing, and the skills we need from our employees are changing just as quickly.

Core risks in the insurance business include underwriting, credit, market, operational liquidity and others. Our greatest risk is in our ability to mitigate risk by gathering data more quickly, and noticing trends more accurately. Today, we need the right workforce to not only meet the challenge but compete in a way that keeps us viable in the future.

Our risk management is built on a foundation of standardized assessments to help us determine potential impact. This is an area that requires students who understand finance, economics, trending, and technology. While knowledge of basic management and human dynamics is still important, these are skills that must be coupled with a basic foundation of mathematics and the ability to analyze financial equations.

The future of insurance is, in a matter of words, its own algorithm. Weather analytics have helped us prepare for weather risks. Cloud computing is helping create a faster reaction time. Our agents have to keep up with the people they serve, and we need employees who have a foundation of knowledge that helps them solve problems as quickly as they arise.

To say that Insurtech is a vital part of our future is, at best, an understatement. We are reminded daily that our future risks involve cybersecurity, and a better integration of Artificial Intelligence to structure decision making. Robotic processes will offer improved productivity, shortened cycle times and better compliance and accuracy.

Our risks will soon be tied much more significantly to data protection.



Berkley
Mid-Atlantic Group

a Berkley Company

John Kearns
President

This requires hiring skilled people who have a foundational understanding of finance and mathematics upon which we can build leadership skills, creative thinking, and resilience. We want to instill a culture of collaboration and innovation. This can only be done with employees who understand the financial implications of the workforce ecosystem.

Real-time data is changing how we serve our agents, and improved analytics can transform big data into actionable insights. As data science advances, insurers can better extract value from the huge amounts of data that now exist. AI is changing the future of insurance. We know that; the question is, who can take us into this new territory?

Our ability to build relationships is now inextricably tied to an ability to provide innovative solutions. We need young employees who are more specialized in their field while well-rounded in human dynamics. There is a new balance we are seeking that includes the ability to decipher numbers and analyze finance while studying behavior and building relationship.

The people we bring into our organization will determine if we can adapt quickly enough to survive and thrive in a world of change.

We need young people who have are prepared and educated in a way that will drive us forward.

The RMI program in VCU and its proposed curriculum, within the B.S. in Finance, can do just that.

Sincerely,

John Kearns
President

Berkley Mid-Atlantic Group



May 22, 2019

Manu Gupta
Department Chair
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Box 844000
Richmond, VA 23284-4000

Dear Dr. Gupta:

One of the principle functions of my job at Lansing Building Products is to identify, evaluate, measure and finance the risks to which a \$650,000,000 wholesale supply company is exposed. When I recently updated our risk map, we found that a significant risk facing our company involves the lack of a viable succession plan, especially as it pertains to managing the company's risk.

I have been in the risk management field for over 30 years, so my years ahead are numbered. We currently lack qualified internal candidates to assume my responsibilities, so we are dependent on VCU and specifically the Finance, Insurance & Real Estate department to supply us with viable candidates that can fill upcoming risk analyst and management positions.

Lansing Building Products is not alone in this regard. I am an active participant in the Virginia Chapter of the Risk and Insurance Management Society, and most of our member risk managers cite succession planning as an important risk that must be managed. We need candidates that have expertise in financial management, analytics, statistics, modeling, and business law. Perhaps most importantly, we need students that can aggregate the mentioned expertise, distill it into usable information, and communicate it (orally and in writing) effectively to audiences ranging from apprentices to the C-Suite. We believe that students who earn the proposed B.S. Finance degree will be qualified to eventually fill our shoes, and we support this belief by providing thousands of dollars in scholarships to your students.

I, and my fellow risk management professionals, applaud the work that you and other VCU faculty are doing, and we support your efforts to continually improve the curriculum to meet the dynamic needs of the risk management community.

Sincerely,

Jeff Parker
Vice President – HR & Risk Management



Paul Carder, CFA
Senior Investment Strategist
Wells Fargo Private Bank
1021 East Cary Street, 4th Fl
804.512.2557

May 29, 2019

Dr. Manu Gupta
Department Chair and Associate Professor
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Richmond, VA 23284-4000

Re: VCU BS Finance

Dear Dr. Gupta,

When we recruit recent graduates one of our first screens is the breadth of their knowledge in finance. To succeed in the current environment, it is my opinion that graduates need to have a broad range of finance skills and the foundation to be flexible as they acquire new ones. Having a degree that focuses more deeply on finance topics will certainly help VCU students become even more competitive when seeking finance jobs. I support the initiative to create a BS in Finance at VCU.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Carder", with a stylized flourish extending from the end.

Paul Carder, CFA

POSITION OVERVIEW

The financial services industry is in the midst of a transformation being led by several mega trends. One of the most powerful trends is the shift in investment advice to digital enablement of both advisors and investors. The core of investment advice is moving away from performance-based to goals-driven solutions. Wealthcare pioneered the entire goals-based movement over a decade ago and continues to be an innovation and technology leader in this transformation.

Wealthcare Capital Management is seeking an individual with accounting or finance experience to be part of our growing Finance team. This individual will be responsible for implementing, maintaining, and supporting Wealthcare's advisory fee billing and revenue sharing processes. This position provides the ideal opportunity for a candidate to advance within a dynamic, fast growing company while continuously evolving systems and processes that incorporate enterprise efficiencies.

LOCATION

Richmond, VA

COMPENSATION

This position will receive a competitive compensation package tailored to the candidate's experience level including a base salary, comprehensive benefits, and the potential to earn performance based incentive compensation.

POSITION REQUIREMENTS

We are seeking a creative, energetic, self-motivated, forward thinking, customer-centric, team player who is eager to learn, quick to adapt and capable of multi-tasking. The position is ideally suited to an individual that has experience in data analytics with an accounting or finance background and is extremely detail-focused. The Revenue and Billing Analyst position affords a unique opportunity for an individual to help create and implement enhancements that impact process efficiencies and workflow.

POSITION QUALIFICATIONS

- Bachelor's degree in Accounting, Finance, or closely related field
- 1-3 years of experience within the accounting or finance industry with preference given to individuals with prior brokerage, advisory, or wealth management-related experience
- Demonstrated intermediate or higher aptitude in Excel and Access programs, with the ability to learn and quickly master other industry-related software
- Track record of eagerness to learn quickly and contribute as part of a winning team
- Excellent verbal and written communication skills and friendly personality to easily engage with our advisors and other departments
- Strong attention to detail with proven analytical skills
- Exceptional time and project management skills with the ability to multi-task, working independently as well as within a team
- Proven ability to take initiative and quickly create, influence and implement change improvements
- Results oriented, with a view to achieving personal, team and company growth goals
- Familiarity with Salesforce a plus

CERTIFICATIONS, LICENSES, and REGISTRATIONS:

- None required but willingness to obtain the series 65. CPA® license is a plus. Individuals without a CPA license will have the opportunity to work toward the accreditation.

Job Type: Full-time

Salary: \$45,000.00 to \$55,000.00 /year

Experience:

- relevant: 1 year (Preferred)

Work Location:

- One location

Benefits:

- Health insurance
- Dental insurance
- Vision insurance
- Retirement plan
- Paid time off

This Job Is Ideal for Someone Who Is:

- Dependable -- more reliable than spontaneous
 - Detail-oriented -- would rather focus on the details of work than the bigger picture
 - Adaptable/flexible -- enjoys doing work that requires frequent shifts in direction
-

The Virginia Retirement System's (VRS) Public Equity team in the Investments Department is seeking an experienced professional to assist with the management and oversight of the Total Public Equity investment portfolio. Please visit VRS' website (www.varetire.org) for additional information on the agency and fund.

Responsibilities The successful candidate will work with the entire team to perform various types of research and analysis and provide important decision-making support for senior team members. Additionally, the individual may also be involved with special projects relating to the management of the overall VRS portfolio. This position requires independent thinking and excellent problem-solving skills along with the ability to take directions and complete tasks in a logical and timely manner. A desire to work in an environment that includes changing and growing responsibilities is critical. The new team member will:

- Work with senior team members to evaluate complex investment strategies, modeling strategy exposures (individually and in aggregate), and monitor overall program exposures to ensure compliance with policy guidelines and objectives
- Assist team members with quantitative research and total program portfolio management
- Assist with the on-going assessment of current and future prospects of the various public equity sub-asset classes
- Additional responsibilities include various system design projects, data management activities and/or specific investment software tasks

Minimum Qualifications

- A Bachelor's Degree is expected, preferably in finance, economics, business, or mathematics
- The ability to effectively communicate implications of analysis, as well as investment themes
- Knowledge of investment software in order to properly evaluate existing and potential investments
- Professional work experience in the investment industry that has included a solid understanding of qualitative and quantitative analytical techniques for analyzing diverse sets of data and other information is preferred

Preferred Qualifications

Progress towards a CFA charter is desirable

Special Requirements



Posted: August 9, 2019

Finance/Accounting Analyst

McLean, VA

Requisition Number: 12296BR

Are you looking for an inclusive company culture to ease the transition from college into the workforce? The Finance Division within Freddie Mac is searching for creative individuals to join our organization. Analysts will be provided the experiences and resources needed to kick-start a successful career in accounting and finance.

In this elite two-year program, analysts will rotate to a challenging new position every six months, working on a wide range of accounting and finance related projects. Finance is looking for candidates who are drawn to understanding complex business problems and finding viable solutions, curious, attentive to detail and excel in a team environment. Grow your career by building your network and working alongside people who want to help you succeed.

While in the Program, analysts will experience a rotation in each of the following categories:

Financial Close Process:

- Support activities related to 'closing the books' and producing accurate GAAP financial statements

Management Reporting and Analytics:

- Develop your business understanding by reporting on and analyzing data
- Assist in preparing unbiased financial reports on business performance for internal management

Specialized Finance and Partner Collaboration:

- Work collaboratively and gain an understanding of specialized areas of the Finance Division and related areas of the company

Our Program involves continuous business and skills training to set you up for success! As part of the Finance Analyst Rotation Program cohort, you will receive support through mentorship and buddy programs, as well as group events and learning sessions. Apply now and learn why there is #MoreAtFreddieMac!

(Application deadline: October 4th/ positions available in McLean, Virginia)

Qualifications

Qualifications

- Minimum cumulative 3.2 GPA
- Bachelor's degree in Accounting, Finance, Economics, Business Administration, or a related discipline
- Availability to begin full time employment in our January 2020 or June 2020 cohort
- Graduation no more than 18 months prior to start date
- Availability for occasional work beyond core business hours or weekends as needed

Keys to Success in this Role:

- Exceptional quantitative, analytical, and organizational skills
- Previous accounting or finance related internships strongly preferred
- Knowledge of GAAP, secondary mortgage markets, and fixed income/derivative and mortgage securities
- Excellent communication skills, both written and verbal
- Strong Microsoft Office skills

- Excellent interpersonal skills
- Must be a team player and able to work collaboratively

Top 3 Personal Competencies to Possess

- Leadership: Set and execute upon a clear vision, strategy, and/or goals
- Customer Focus: Personally engage with customers to learn their needs
- Seek and Embrace Change: Continuously improve work processes rather than accepting the status quo

Today, Freddie Mac makes home possible for one in four home borrowers and is one of the largest sources of financing for multifamily housing. Join our smart, creative and dedicated team and you'll do important work for the housing finance system and make a difference in the lives of others. Freddie Mac is an equal opportunity and top diversity employer. EOE, M/F/D/V.

The hired candidate must be legally authorized to work in the United States without restriction. Freddie Mac does not intend to support hiring any students, exchange visitors, or recent graduates on F-1, J-1, or M-1 visas, or any individuals requiring sponsorship for an employment based visa application (such as H-1B) in connection with these openings.

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[Financial Reporting Senior Accountant \(/job/10129044/financial-reporting-senior-accountant-mclean-v/\)](/job/10129044/financial-reporting-senior-accountant-mclean-v/)

McLean, VA

[Business Analysis Senior \(/job/10134776/business-analysis-senior-mclean-v/\)](/job/10134776/business-analysis-senior-mclean-v/)

McLean, VA



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We're a destination employer because more happens here.

More happens here. (<https://www.freddiemac.jobs/careers-blog/>)



Check out our Careers Blog

Read about employees and life at Freddie Mac.

Meet Freddie Mac (<https://www.youtube.com/watch?v=SnWuNER1s14>)



<https://www.youtube.com/watch?v=SnWuNER1s14>

Your Next Destination

If you're looking for your next career success story, welcome to Freddie Mac.

What We Do (<https://www.youtube.com/watch?v=31VLCS6ydtI>)



<https://www.youtube.com/watch?v=31VLCS6ydtI>

Turning Dreams Into Reality

Learn about our role in the housing market and how we connect borrowers, lenders and investors to make home possible for millions of America's families and renters.

Posted: June 28, 2019

Internal Audit Senior (Finance & Multifamily)

McLean, VA

Requisition Number: 12106BR

Do you thrive on innovation and making a difference in a large financial organization? Do you love building relationships and working with a group of highly motivated and knowledgeable team members? Do you enjoy gaining new knowledge daily about the financial industry and risk management? If the answers are yes, Freddie Mac's Internal Audit Division is the right place for you. Apply to join Freddie Mac's Internal Audit Division as our new Audit Senior of the Finance and Multifamily Audit team. Our team covers a variety of areas including end-to-end processes for the Multifamily division, financial reporting and valuation across business lines, capital, stress testing and corporate profitability measurement.

Your Work Falls into Two Primary Categories:

Data Analytics

- Review programming codes and reprogram as part of the audit procedures.
- Setup new process and reports for ongoing monitoring.

Audit

- Conduct audit reviews of the organization's financial and operational processes, with special focus on valuation, capital and return, loan loss reserve and stress testing.

Qualifications

Qualifications

- 2-4 years of experiences in data analysis or relevant experiences.
- Programming and analytical skills, including SAS, SQL, VB and Python.
- Bachelor's degree in Computer Science, Finance, Economics or equivalent.

Keys to Success for this Role:

- Ability to explain technical concepts to non-technical people
- Curiosity about technology and a drive to share knowledge
- A mindset that embraces innovation and is not afraid of failure

Top Three Personal Competencies to Possess:

- Partnership- Build strong partnerships through my own and team's actions
- Drive For Execution- Treat obstacles as challenges to overcome, not excuses
- Growth and Development- Know or learn what is needed to deliver results and successfully compete

Preferred Skills

Preferred Skills

- Financial institution experience and understanding risk and control concepts.
- CFA or CPA certification.
- Big 4 accounting firm experiences.
- Strong communication and writing skills.

Today, Freddie Mac makes home possible for one in four home borrowers and is one of the largest sources of financing for multifamily housing. Join our smart, creative and dedicated team and you'll do important work for the housing finance system and make a difference in the lives of others. Freddie Mac is an equal opportunity and top diversity employer. EOE, M/F/D/V.

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Posted: August 1, 2019

Capital Markets Analyst

McLean, VA

Requisition Number: 12241BR

Freddie Mac's Portfolio Management and Capital Markets Divisions are responsible for managing the ~\$2.5 trillion mortgage guarantee and investment portfolios through secondary mortgage market activities such as asset-liability management, loan purchases, servicing transactions, securitization and credit risk transfer.

This is a two-year full-time rotational program designed to provide analysts with the opportunity to gain a unique and diverse perspective across three key areas within these Divisions. The key focus is to provide training experiences with the goal of learning the mortgage capital markets life cycle as a whole while also providing desk-specific knowledge. Analysts will get a chance to learn and work alongside seasoned professionals on various desks to analyze and support a diverse set of transactions, trades, and strategies. Analysts will do four six-month rotations, with at least one rotation on a desk in each of the three buckets.

Analysts will rotate through the following areas –

Purchase and Guarantee:

- Understanding how Freddie Mac purchases, prices, costs, and manages the front-end execution of the business.

Portfolio Management:

- Learning how to actively manage a portfolio through the single family guarantee, servicing, and retained portfolios.

Credit Risk Transfer:

- Supporting the evolving CRT strategy to manage the credit risk underlying the guarantee portfolio.

Through these rotations, analysts will build the following competencies and opportunities:

- Fixed income valuation and financial transaction analysis
- Expertise in the U.S. Economy
- Knowledge of primary and secondary mortgage financial system
- Technical qualities (eg. Advanced Excel, SQL, SAS, Python, R)
- Professional networking skills and opportunities within the company and industry
- Mentorships to help guide your career
- Social community of analysts

Ideal candidates for this program are highly motivated, analytical thinkers who are committed towards building a long-term career in capital markets and mortgage finance. It is anticipated that high-performing analysts will be offered a permanent position at the end of the two-year rotational program.

Qualifications

Qualifications

- Minimum cumulative 3.2 GPA
- Bachelor's degree, preferably but not only in Economics, Finance, Business, and Mathematics
- Availability to begin full time employment in June 2020, following Fall 2019 or Spring 2020 graduation

Keys to Success in this Role:

- Ability to learn quickly and pick up new skills/concepts
- Some background in Finance, especially Capital Markets, recommended
- Exceptional communication skills, both written and verbal
- Problem solving ability
- Strong Microsoft Office skills
- Must be a team player and able to work collaboratively
- Comfortability with fast paced trading floor environment

Top 3 Personal Competencies to Possess:

- Drive for Execution: Be accountable for strong individual and team performance
- Seek and Embrace Change: Actively support culture change initiatives
- Growth and Development: Know or learn what is needed to deliver results and successfully complete

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McLean, VA

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McLean, VA

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McLean, VA



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Your Next Destination

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Turning Dreams Into Reality

Learn about our role in the housing market and how we connect borrowers, lenders and investors to make home possible for millions of America's families and renters.

Financial Analyst

Join a member-driven leader in a fast-paced, challenging and collaborative environment with the shared mission of supporting America's network of rural electric cooperatives. Since its formation in 1969, National Rural Utilities Cooperative Finance Corporation, or CFC, located in Dulles, Virginia, has provided capital and industry-leading financial products to more than 900 not-for-profit, consumer-controlled utility systems across the United States. Our exceptional team delivers the "CFC Difference" that encompasses our values of service, integrity and excellence in all our interactions.

CFC has a need for a Financial Analyst in the Capital Markets Relations group. In this position you will have the opportunity to provide support for all functions related to the Farmer Mac loan portfolio, reporting on the Guaranteed Underwriter Program, administrative agent related tasks for CFC-led syndicated credit facilities and Banking and Investor Relations efforts.

As a Financial Analyst, you will:

- Compile, research and analyze financial information on certain CFC members and coordinate with internal and external stakeholders on closing whole loan sale and participation transactions.
- Monitor, prepare reports and resolve discrepancies on loan servicing activities including billing and remittances.
- Analyze, monitor, resolve discrepancies, and report findings to management on CFC's contractual compliance items as they relate to the whole loan sale and participation portfolio.
- Prepare, review and analyze reports related to post-closing loan syndication activities.
- Develop and maintain procedures for operational activities for the administrative agent related functions for CFC-led syndicated credit facilities, the Guaranteed Underwriter Program, Investor and Banking activities and the loan servicing function.

To be successful, you will need:

- Strong knowledge of loan syndication and servicing products and industry.
- Strong financial analysis skills.
- Basic understanding of bank, institutional investor, and rating agency roles and issues.
- Basic understanding of loan syndication best practices.
- Strong MS Office skills.
- Basic understanding of Bloomberg terminal.
- Basic knowledge of web-based document sharing sites.
- Ability to use financial calculators.
- Strong verbal and written communication skills.
- Ability to use standard office equipment.
- Bachelor's degree in business, finance or accounting required.
- 2 years of experience in finance, banking or related industry.
- Loan servicing and/or syndication experience is desired.

We offer a comprehensive benefits package that includes short-term and long-term incentive opportunities; an employer-paid pension plan; 401(k); medical, dental and vision insurance; a generous leave policy; onsite gym; and more—all in a friendly, professional work environment. For additional information, please visit our website at www.nrucfc.coop.

CFC is an Equal Opportunity Employer committed to workforce diversity.

Financial Analyst – Healthcare - Richmond, VA - Pay to \$55K

Role and Responsibilities:

An established and thriving healthcare services company in Richmond, VA is seeking a FINANCIAL ANALYST to join its corporate team.

The financial analyst will take the lead in financial analysis and project management for a portfolio of clients and provide monthly analytical and statistical reports. The financial analysis will also support corporate finance with a variety of financial, operational, and marketing analysis to further company initiatives.

This is an ideal role for an up-and-coming and innovative financial analyst seeking a customer-facing role with a variety of duties and areas of responsibility.

Duties and Responsibilities Include:

- Provide comprehensive financial support for a portfolio of healthcare clients including monthly financial and operational performance analysis
- Research and analyze market trends and potential new market opportunities
- Manage high volume of data through Excel models and database creation and management
- Create and deliver analysis for penetration into key target markets, performance of existing portfolios, and operational efficiencies
- Work closely with external and internal customers to support key business, growth, and profitability initiatives

Qualifications and Education Requirements:

- Bachelor's degree in Finance or related field with MBA preferred
- 2+ years of financial and operational analysis experience
- Exceptional communication skills including the ability to communicate effectively with various levels and groups, strong presentation skills, and excellent written communication ability

- Advanced ability with Microsoft Excel and the full MS Office Suite, with exceptional ability to manage databases and create Excel models
- Strong problem-solving and research skills, innovative, and detail oriented; with the ability and desire to work in a fast-paced, complex, and deadline-driven environment
- Understanding of financial statements

Apply today or call me directly, Barbara Field, President, Finance & Accounting, 757-477-4957.

Your **BRAVA Talent Solutions** partners are tenured staffing leaders, with expert experience in finance and accounting. We value our job seekers and use a consultative approach to really get to know you. We strive to maximize your talents and strengths, understand your career goals, and identify the right work culture for you.

If you are seeking a true job search advocate and advisor, let us show you the **BRAVA** way.

Job Type: Full-time

Salary: \$45,000.00 to \$55,000.00 /year

Experience:

- Financial Analysis: 2 years (Required)
- Advanced Excel: 2 years (Required)

Education:

- Bachelor's (Required)

Benefits:

- Health insurance
- Dental insurance
- Vision insurance
- Retirement plan
- Paid time off

- Professional development assistance
- Tuition reimbursement

Schedule:

- Monday to Friday
-

If you are detail oriented and enjoy working in a fast paced environment, we want you to join our financial management team as a Finance Analyst identifying tactical and strategic opportunities, gaps and financial risks through collaboration with cross-functional teams. You will be responsible for analyzing performance and operational data to improve processes and increase efficiency. In this role you will be working closely with on account senior leadership, operations team, and shared services to develop “Best in Class” reporting.

The general scope of this position is to support the Finance team’s efforts to develop efficient reporting strategies including automation and simplification of reporting processes while preserving data integrity.

What this job involves:

Organize and maintain team data collection, reporting and communication.

Support cost-savings and process improvement initiatives.

Participate in the development and distribution of best practices, process documentation, and user support materials for reporting.

Special projects and other functions as required by manager.

Any`and all other duties and tasks assigned.

Collaborate with team to share and improve technical skills.

Sound like you? Before you apply it’s worth knowing what we are looking for:

A Bachelor’s degree in Accounting, Finance or a related business field.

One or two years of accounting experience.

Excellent interpersonal and communication skills, with the ability to adapt and embrace multi-cultural diversity and ability to maintain a positive and professional attitude.

Ability to multi-task, work independently and as part of a team.

Strong analytical skills with disciplined approach to details and the ability to see the big picture.

Demonstrated consistency in values, principles and work ethic.

Proficiency with Excel, Visio or other data analytic tools preferred.

What you can expect from us:

We're an entrepreneurial, inclusive culture. We succeed together—across the desk and around the globe. We believe the best inspire the best, so we invest in supporting each other, learning together and celebrating our success.

Our Total Rewards program reflects our commitment to helping you achieve your ambitions in career, recognition, well-being, benefits and pay. We'll offer you a competitive salary and benefits package.

With us, you'll develop your strengths and enjoy a career full of varied experiences. We can't wait to see where your ambitions take you at JLL.

Apply today!

#LI

Job Summary:

As a Financial Analyst with Cohen Investment Group you will have the opportunity to assist in all aspects of the real estate acquisition and investment management processes. The Analyst will be responsible for evaluating potential investment opportunities including modeling cash flows, assessing markets and the competitive landscape, conducting due diligence activities, creating investment committee memos, and after acquisition analyzing investment returns, and otherwise assisting in the communication of financial performance to investors and disposition strategy for the properties.

Major Responsibilities:

- Prepares detailed underwriting and financial modeling of various product types
- Performs competitive and demographic research to monitor real estate trends in prospective markets and identify investment prospects; Conducts market research and analysis to provide a basis for assumptions used in financial modeling.
- Interacts with management, consultants, brokers and other market participants to both gather and verify research, assumptions and conclusions
- Prepares investment committee memos that are submitted and presented to senior management for approval of potential transactions;
- Conducts due diligence on various assets pending acquisition;
- Assists in execution of real estate investment management for each property through the investment life cycle from acquisition through disposition; including asset management and budget to actual review with the objective of driving project performance and investor returns;
- Analyzes and summarizes leases, contracts, terms sheets, and other agreements necessary in real estate transactions;
- Completes projects and research related to long term initiatives that will aid acquisition and asset management processes and work plans;
- Other duties as may be assigned.

Qualifications:

- BA/BS degree in Real Estate, Finance, Economics or related field; Master's degree preferred;
- 1-3 years of experience in real estate investment/acquisition or related field;
- Advanced expertise in modeling skills including Argus & MS-Excel - must be able to build complex financial models across various asset types/financing scenarios from scratch;
- Real estate finance/accounting/economic fundamentals;
- Proven business and financial acumen.
- Strong organizational and interpersonal skills and self-direction;
- Excellent written and verbal communication skills;

About Cohen Investment Group:

Cohen Investment Group is a privately held real estate investment company headquartered in Norfolk, VA. The company owns commercial properties that include multi-family, student housing, self-storage, retail and office primarily in the mid-Atlantic / southeastern United States.

Cohen Investment Group continues to expand and is looking for the right new team members to assist. Compensation is commensurate with experience. The structure for this position includes a base salary along with performance bonuses based on successfully closing new acquisitions and the ongoing performance of those properties.

Job Type: Full-time

Client Support Associate

JobDescription :

The Role: Metals & Mining Client Services Associate

The Location: Charlottesville, VA

The Grade: (Relevant for internal use only) G7

The Team: Are you passionate about providing client support? The Metals team is looking for a Client Support Associate to be our business intelligence tool by communicating with clients & driving product sales. Be a part of a truly global team with presence in US, Pakistan & Philippine. You will leverage your industry knowledge, produce webcast presentations and develop technical content for the organization across many functional areas (Sales, Technology, Product Management).

The Impact: As the front lines of the organization, your regular day require knowledge of our tools, data and the industry we cover. Additionally, you'll help us to improve operational efficiency to reduce error rates, and improve support & drive revenue increases.

What's in it for you:

- Sharpen your professional and interpersonal skills while interacting with clients.
- Develop your industry knowledge by working with our diverse client base including governments, organizations and Universities located across the globe.
- Learn technical expertise like MS Excel, SQL and financial modeling.
- Contribute to a results-focused meritocracy. We set high standards & reward outstanding performance with growth opportunities.

Responsibilities:

- Providing the highest level of data, functionality and product support and using all available resources.
- Answering in bound phone calls, emails, chats from external clients
- Effective Workflow Management including:
 - Logging and tracking information in the appropriate systems in an ac
 - Advanced cases are passed to other departments following procedu
 - Chip in to operational efficiency by applying the Lean principles to th
 - Use Diagnostic Techniques to go beyond client wants and delve into
 - Work with senior analysts on projects and develop subject matter ex
 - Record and deliver persona/workflow based client trainings with ade
 - Participates in user acceptance testing efforts within area of focus to experience.
- Document different client queries for product associates in order to b by internal partners on how to best use the product.

What We're Looking For:

Basic Qualifications:

- Bachelor/Undergraduate Degree holder, preferably in Economics, Fi
- Excellent written and verbal interpersonal skills
- Strong attention to detail and ability to multitask effectively
- Team-player mentality with tight-knit collaboration skills
- Flexible to changes in a dynamic environment

Preferred Qualifications:

- 0-2 years working experience.
- Customer service working experience
- Knowledgeable in finance, Metals & Mining industry or the global eco

S&P Global Market Intelligence

At S&P Global Market Intelligence, we know that not all information is immediately available. We integrate financial and industry data, research and news into tools that help you generate ideas, understand competitive and industry dynamics, perform valuation analysis. Agencies, corporations and universities globally can gain the intelligence edge with conviction.

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Client Development Associate (Commercial Banks)

JobDescription :

The Role: Client Development Associate- Banks

Location: Charlottesville, VA/Arlington, VA/NYC

Grade (internal use only): 9A

The Team: Client Development Associates (CDA) are responsible for market experience, and supporting account growth and new business development. gain exposure and build a career in account management.

The Impact: CDAs are part of the Commercial Organization and serve as with clients directly impacts revenue retention and growth. By working with awareness in the market place about S&P Global Market Intelligence's capabilities understanding of client business models, issues and needs.

What's in it for you?:

- Collaborative work environment, with regular mentoring from peers and
- Unlimited growth potential
- Flexible work environment
- High visibility role, interacting with existing and potential clients daily

Responsibilities:

- Provide high touch client service to gain user acceptance and have s
- Deliver client training (on-site and via WebEx) on product functionalit
- Monitor product usage to ensure client retention and identify upsell o
- Work and coordinate with Sales Reps in account planning and renew

- Track market and customer developments and trends
- Understand customer problems and suggests ways to help clients achieve their goals
- Accountable for contributing to the achievement of sales goals for the region

What we are looking for:

Basic Qualifications:

- Bachelor's degree (Finance, Economics or related field preferred)

Preferred Qualifications:

- 1-3 years' work experience (2 years of experience in financial services preferred)
- Knowledge of finance and accounting principles is a plus
- Strong presentation, multitasking and customer service skills
- Positive, proactive attitude and ability to work well in teams
- Proven record of maintaining strong relationships with senior management and clients, while maintaining a high level of customer satisfaction.
- Exceptional skills in listening to clients, articulating ideas and completing projects
- Demonstrate sound ability to analyze client information quickly, respond to client needs and make sound decisions
- Strong MS office (Word, Excel, PowerPoint) skills are required, and additional skills would be advantageous

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This program is limited to persons with indefinite right to work in the United States.

Position Information

The Department of Management and Finance is seeking an experienced Staff Financial Analyst to function as a centrally located financial analyst. This position will assist in the development of a significant portion of the County's \$3.4 billion, ten-year Capital Improvement Program (CIP). Additionally, this employee will be responsible for a full range of capital budgeting and financing activities, including the development of capital financing policies and project criteria; coordinating CIP project and funding plan development; and providing financial oversight to approved capital projects.

This employee will provide advice and assistance on complex financial matters to the County Manager, County Board members and Board-appointed advisory boards and commissions.

Specific duties

include:

- Leading negotiation and implementation of complex financing tools;
- Leading or participating in regional, county-wide, or departmental task forces or special projects; and
- Developing specialized financing plans for large capital projects.

Selection Criteria

Minimum: Bachelor's degree in

Public/Business Administration, Finance, Accounting, Economics or a closely related field plus significant progressively responsible fiscal experience which has included complex project, economic or financial analysis; providing financial advice to top management; or funding and management of major capital projects.

Substitution: A Master's Degree in a related field may substitute for up to one year of the experience requirement. Additional qualifying experience may be substituted for the education requirement on a year for year basis.

Desirable:

Preference may be given to candidates with one or more of the following education/experience:

- Master's degree in Public/Business Administration, Finance, Accounting or Economics;
- Reviewing complex capital project proposals and advising senior leadership at the federal, state or local level on these projects;
- Formulation and execution of annual budgets, including long term program or capital plans;
- Forecasting program and resource/revenue needs at the federal, state or local level for inclusion in budget deliberation and adoption; and/or
- Using MS Office in the preparation of complex spreadsheets, presentations, reports or other documents.

Additional Information

Work

Hours: 8:00 am to 5:00 pm, Monday through Friday.

Please note

that the salary listed above is effective starting July 1, 2019.

This

position is part of a pay for performance salary system within the Department. Entry salary within the band is determined by experience and qualifications. With satisfactory performance, professional development and position growth, employees may advance within the band up to the maximum of the band.

NOTE: This position is listed as "open continuous." Interested applicants are advised to submit their applications as soon as possible. Applications will be reviewed and qualified applicants referred on a continuous basis. Interviews will be conducted on a regular basis throughout the recruitment with candidates whose qualifications best fit our needs. If your application is received later in the recruitment process, it may not be reviewed or considered. The application process will close when the position has been filled or when a sufficient number of qualified applications have been received.

Your responses to the supplemental questionnaire are considered part of the selection process and are required for this position. Please do not give see resume as a response to the questions. Incomplete applications will not be considered.

Arlington County Government employee benefits depend on whether a position is permanent, the number of hours worked, and the number of months the position is scheduled.

Specific information on benefits and conditions of employment can be found on the Arlington County Human Resources Department website:
www.arlingtonva.us/pers.

Permanent, Full-Time Appointments

All jobs are permanent, full-time appointments unless otherwise stated in the announcement. The following benefits are available:

Paid Leave : Vacation leave is earned at the rate of four hours biweekly. Leave accrual increases every three years until eight hours of leave are earned biweekly for twelve or more years of service. Sick leave is earned at the rate of four hours biweekly. There are eleven paid holidays each year.

Health and Dental Insurance : Three group health insurance plans are offered - a network open access plan, a point-of-service plan, and a health

maintenance organization. A group dental insurance plan is also offered. The County pays a significant portion of the premium for these plans for employees and their dependents. A discount vision plan is provided for eye care needs.

Life Insurance : A group term policy of basic life insurance is provided at no cost to employees. The benefit is one times annual salary. Additional life insurance is available with rates based on the employee's age and smoker/non-smoker status.

Retirement : The County offers three vehicles to help you prepare for retirement: a defined benefit plan, a defined contribution plan (401(a)), and a deferred compensation plan (457). The defined benefit plan provides a monthly retirement benefit based on your final average salary and years of service with the County. You contribute a portion of your salary on a pre-tax basis to this plan. General employees contribute 4% of pay; uniformed public safety employees contribute 7.5% of pay. Employees become vested in the plan at five years of service. The County also contributes to this plan.

For general employees, the County also contributes 4.2% of pay to a defined contribution plan (401(a)) . The County also matches your 457 contribution, up to \$20 per pay period, in this plan. The 457 deferred compensation plan allows you to set aside money on either a pre-tax (457b) or post-tax (457 Roth) basis up to the IRS annual limit. New employees are automatically enrolled with a pre-tax contribution equal to 2% of your base pay.

Other Benefits: The County also offers health, dependent care, and parking flexible spending accounts; long-term care insurance; tuition assistance; transit and walk/bike to work subsidies; a college savings plan; wellness programs; training opportunities; and a variety of other employee benefits.

Permanent, Part-Time Appointments:

Part

time employees who work ten or more hours per week receive paid leave and benefits in proportion to the number of hours worked per week.

Limited Term Appointments:

Benefits are the same as permanent appointments except that the employees do not achieve permanent status.

Temporary Regular Appointments:

Temporary regular employees who work 30 hours or more per week are eligible for health, dental, and basic life insurance as described above. They are also eligible for vacation, sick leave, and paid holidays.

Temporary Seasonal and Occasional Appointments:

Temporary employees who work on a seasonal basis or variable hours receive sick leave, but do not normally receive other paid leave or benefits. Exceptions are noted in individual announcements.

01

Please

select your highest level of education:

- High school diploma or equivalent
- Bachelor's degree in a related field
- Bachelor's degree in an unrelated field
- Master's degree in a related field
- None of the above

02

Please select if you have one or more of the following:

- Reviewing complex capital project proposals and advising senior leadership at the Federal, state or local level these projects;
- Formulation and execution of annual budgets, including long term program or capital plans;
- Forecasting program and resource/revenue needs at the Federal, state or local level for inclusion in budget deliberation and adoption;
- Using MS Office in the preparation of complex spreadsheets, presentations, reports or other documents
- None of the above

03

Please describe your experience with the items selected above:

Required Question

Job Description

11th Hour Service is a fast growing, culture-driven consulting firm focused on providing solutions for our clients. Our team is comprised of expert-level professionals excel at tailoring solutions for our client's needs in accounting, operations, technology, and risk assessment. Our mission is to deliver the ongoing success of our clients in meeting their objectives. Our core values encourage limitless growth, and flexibility to truly achieve a life work balance. We aim to change the way helping our employees develop on a path they are passionate about, and helping their business. If you are as excited about your future as we are, join our team here.

11th Hour Service is currently seeking a **Senior Consultant** to support our Federal

Responsibilities:

- Knowledge of and experience in applying OMB A-136 and United States General Accounting System (USGAS).
- Working knowledge of the United States Standard General Ledger (USSGL) and DoD Standard Financial Information.
- Review and evaluate financial risk, financial reporting, and accounting transactions of federal entities.
- Analytical and technical experience to identify and evaluate control gaps in federal financial reporting pertains to federal accounting standards, OMB Circulars, TFM and other applicable laws and policies.
- Review and evaluate Federal financial business processes and financial statements.
- Contribute to design, preparation, and analysis of reports and findings in a timely manner.
- Demonstrated experience as an accountant or consultant responsible for developing and implementing controls to financial reporting and auditing in accordance with GAAP and GAAS, Offense of the Treasury Financial Manual (TFM) and USSGL, Federal Accounting Standards and the Government Accountability Office (GAO) Yellow Book.
- Experience in performing period-end (monthly, quarterly, and yearly) statements.
- Experience with corrective action plans (CAPs) documentation and resolution.
- Experience in providing technical advice and recommendations and standards.

Qualifications

- 4 year degree in Accounting, finance or related field.
- Operational accountant with working knowledge of the USSGL;
- Experience in financial analysis.

11th Hour Service offers a comprehensive compensation and benefits package

- *Competitive salary with performance-based bonus opportunities*
- *Health, dental, vision and life insurance plans*
- *Flexible Spending Accounts*
- *Commuter's Benefits*
- *Tuition and Continuing Education Assistance programs*
- *401 (K)-retirement*
- *11 Paid Holidays and generous Paid Time Off*
- *Team building and social events*
- *Mentorship programs to support career development*

11th Hour Service is committed to creating a diverse environment and is proud to will be considered for employment without regard to race, color, creed, religion, gender, origin, disability, age, or veteran status.

**CNO FINANCIAL GROUP**[Careers Home](#)[Life At CNO](#)[Our Values](#)[Join Our Community](#)[All Open Positions](#)

Financial Reporting Analyst

APPLY

Finance • Carmel, Indiana • Monday, August 5, 2019

Description

Position at CNO Financial Group, Inc.

Are you a **CPA** or on your way to becoming a **CPA**? Do you enjoy the complexity of digging into the financials in support of a publicly traded enterprise? Do you prefer the predictability that comes from a career in corporate finance? Please read on.

CNO Financial Group (NYSE: CNO) provides a variety of insurance and financial products through brands such as Bankers Life, Colonial Penn, and Washington National. Headquartered in Carmel, Indiana, we employ of 3,200 full-time associates and also have offices in Chicago and Philadelphia.

The Financial Reporting Analyst is responsible for assisting with the accounting entries and preparing financial statements for four legal entities (including Washington National Insurance Co.).

Financial reporting is a team-sport at CNO. This team reviews nearly all financial reporting from across the enterprise. They ensure for accuracy and reliability. The work that they do is reviewed by top corporate executives as well as investors. Success in this position could be a springboard to many areas through CNO.

Responsibilities include:

- * Assists with the preparation of quarterly and annual financial reporting including GAAP and statutory financial statements and regulatory filings for 4 legal entities.
- * Prepares journal entries with support that provides adequate audit evidence.
- * Prepares sections of the statutory Annual Blue Books for 3 entities.
- * Assists with the performance of cross check and other quality control procedures.
- * Assists with the maintenance of the books and records to support the accounts of

the legal entities.

- * Assists with the performance of procedures to assure that the accounting and reporting functions are in compliance with all applicable accounting rules and requirements.
- * Provides documentation and analysis that supports the needs of the * Assistant Controller. Identifies potential issues for review with the Assistant Controller.
- * Provides supporting documents for journal entries and reconciliations.
- * Helps accumulate accounting and financial information.
- * Remains current on accounting rules and financial reporting developments.
- * Assists in providing commentary to explain significant fluctuations between actual results for the current and prior year.
- * Assists in preparing forms to calculate RBC.
- * Assists in the calculation of key performance indicators and with the preparation of STAT to GAAP reconciliations.
- * Contributes to the maintenance of a strong internal control environment meeting SOX objectives.
- * Assists with special projects to improve the financial reporting process.

If you want to interview, here's what you'll need:

- * Bachelors in Accounting or Finance
- * CPA (or working towards CPA) preferred, proficient in Microsoft Office, familiar with accounting and reporting software.

CNO Financial is an Equal Opportunity Employer and Affirmative Action Employer. For more information, please click the following link:

Equal Employment Opportunity is the Law (English)

Equal Employment Opportunity is the Law (Spanish)

Right to Work Poster (English)

Right to Work Poster (Spanish)

APPLY

APPLY LATER

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Financial Analyst

Richmond, VA, United States

[Apply Now](#)

Description

SHIFT: No Weekends

SCHEDULE: Full-time

HCA Healthcare is a comprehensive healthcare network where 265,000 people across more than 1,800 care facilities are all committed to creating a positive impact every day. It's an organization that exists to give people healthier tomorrows. Our scale enables caregivers to deliver great outcomes for patients and gives colleagues unparalleled opportunities to learn and grow. Most importantly, as a part of HCA Healthcare we're connected to something bigger, which means more resources, more solutions and more possibilities for everyone who walks through our doors. What matters most to our diverse and talented colleagues is giving people the absolute best healthcare possible. Every day, we seek to raise the bar higher, not just for ourselves, but for healthcare everywhere.

Career opportunities are extensive for top talent. With 14 division offices, Financial Analysts have room to move and grow their careers. The HCA organization as a whole has many accounting and finance opportunities throughout the country and many of today's leaders got their start within the Physician Services Group. Come join our growing team of dedicated professionals that are committed to delivering the best patient care in the world. Intrigued? We'd love to hear from you.

We offer you an excellent total compensation package, including competitive salary, excellent benefit package and growth opportunities. We believe in our team and your ability to do excellent work with us. Your benefits include 401k, PTO medical, dental, flex spending, life, disability, tuition reimbursement, employee discount program, employee stock purchase program and student loan repayment. We would love to talk to you about this fantastic opportunity.

Job summary:

As a divisional Financial Analyst, you will be responsible for ensuring the accurate and timely preparation of work papers and analyses to report market practice operations, review performance benchmarks and assists in business forecasting.

Duties include but not limited to:

- Prepare projections as required to accurately report/ forecast operational performance.
- Prepare monthly reports for corporate data submissions and compile information to evaluate performance in relation to benchmarks.
- Prepare detailed monthly actual to budget variance reports to support practice management.
- You will assist in training of new/existing financial staff as needed.
- You will assist practice management, as needed with financial information requests and questions.
- Participate in development and detailed review of operation budgets and performance benchmarks.

- Ensure that all processing and reporting deadlines are consistently achieved.
- Maintain strictest confidentiality to ensure that privileged and/or proprietary information is adequately safeguarded against disclosure.

Qualifications

Knowledge, skills and abilities:

- You will have a strong knowledge of accounting theory, principles and practices sufficient to identify and describe accounting systems and sub-systems.
- Good knowledge of the financial accounting process.
- Knowledge of research techniques to analyze and evaluate financial data and information.
- Knowledge of accounting information systems.
- Proficiency with PC-based spreadsheet and word processing programs.
- You will have effective organizational skills.
- You will have the ability to analyze financial reports.
- Ability to prepare statistical and narrative accounting reports.
- Ability to communicate effectively, both verbal and written.
- Ability to work well with others.
- Ability to organize work independently and consistently achieve reporting deadlines.
- Ability to interact with other individuals at all levels of management.

Education:

- Bachelor's Degree in Accounting, Finance, Economics or related field is required.

Experience:

- Two years of progressive accounting/financial analyst experience is required.
- Healthcare industry experience is highly preferred.
 - Physician practice management or healthcare-related environment.
- Experience preparing financial budgets is highly preferred.

We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status.

Accounts Receivable Settlement Specialist

[Accounting Principals](#) - Norcross, GA

Temporary, Contract

Accounting Principals



432 reviews

Read what people are saying about working here.

Apply Now

 **Save this job**

Accounts Receivable Settlement Specialist

Accounting Principals is looking to hire an Accounts Receivable Settlement Specialist in Norcross, GA. This contract requires an individual who can reach far beyond with great analytical capabilities, interpersonal skills, and an excellent detail-oriented mentality. Apply now if you meet the qualifications!

Responsibilities

- Communicate with business unit personnel and establish relationships necessary for timely resolution of errors
- Collect and confirm payments of past due accounts
- Reconcile daily and month to date invoiced transactions from multiple source systems to the financial system
- Participate in scheduled collection calls with plant and sales personnel
- Research, validate, and resolve all invoice disputes and short pays
- Maintain unapplied cash case load by applying cash accurately and timely
- Provide monthly status of unapplied cash in each customer account
- Request remittance support from customers

- Obtain and provide invoice copies and Customer Aging Statements as requested
- Provide written status update of each customer account and present in monthly management meeting
- Identify and explain the status and risk of the Credit Oversold Accounts
- Prepare analysis and reconciliation of monthly Top 5 SOX audit request
- Provide excellent customer service to internal and external customers
- Document processes and procedures
- Assist with other areas as required

Experience and Education

- College Degree (Accounting, Finance, Business, etc.) strongly preferred
- At least 2 years' experience with collections / revenue / accounting or a related function
- Order entry systems / JD Edwards experience a plus
- Intermediate or above Microsoft Excel experience a plus

Skills

- High comfort level with systems navigation
 - Clear and concise written and verbal communication
 - Organization in maintaining status of large customer portfolios
 - Proficiency in use of Microsoft tools
 - Performance demonstrates value for quality and constantly strives to do better
 - Maintain high productivity/activity level, complete and submit timely and accurate metric reports and is able to assess own performance using them
-

Safety & Soundness Bank Examiner (Entry-level)-261144

Federal Reserve Bank of Minneapolis

Primary Location MN-Minneapolis

Other Locations MT-Helena

Full-time / Part-time Full-time

Employee Status Regular

Overtime Status Non-exempt

Travel Yes, 50 % of the Time

Shift Day Job

Job Sensitivity Tier II - No Credit Check

Are you looking for an opportunity where you can contribute, work a flexible schedule, and travel? The Federal Reserve Bank of Minneapolis is seeking financial professionals and recent graduates to fill Bank Examiner positions in its Safety & Soundness business line in the Supervision, Regulation, and Credit Division. We are looking to fill positions in either Minneapolis and/or Helena, MT.

Supervision, Regulation, and Credit is responsible for supervising state member banks and bank holding companies within the Federal Reserve System's Ninth District. In this role, you will participate on and lead safety and soundness examinations of community and regional banking organizations; evaluate organizations' financial condition, operational and lending functions, and risk management practices; conduct meetings with management and boards of directors; and prepare written reports of examination findings.

The Federal Reserve offers a comprehensive training and career development program, allowing you to build on your current knowledge and experience. Assistant and Associate Examiners participate in an intensive multi-year training program to become Commissioned Bank Examiners. We provide advanced training opportunities and support the development of specialized knowledge, including professional certifications. We offer strong performers assignments of increasing complexity, leadership roles, and promotion opportunities.

The job requires travel. While this job posting notes the ability to travel up to 50%, travel requirements can vary greatly and depend on experience, economic conditions, and resource needs. Technological advancements are allowing us to complete more examination work in the office and reduce travel. In recent years most staff has traveled less than 50%; however, a change in circumstances could increase travel requirements.

Responsibilities include:

Assist or lead and manage supervisory events or serve as head of a functional area at a wide range of supervised institutions, including determining scope, rating, resource needs, and work assignments of crew, and assign appropriate ratings.

Draft, review, organize, verify, and evaluate supervisory event documents prepared by self and others.

Analyze supervised institution performance regarding laws, regulations, and regulatory policies and support conclusions about overall status of supervised institution regardless of size or complexity.

Communicate, describe, support, and discuss findings of supervisory events with Reserve Bank and supervised institution management.

Seek out and participate in opportunities to enhance skills, including assisting with System or Reserve Bank special projects.

Safeguard equipment, sensitive data, and resources according to the SRC Information Security and Data Handling Handbook.

Complete System schools and training modules to progress to commissioned examiner status.

Qualifications:

Bachelor's degree with coursework in business, accounting, finance, information technology/cybersecurity or closely related fields.

Experience in examinations, banking regulation, information technology/cybersecurity, or financial services with a focus on loan review, loan analysis, or asset liability management.

Experience requirements are:

- Assistant Examiner (non-exempt): 0-1 years of related experience
- Associate Examiner (non-exempt): 2+ years of related experience

Strong written, verbal and interpersonal communication skills. (Writing sample required.)

Strong analytical skills and detail-orientation.

Ability to travel up to 50%.

Valid driver's license with acceptable driving record.

Acceptable statement of financial interests.

Position requires travel to financial institutions to perform the essential functions of the job listed below, which usually requires carrying a laptop computer and examination workpapers (which generally weigh about 30 lbs.) in addition to one's personal luggage.

The Board of Governors of the Federal Reserve System mandates individuals authorized to access banking supervision and regulation Confidential Supervisory Information (CSI) must be Protected Individuals, which covers two categories of persons: U.S. citizens or lawful

permanent residents and other non-citizens who apply for citizenship within six months of becoming eligible and, if offered a position, will sign a Declaration of Intent to become a United States Citizen. This position is authorized to access CSI and as such requires the incumbent to be a Protected Individual.

New Graduate Discover Analyst-260684

Federal Reserve Bank of Richmond

Primary Location VA-Richmond

Full-time / Part-time Full-time

Employee Status Regular

Overtime Status Non-exempt

Job Type Entry Level Job Type

Travel Yes, 5 % of the Time

Shift Day Job

Job Sensitivity Tier II - No Credit Check

Discover Analyst – Requisition 260684

New Grad Rotation Program

Position Title: Discover Analyst, Associate

Grow Your Career at the Richmond Fed!

Be part of a mission-driven organization that cares deeply about its employees and is passionate about strengthening our economy and our communities. It's what drives our everyday work as part of the Federal Reserve System.

We provide interesting, challenging and fulfilling work in an environment where people want to be. You'll love the Richmond Fed's "Total Rewards" approach to compensation and benefits. We enjoy a wide range of offerings, including competitive base pay and incentives, 24/7 fitness center, 6 percent matching 401K program and pension, and tuition reimbursement up to \$15,000 annually for eligible graduate school programs.

About the New Grad Rotation Program:

The Federal Reserve Bank of Richmond's two-year rotational program (Discover) is open to current undergraduate students expected to graduate by May, 2020. The program is designed to challenge the best and brightest, and prepares individuals for robust careers at the Bank.

You will work on assignments that range from quantitative analytics and logistics to creative projects. In Discover, you'll use leadership and project management skills and passion for problem solving to support the Bank's most strategic priorities. In addition to specific business area tasks, you will

receive targeted leadership training, mentorship and exclusive networking opportunities.


Discover Analyst Requirements:

- Bachelor's degree, Preferred experience in the following areas: Computer Science, Information Systems, Accounting, Finance, Business, Economics and Data Analytics
- Minimum GPA of 3.0
- Proficient computer skills in programs including, but not limited to Microsoft platforms, SharePoint and Tableau
- Demonstrated leadership ability
- Strong project management skills, including organization, planning and execution, analytical and problem solving skills
- Communication and interpersonal skills, including the ability to work effectively in a team environment
- Demonstrated intellectual curiosity; the associate is expected to gain knowledge about their role, business function and Bank

Key Responsibilities:

- Utilizes established methods and tools to perform moderately complex analyses of business issues
- Works with clients and other resources to assess current capabilities, identify customer needs and assist in recommendation process improvements
- Provides support in gathering, analyzing and compiling information from end-users and stakeholders to ensure processes, software and/or applications meet business requirements
- Contributes to process improvement and solution discussions, may present outcomes to management
- May participate in cross-functional team initiatives, process improvement and/or technology-based projects
- Escalates non-routine or unusual problems to higher level support staff as appropriate

Graduate FP&A Analyst

 Sydney

Apply

Please sign in to apply
with LinkedIn

Sign in with LinkedIn

Summary

The Graduate FP&A Analyst is responsible for assisting with reporting and analysis of business results on a monthly and quarterly basis, and for developing short term and long term forecasts.

Responsibilities

The main responsibilities include:

- Support the preparation of monthly management reporting, including profit and loss statements and supporting schedules under AGAAP and USGAAP for the Executive Committee and the Australian Board;
- Prepare, analyse and communicate timely, accurate and insightful other monthly reports that highlight trends, opportunities and threats by product, segment and customer;
- Update, maintain and create financial models in order to provide insightful

business performance analysis;

Financial Analyst - Entry Level

Search Pro Group - Glen Allen, VA

✔ Responded to 51%-74% of applications in the past 30 days, typically within 1 day.
✕

Apply Now



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A dynamic growing company is looking for a financial analyst with strong excel skills. This position requires a high degree of professionalism, offers long term career opportunities, and a competitive salary.

Responsibilities will include:

- Annual/monthly budgeting and forecasting, driving the budget process and coordinating with departmental managers at various sites.
- Perform a broad range of analysis duties, including the preparation/review of monthly group financial packages and balance sheet trend and variance analysis
- Preparing and presenting financial and economic models for management, board of directors, investors and lenders
- Develop and track key performance metrics against the company's strategic objectives
- Track results and actions of competitors, provide industry analysis, and present findings

Ideal Candidate will possess:

- Bachelor's degree in accounting, business, or finance.
- Experience with ERP Systems helpful: Hyperion, JD Edwards, Oracle, SAP, or similar
- Strong Excel

For immediate and confidential consideration, please apply online.

Job Type: Full-time

Salary: \$40,000.00 to \$45,000.00 /hour

Experience:

- MS Excel: 1 year (Preferred)

Education:

- Bachelor's (Preferred)

Appendix E – Student Demand

To whom it may concern,

Since coming to Virginia Commonwealth University, and more specifically, the School of Business; I have been inundated with declarative t-shirts, pamphlets, water bottles, and an assortment of memorabilia that reads, "Creativity at Work". I have felt the mission statement and explanation of the School of Business' strategic plan reverberate through presentations, practices for Q&A panels, and conversations with parents and prospective students. I have participated in VCU's budget forum where they spoke in regards to the funding allotted for advertising, how they emphasize our core competencies to the incoming classes of prospective Rams. One of the core competencies that VCU employs is the specialization of majors, and the specificity of their courses - employers and students alike rest assured they are the experts in their respective fields. If you are a financial technology major, you can concentrate on actuarial science; if you are a psychology major, you can concentrate on life science or addiction studies. Specialization and the refinement of focus in core majors have been key components in developing our strategic differences. Especially in an environment where the competition to attract the best and the brightest has expanded across in-state, and out-of-state schools. We would be remiss to sacrifice this important specialization in one of the largest and most employable fields of study.

One of the main attractions of finance is the breadth of different pathways, professions, and areas rife with potential for specific, meaningful concentration. With a program as innovative as ours, rising through the ranks to compete with tier three institutions, there is no reason we should sacrifice the opportunity to give our students stronger degrees. Allowing the study of finance to become its own major with its own option of concentration(s) would better recognize the work of our students, our faculty, and would serve to further validate the skills learned and practiced by us. To employers, graduate schools, and fellowships, a major in finance is a testament to the rigor of our curriculum, specialization of concentrations, and the differentiation VCU strives for every day. This is a step in cementing the legitimacy and tenacity of the business programs VCU offers, and is an opportunity to exercise the core competencies we strive to build from. I ask that you consider the hard work, dedication, and thirst for knowledge exemplified by our finance students, and that you allow us to transform into finance majors. Thank you for your time and consideration.

Best,

B.S. Business, Concentration in Finance | 2021

To whom it may concern,

I am writing this letter to support the FIRE department's application for a B.S. Finance Program. As a current business student with a concentration in Finance, I feel that the degree I am pursuing is not one that accurately represents what I have accomplished. As someone who still has not completed his senior year, my finance classes still outnumber my "Business" classes at a staggering 3:1. So leaving this program with a degree in Business with a concentration in Finance is a gross misrepresentation. Receiving a B.S. in Finance, instead of in Business with a concentration in Finance, would much more represent what myself and other students have accomplished while completing the coursework here at VCU.

Not only would a B.S. in Finance represent the coursework that us students are completing, but it would be much more attractive to the marketplace when we go and look for jobs. The Finance industry is one of the most competitive industries out there, so it is of utmost importance that us students are positioned in the most attractive way possible when leaving VCU. Through my two Finance internships, one in Singapore and one in New York, I have come into contact with students from schools all over the United States (Arizona, Yale, Wake Forest, Columbia, etc.). Not one of these students were pursuing a Business degree with a concentration in Finance. They were pursuing Finance degrees, something that will greatly benefit them when it is time to move on from internships into real jobs. It is time that VCU allows its students to leave their time here on that same level.

Now more than ever, in any field, competition is increasing due to the rapid increase of how many people are going and graduating from college. Not only would a B.S. in Finance more accurately represent the coursework that students like myself complete, it would position us in a much more attractive way to future employers. The finance field is a cutthroat industry, and starting from behind with a degree that does not look as good as the other ones flowing through recruiter's desks makes it that much harder for VCU students to pursue the jobs they want. It is in every Finance student's best interest that the degree is changed from a Business one to a strictly Finance one.

I therefore strongly support the FIRE Department's intentions to create a B.S. in Finance degree as it is the best way to represent what us students have completed as "Business students with a concentration in Finance". A switch to a B.S. in Finance, with a greater focus on the quantitative nature of Finance, would greatly benefit all students while they are at VCU, and once they leave to enter the workforce.

Sincerely,



Manu Gupta <mgupta2@vcu.edu>

Letter For B.S. in Finance

Patrick Metry

>

Wed, May 29, 2019 at 10:05 AM

To: Manu Gupta <mgupta2@vcu.edu>

To whom it may concern,

I am currently a student of finance at Virginia Commonwealth University. As of right now, there is no dedicated finance degree program. There is a business degree with a concentration in finance. However, I feel that there should be more of a distinction between a general business degree and a dedicated B.S. in finance. Within our current finance curriculum, there is a heavier focus on quantitative methods than other general business programs. And employers in the current job marketplace want to see that we have that we are equipped with the proper tools necessary to handle the critical and quantitative thinking skills needed to help add value to their firms.

By allowing the finance program to have its own degree, it would allow for the curriculum to be more flexible to changes in the industry. For instance, we currently do not have a dedicated fixed income course at Virginia Commonwealth University. This could be added if we were allowed to replace one of the many general management courses required of the current finance students. Also, machine learning and general programming skills are becoming an industry norm in finance. Having the flexibility to add these courses would be huge for our students.

I hope you'll consider allowing Virginia Commonwealth University to distinguish the hard work of its finance students with their own B.S. degree.

Sincerely,

--

Senior, VCU Finance Student,

To whom it may concern,

I am writing this letter of support for the new Bachelor of Science in Finance program at VCU. I feel inclined to write this letter of support because I believe the current nomenclature of the degree offered by VCU inherently devalues the knowledge and hard work put into the program by the students and faculty. This is of no benefit to anyone inside or outside the university and I think it's time for change.

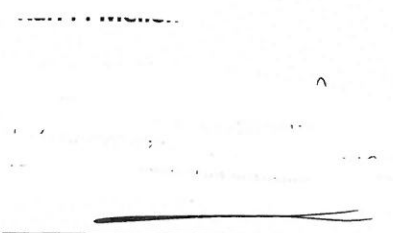
In my experience when applying to positions in banking, financial services, commercial real estate, and corporate treasury the wording of the VCU finance degree (B.S. in Business with a concentration in Finance) is confusing and requires a second level of questioning by most recruiters. I believe this to be hindering in some cases, especially in the highly competitive industries like banking where if your resume doesn't note your degree blatantly as "Finance" or "Economics" it gets tossed into the trash. This is exceedingly frustrating as I feel the finance program is one of the most time consuming, quantitatively demanding, and encompassing programs offered by the undergraduate school of business. With these qualities it receives the same degree as other seemingly less intensive programs that would not be able to qualify you for certain jobs, especially in industries like banking.

I believe offering a degree known as a "B.S. in Finance" with slight adjustments to the current curriculum, specifically more quant-finance/fin-tech courses, would without doubt be a huge step in the right direction for the department, the school, and the students alike. I think our program is almost on par with other universities in its content but even the simple usage of "B.S. in Business" causes the degree to lose value.

The university should push for the programs to be the best possible, while also fairly providing value to students for graduating from rigorous programs such as VCU finance. This can make a tangible difference during recruitment and hiring processes. Further, I believe the decision to move forward with this new degree program is a win for everyone involved. Students will get better value for their degree, the university has the opportunity to gain recognition through the graduating alumni network, and the program gets the recognition it deserves.

Let's take the next step, and even the playing field for VCU graduates in the finance job market.

Utmost regards,





Manu Gupta <mgupta2@vcu.edu>

B.S. in Finance letter of support, David Fox

Fri, May 24, 2019 at 11:49 AM

To: Manu Gupta <mgupta2@vcu.edu>

Hi Dr. Gupta,

I have added one more sentence to my conclusion. Have a great day!

Thank you,

To whom it may concern,

The global economy is consistently changing, and the labor market has no choice but to meet its needs. Careers in medicine, law, engineering and accounting are idolized for their necessity, and have been for decades. During the dot com era, computer science joined this list of professions to meet massive demand for software-related jobs, such as programmers. Many understood that computers have been, and will be, the future of our economy. Global reliance on software in every facet of industry proves that. Students are assumed to possess a basic understanding of computers, so what's next? How can we further differentiate ourselves alongside an ever-increasing quantity of skilled labor? We rely more on financial assets now than during any other point in history, and I believe that the School of Business can adjust to better accommodate that reality with a degree tailored to finance students.

It may seem unnecessary to replace the existing finance major with an entire degree, but a degree in Engineering provides evidence of the contrary. Engineering, like finance, is a science; an incredibly unique field engulfed by complex information and specialized abilities. Educators recognized how important the Engineering major is, and that curriculum

could not be lumped in with other science degrees. This conclusion birthed the Degree of Engineering and dedicating an entire school to it was not far behind. Public universities like VCU intermediate the skilled labor market like financial institutions intermediate the money market, so it is always in a university's best interest to place the right students in the right career as efficiently as possible. Much like engineering, finance is creating a massive gap for itself in the labor market. Demand for financial knowledge will remain strong, and academia is best-suited to help facilitate students' career placement.

Expanding the finance discipline to properly accommodate prospective students and employers means improving visibility. A degree in finance can help firms quickly and easily identify ideal employees for the job, differentiate VCU students with a passion for finance from the rest of the labor market and tailor the major to industry needs. Financial assets heavily influence changes in real assets, reiterating how essential financial knowledge is to economic stability and prosperity. As the home of the Federal Reserve, Richmond is perfectly poised to take advantage of this crucial opportunity. I urge the VCU School of Business to help its students contribute to society and the economy by offering a degree in Finance.

Major in Financial Technology, Actuarial Sciences

Major in Economics



Manu Gupta <mgupta2@vcu.edu>

Major Justification

Thu, May 23, 2019 at 5:20 PM

To: Manu Gupta <mgupta2@vcu.edu>

To whom it may concern,

I am a current senior at Virginia Commonwealth University. My degree is based off of a Bachelors of Science in Business Administration with a concentration in Risk Management and Insurance/Corporate. I am a non-traditional student who is looking forward to graduating in December 2019.

I have found it necessary to present my interest concerning the fact that my base degree should reflect that of a Finance Major. I am undertaking many of the same classes as Actuaries, Financial Planners and Accountants, who all have Finance as their set major. Many business administration degree students' classes are focused more on organization and management classes. They are not required to take as many Finance, Insurance, and Real-Estate classes. I realize that I fall into a hybrid of being both Business Administrative, and Finance. My classes definitely indicate a heavy amount of finance. I have listed below some of my classes that indicate my high level of Finance involvement.

(Financial Management; Risk and Insurance; Advanced Property and Liability Insurance; Life and Health Insurance; Employee Benefit Planning; Money and Banking; Business Statistical Analysis; Investments; Financial Modeling)

Companies similar to my current employer are looking for students with a B.S. in Finance. Two of the environmental commercial underwriters I work alongside stated to me this afternoon that they believed it to be more clear cut and understandable for Business Administration students with concentrations in Finance and Risk Management/Insurance to simply be Finance students with concentrations in Risk Management/Insurance. I highly recommend this major and am very excited about my job opportunities. I highly recommend this reflective change. Employers are certainly looking for more qualified students with a B.S. in Finance in insurance and commercial banking related fields. I would be very much more accurately defined in my major if I received

a B.S. in Finance, because it would describe my class path more correctly in comparison to other Business Administration students lacking the Finance classes I have been associated with.

I understand that a change to this degree may not result in a potential change of my own personal degree, but I hope to influence, and make known the level of finance capabilities that Risk Management and Insurance students have in comparison to regular business administrative degrees. I appreciate your time, and hope I have presented my case in a respectful manner.

Sincerely,

Risk Management and Insurance/Corporate Student
Virginia Commonwealth University 19'

Richmond, VA

May 23, 2019

To Whom It May Concern:

I am writing on behalf of the VCU FIRE department to support the new Bachelor of Science (B.S.) in Finance program. I am a Senior graduating in December 2019 with a B.S. in Business Administration with a concentration in Finance. I support this change because as a student currently studying to earn this degree, I believe that if the degree I am earning was in Finance, I would earn better job opportunities.

The current B.S. in Business Administration with a concentration in Finance negates the level of work that we, students, put into this degree. The term "Business Administration" suggests that we learn the basics of running a business and that is where our main focus revolves around, while being introduced to the topic of Finance. However, from experience, the curriculum of Finance is very rigorous and sets us, students, up to succeed in the Finance industry. The lack of a B.S. in Finance prevents us from receiving opportunities that other students may receive.

Shifting to the new B.S. in Finance would show employers the work that VCU FIRE students put into their degree. When choosing between a student with a B.S. in Business Administration versus a student with a B.S. in Finance to work on analysis projects, an employer would be more inclined to choose the student who they believe has the technical skills to complete the job and someone they would not have to train in those areas; however, the employer failed to realize that the student with a B.S. in Business Administration has those same skills as the other student. Unfortunately, the B.S. in Business Administration did not exemplify that as well as a B.S. in Finance would.

In conclusion, I fully support the initiative to change the B.S. in Business Administration with a concentration in Finance to the B.S. in Finance in order to better serve the VCU School of Business students and the VCU FIRE department.

Sincerely,

b.

**Virginia Commonwealth University
Proposed Program Brief**

Proposal to Create a Master of Science in Finance

Overview

Virginia Commonwealth University seeks approval to initiate a Master of Science in Finance (M.S. in Finance) degree program at the main campus in Richmond, Virginia. The proposed program will be administered by the Department of Finance, Insurance & Real Estate, which resides in the School of Business.

Method of Delivery

This program is conducted in a traditional, face-to-face classroom setting. Physical space to facilitate class sessions is available and will be used.

Target Implementation Date

The target date of the program's initiation is the fall semester of 2020.

Demand and Workforce Development

The proposed M.S. in Finance degree program responds to the current needs of the Commonwealth of Virginia and the nation as a whole by preparing students for advanced careers in financial analytics, financial management, financial operations, financial planning, and financial research. The United States Bureau of Labor Statistics' Employment Projections¹ forecasts the 10-year employment growth for Financial Managers at 16%, and the 10-year employment growth for Financial Specialists at 10.0%.

External Competition

There are no M.S. in Finance degree programs offered at public institutions in the Commonwealth of Virginia.

Target Population

The target population for the proposed program is students who have completed an undergraduate degree and seek to advance their studies in finance through the attainment of a graduate degree. Undergraduates from all disciplines with little or no work experience who wish to improve their chances of gaining employment and advancing in the field of finance will also be targeted for the proposed program.

Impact on Existing Programs/Policies

The VCU School of Business currently offers a Master of Science in Business with a concentration in Finance. The creation of a Master of Science in Finance degree program will allow graduates to be more competitive in employment opportunities. The proposed stand-alone degree would more accurately describe the knowledge, skills and abilities of the graduates from the program. If the proposed program is approved by the M.S. in Business with a concentration in Finance will close.

The School of Business also offers, and will continue to offer, a Master of Business Administration (M.B.A.) with a concentration in corporate finance. The learning outcomes for the M.B.A. differ greatly from the M.S. in

¹ United States Bureau of Labor Statistics, "Employment Projections by Detailed Occupation", accessed 22 November 2018, <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>.

Finance program. The learning outcomes for the M.B.A. focus on all fields of business, whereas M.S. in Finance will focus exclusively on skills needed for the finance industry.

Impact on Faculty

The Department of Finance, Insurance, and Real Estate has all of the faculty and classified support needed to initiate and sustain the proposed program through the target year, 2024-25. Faculty teaching loads will be reallocated from the exiting M.S. in Business with a concentration in Finance to the proposed program.

Funding

The Department of Finance Insurance and Real Estate will reallocate funds to support the proposed program. All resources used for the existing M.S. in Business with a concentration in Finance will be reallocated to support the proposed M.S. in Finance program upon initiation of the program. Faculty teaching loads will be reallocated from the existing concentration to the proposed program. The reallocation of funds will not have any impact existing programs.

Next Steps

November 12	University Graduate Council
November 21	University Council Committee on Academic Affairs and University Policies
*December 2	President's Cabinet
*December 5	University Council
December 13	Board of Visitors

*Proposal may be presented at the President's Cabinet prior to the University Council meeting to facilitate Board of Visitors Review and Approval.

Full Proposal

The full proposal is attached.

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Description of the Proposed Program

Program Background

Virginia Commonwealth University requests approval to create a Master of Science (M.S.) degree program in Finance to be initiated at the main campus in Richmond, Virginia. The proposed program will be administered by the Department of Finance, Insurance and Real Estate (FIRE) in the School of Business. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed M.S. degree program in Finance is to educate students to the advanced level in finance so they may obtain finance positions at financial institutions, corporate clients or government agencies. The proposed program will provide students with the advanced knowledge and skills needed to analyze information and data to support effective financial decision making; use relational databases, spreadsheets, and financial system to support organizational and financial decisions-making; apply the fundamentals of finance, planning and budgeting to support decision-making of the organization; and communicate financial analysis results and conclusions in a manner which informs and improves quality of organizational and individual decision making. The program will prepare students for successful careers in the field of finance - corporate financial management, financial planning, treasury operations, risk management, security analysis, investment banking and commercial banking. The M.S. in Finance students will be offered an integrated coursework that blends theoretical and quantitative modeling techniques with applied practical approaches used in the ever-evolving world of finance. The curriculum is based on the financial theory and empirical methods employed by professionals practicing corporate finance, financial security valuation, financial modeling, portfolio management, financial services management, financial risk management, and corporate governance.

After the financial crisis of 2008, better financial training has become increasingly important to financial institutions, non-financial corporations, and government agencies. Additionally, an increasing number of young professionals and new entrants to the job market are looking into acquiring advanced financial qualifications to gain an edge in the job market. As a result, an increasing number of business schools have begun to offer graduate degrees in finance.¹

The proposed M.S. in Finance program responds to the economic needs in the Commonwealth of Virginia and the nation as a whole. Virginia's economic growth and the migration of new companies to the Commonwealth need support from highly qualified financial professionals with the skills demanded by growing corporations, not-for-profit organizations and state and local governments. Graduates of the proposed program will be highly trained professionals capable of supporting prudent and effective decision processes for corporations, not-for-profits and governments in the Commonwealth of Virginia. Additionally, by redesigning our current MBA program to more efficiently use faculty resources, the proposed M.S. in Finance program will utilize existing faculty. Finally, Virginia Commonwealth University is fully committed to

¹ Della Bradshaw. "Financial Training: The drive to spread expertise," the *Financial Times*, June 23, 2013, accessed 22 November 2018, <http://www.ft.com/cms/s/2/144f634c-d5dd-11e2-a46c-00144feab7de.html#axzz2ZL3ictDz>.

offering the proposed degree program to ensure graduates are prepared and trained to meet the needs of the increasingly more complex finance field.

Mission

As stated in the mission, Virginia Commonwealth University is the premier urban, public research university in Virginia. VCU's mission is to advance knowledge and student success through its commitments to²:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting;
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health;
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges;
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity;
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust;
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world."

Per the mission statement, "VCU will be a premier urban, public research university distinguished by its commitment to:

- The intellectual and academic success of a diverse student body;
- Research and discovery that advances knowledge, inspires creativity and improves human health;
- The global engagement of students, faculty and staff that transforms lives and communities."

The proposed program aligns with the institution's mission. Graduates will impact the financial and social success of the organizations they serve while enhancing, "the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world."

Financial well-being is an important component of the "climate of inclusion." By recruiting a diverse student body similar to VCU's in an educational program that is likely to open doors to the economically lucrative field of finance³, the proposed program is aligned to the VCU's mission of "addressing disparities wherever they exist." The program will offer students "an engaged, learner-centered environment that fosters inquiry, discovery and innovation" in order to ensure their "intellectual and academic success" and thus enhance their marketability and job opportunities.

² VCU "Mission statement", accessed 23 November 2018, <http://bulletin.vcu.edu/about/mission-vision-core-values/>.

³ The Most Valuable College Majors Ranked, Bankrate.com, <https://www.bankrate.com/career/most-valuable-college-majors/>

Additionally, the goal of the M.S. in Finance program to better prepare students for career advancements that aligns with VCU's Quest 2025⁴ strategic plan to advance focused and strategic university-community engagement that addresses critical needs and opportunities in the region. Also, the proposed program's emphasis on blending of financial theory with practical problem-solving approaches aligns with the problem-solving curricula objective of VCU School of Business EPIC (Experiential Learning, Problem-Solving Curricula, Impactful Research, and Creative Culture)⁵ strategic plan.

Accreditation

The VCU School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and Virginia Commonwealth is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The proposed M.S. in Finance does not fall under an accrediting body.

Admission Criteria

All students will be required to complete the admission requirements of the Virginia Commonwealth University Graduate School and the VCU School of Business. Admission to the MS in Finance program will require the following:

- A bachelor's degree from an accredited institution of higher education
- Application form and application fee
- Three letters of recommendation (professional and/or academic)
- Official undergraduate transcripts from all schools attended
- A statement of intent outlining career goals
- A resume stating relevant work experience
- A GMAT or GRE test score at or above the 50th percentile

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following methods:

- A Test of English as a Foreign Language (TOEFL) a minimum composite score of 100 for the Internet Based Test (IBT) or 600 for paper-based score.
- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.
- Successful completion of the VCU English Language Program.

⁴ VCU "Quest 2025: Together We Transform", accessed 23 November 2018, <https://quest.vcu.edu/>.

⁵ VCU "School of Business EPIC", accessed 23 November 2018, <https://business.vcu.edu/about-us/epic-strategic-plan/#EPIC>.

Students must have completed an undergraduate level degree with a GPA of at least 3.0 within the last 60 credits of study. There is no particular undergraduate degree that is required for entrance into the program. Students from all undergraduate disciplines are encouraged to apply as this will help to create a diverse background in the classroom. Undergraduates from degrees in business, engineering, and mathematical sciences, will improve their chances of gaining employment and moving up in the field more rapidly by having the advantage of a graduate degree. Undergraduates from other disciplines will be adding a complementary graduate degree making them well-rounded candidates for more entry-level analytics positions.

Transfer Student Admission Criteria - Generally, a maximum of nine of the didactic hours required for a master's degree may be transferred from another VCU program or outside institution and, if not applied previously towards another degree, may be applied towards a degree. Acceptance of transfer credit is made at the school level and must correspond with an elective course(s) in the M.S. in Finance curriculum. Transfer courses cannot replace core courses. All transfer work must be at the "A" or "B" grade level from an accredited institution or university.

Students who enter the program without a degree in business or previous business coursework will be required to complete a series of prerequisite courses prior to advancing to the core curriculum. The prerequisite courses include:

- SCMA 524 Statistical Elements of Quantitative Management (3 credits)
- ACCT 507 Fundamentals of Accounting (3 credits)
- FIRE 520 Financial Concepts of Management (3 credits)

Target Population

The target population for the proposed program is students who have completed an undergraduate degree and seek to advance their studies in finance through the attainment of a graduate degree. Undergraduates from all disciplines with little or no work experience who wish to improve their chances of gaining employment and advancing in the field of finance will also be targeted for the proposed program.

Curriculum

The proposed non-thesis M.S. in Finance will require a total of 30 credits, of which 50 percent will be required core courses and 50 percent electives.

All classes will be taught in a traditional classroom format by faculty who have demonstrated a notable record of finance industry or academic experience. The focus of the proposed program is to provide students with the quantitative skills and analytical tools to fast-track their careers in finance.

The core curriculum will provide students with a solid foundation in the principles necessary to make operating decisions for an organization and in financial market analysis. The program's intent is to offer an integrated coursework that blends theoretical and quantitative modeling techniques with applied practical approaches used in the ever-evolving world of finance. The

required core courses will expose students with foundational theories in corporate finance as well as investments. The electives will offer more in depth knowledge of financial derivatives and risk management.

The proposed program will offer an accelerated and integrated coursework that blends theoretical and quantitative modeling techniques with applied practical approaches used in the ever-evolving world of finance.

Program Requirements (30 credit hours)

Core requirements – 15 credit hours

FIRE 623: Financial Management (3)
FIRE 621: Cases in Financial Management (3)
FIRE 622: Financial Management of Financial institutions (3)
FIRE 635: Investments and Security analysis (3)
FIRE 650: Derivatives (3)

Electives – Select 15 credit hours

FIRE 610: Financial Modeling and Analysis (3)
FIRE 626: Risk Management (3)
FIRE 629: Real Estate Investment Analysis (3)
FIRE 639: International Finance (3)
FIRE 654: Short-Term Financial Management (3)
FIRE 657: Current Issues in Investments and Markets (3)
FIRE 658: Real Estate Finance and Investments (3)
FIRE 664: Current Issues in Corporate Finance (3)
FIRE 691: Topics in Finance, Insurance and Real Estate (3)
FIRE 693: Field Project in Finance, Insurance and Real Estate (3)
FIRE 697: Guided Study in Finance, Insurance and Real Estate (3)
ACCT 608: Managerial Accounting Concepts (3)
ECON 617: Financial Markets (3)
Open elective: (3) from disciplines of accounting, economics, mathematics or statistics, subject to approval by the Graduate Studies in Business (GSIB).

Student Retention and Continuation Plan

The Graduate Studies in Business (GSIB) office at VCU School of Business advises all graduate students in the School of Business. In addition, a full-time faculty member in the Department of Finance, Insurance and Real Estate will serve as academic advisor to the M.S. in Finance students. All graduate students are expected to meet with their academic advisor once per semester. Students facing academic difficulty will be advised to meet with their academic advisor and the course instructor as soon as possible.

The Department of Finance, Insurance and Real Estate will constitute a standing committee for the graduate curriculum. Faculty members teaching graduate courses will be

members of this committee. The committee will meet twice every semester to discuss student progress in the graduate program and address issues that are detrimental to student success.

In addition, the university offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center. Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students.⁶

Faculty

Four faculty members will be needed to teach the five required core courses as well as the five elective courses. The faculty will be drawn from the Department of Finance Insurance and Real Estate, the Department of Accounting, and the Department of Economics. The combination of faculty members has a combined 129 years of academic experience and provides a breadth of knowledge covering the areas of corporate finance, investments, financial derivatives, financial market and institutions.

The faculty that will teach in the M.S. in Finance program are world-renowned scholars in corporate finance, insurance, and real estate. All faculty have published in peer-reviewed journals and have served as leaders in national organizations. Many of the full-time faculty members also have significant work experience in finance or a related discipline.

Two adjunct faculty will be utilized to initiate and sustain the proposed degree program. All adjunct faculty will have a minimum of five years of experience in finance. All have graduate degrees in finance or a closely related discipline. Adjunct faculty members will work closely with full-time faculty and the respective department chair to receive training and support throughout the course(s). Adjunct faculty will help to provide depth and breadth to the program by bringing in specific skills needed and provide real-life examples as applicable.

See Appendix C for the listing of faculty abbreviated CVs.

Program Administration

The proposed M.S. in Finance will be administered by Graduate Studies in Business Office (GSIB), which administers all of the graduate programs in the School of Business. In addition, a fulltime faculty member of the Department of Finance, Insurance and Real Estate will advise students. In addition, the GSIB Office will coordinate the enrollment of students into the

⁶ VCU Current Students: Resources you need, <https://www.vcu.edu/current-students/>.

program, represent and promote the program when the university hosts prospective students, plan faculty and course schedules, and lead ongoing assessment of the program.

The administrative assistant of the Department of Finance, Insurance, and Real Estate will provide support for the program, assisting with classroom scheduling and coordinating appropriate paperwork with issues such as faculty travel, equipment purchasing, and textbook orders. Approximately, 50% of the administrative assistant's time will be utilized for the support of the program.

Student Assessment

Students who complete the proposed M.S. in Finance degree program will possess the appropriate knowledge, skills, and abilities needed to advance in the field of finance, including corporate financial management, financial planning, treasury operations, risk management, security analysis, investment banking and commercial banking. Assessment methods for students in the M.S. in Finance program will be both formative and summative. Student assessment will take place within each core course and will take place in various forms throughout the course(s). In-class assessment will include quizzes, tests, exams, and group discussion. These activities will help inform the faculty member on how well the students are understanding course material as the course progresses. The summative methods will include mid-term and final exams, and a combination of papers, projects, and presentations.

Case studies will be employed to analyze and provide solutions to financial problems. Simulations will be conducted based on real world problems. In-class exercises and experiential learning activities will take place throughout many of the courses.

There are four categories of learning outcomes for the M.S. in Finance program:

- Core Outcome 1: Quantitative Skills - Students will be able to apply quantitative measurement methods to analyze business problems and to propose solutions. **Assessment Measure:** Students will be assessed in FIRE 623 using complex valuation problems on an examination.
- Core Outcome 2: Analytical Skills - Students will be able to analyze a business problem in terms of quantitative and qualitative aspects, including: (a) a precise statement of the problem and how it relates to the goals of the firm; (b) a consideration of the ethical, policy, and/or practicality limitations on any proposed solution strategy; (c) a statement and consideration of proposed solutions strategies and their implementation within the limitations; and (d) a plan for implementation and monitoring of the proposed solution. **Assessment Measure:** Students will be assessed in FIRE 621 using comprehensive, written case study, project, or questions on an examination.
- Core Outcome 3: Ethical Skills - Students will be able to analyze the ethical dimensions of a business situation and relate those dimensions to general ethical standards as well as to professional ethical standards. **Assessment Measure:** Students will be assessed in FIRE 650 using examination questions that will specifically address ethical concerns, either as short essay questions or as item set questions (a situation presentation followed by several multiple choice questions).

- **Core Outcome 4: Communication Skills** - Students will be able to describe the analytic, quantitative, and ethical dimensions of business problems and proposed solutions in a clear and well-organized manner. **Assessment Measure:** Students will be assessed in FIRE 621 using written and/or oral presentation methods. The evaluation will be within the context of a comprehensive, written case study or project.

The following curriculum maps show how learning outcomes are incorporated into the core courses.

Curriculum map for the M.S. in Finance

Learning Outcomes	Courses	Assessment Methods
Apply quantitative measurement methods to analyze business problems and to propose solutions.	FIRE 621: Cases in Financial Management FIRE 622: Financial Management of Financial Institutions FIRE 623: Financial Management FIRE 635: Investments and Security Analysis FIRE 650: Derivatives	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> case study examinations
Analyze a business problem in terms of quantitative and qualitative aspects, including: (a) a precise statement of the problem and how it relates to the goals of the firm; (b) a consideration of the ethical, policy, and/or practicality limitations on any proposed solution strategy; (c) a statement and consideration of proposed solutions strategies and their implementation within the limitations; and (d) a plan for implementation and monitoring of the proposed solution	FIRE 621: Cases in Financial Management FIRE 622: Financial Management of Financial Institutions FIRE 623: Financial Management FIRE 635: Investments and Security Analysis FIRE 650: Derivatives	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> case study examinations
Analyze the ethical dimensions of a business situation and relate those dimensions to general ethical standards as well as to professional ethical standards.	FIRE 621: Cases in Financial Management FIRE 622: Financial Management of Financial Institutions FIRE 623: Financial Management FIRE 635: Investments and Security Analysis FIRE 650: Derivatives	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> presentation essay

Describe the analytic, quantitative, and ethical dimensions of business problems and proposed solutions in a clear and well-organized manner.	FIRE 621: Cases in Financial Management FIRE 622: Financial Management of Financial Institutions FIRE 623: Financial Management FIRE 635: Investments and Security Analysis FIRE 650: Derivatives	<u>Formative:</u> class discussions, written assignments <u>Summative:</u> examination presentation case scenario
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Employment Skills/Workplace Competencies

Whether the graduates of the proposed M.S. in Finance program find employment in for-profit or non-profit, private firms or government agencies, or start their enterprises, they will be able to:

- Analyze financial statements;
- Utilize financial statement information to make both corporate and investment decisions;
- Perform financial research;
- Analyze financial data;
- Contribute to corporate financial planning and analysis
- Value corporate projects and business entities (both public and private);
- Integrate financial modeling techniques and tools in financial decision-making;
- Value a variety of financial securities;
- Measure and manage financial risks;
- Utilize derivatives to hedge financial exposures;
- Understand the interconnectedness of the global financial markets;
- Utilize various asset classes to achieve portfolio objectives;
- Work collaboratively with other workplace professionals;
- Communicate clearly and regularly with co-workers, administrative/supervisory personnel, senior management, and other appropriate entities (financial regulatory bodies, corporate and non-profit boards, government agencies, professional associations, community agencies, etc.).

Program Assessment

The Department of Finance, Insurance and Real Estate will assess and evaluate the proposed degree program annually. Faculty will review the program's mission, goals, outcomes, measures, targets, and findings, and will develop action plans for improvement. The Department will conduct and report annual assessments of student learning outcomes, in accordance with the Virginia Commonwealth University's Assessment Policy.

The Academic Program Review (APR) involves an intensive review of degree programs in an academic unit. Data are entered into the university's assessment management system, Taskstream by Watermark™. The program review process, administered by the Office of Academic Affairs, includes a self-study and evaluation that is multidimensional, an external

review, and an implementation of the action plan. The self-study serves the dual purposes of demonstrating accountability and improving performance.

Additionally, at the end of each semester, the Department of Finance, Insurance and Real Estate will administer and review for the core courses student evaluations of the course and instructor. At the end of the academic year, the curriculum committee will review these evaluations and the formative assessments embedded in the core courses. Results of program assessment will guide ongoing program development, determine strengths and challenges of the program, and evaluate the contributions made to the department's and VCU's strategic plan.

Benchmarks of Success

The following initial benchmarks will be used to gauge the growth and success of the M.S. in Finance program:

- Enrollment will reach at least 42 students within three years of the program start;
- Within two years of formal admission to the program, 80% of the admitted students will graduate.
- Sixty percent (60%) of graduates will find employment in a finance-related field within one-year of graduation.
- Eighty percent (80%) of students will indicate satisfaction with the degree program.

The above benchmarks will be measured through surveys conducted by various units in the School of Business, such as Office of Alumni Engagement. The Finance, Insurance and Real Estate faculty will review the program annually to assess student satisfaction and track progress with respect to each stated benchmark. If the benchmarks of success are not being met, the faculty will evaluate why the benchmarks were not met and determine appropriate strategies to reach the benchmarks.

Expansion of Existing Programs

The VCU School of Business currently offers a Master of Science in Business with a concentration in Finance, which dates back to the fall semester of 1990.

The creation of a Master of Science degree in Finance will allow graduates to be more competitive in employment opportunities. The proposed stand-alone degree would more accurately describe the knowledge, skills and abilities of the graduates from the program. If the proposed program is approved by the M.S. in Business with a concentration in Finance will close.

Relationship to Existing VCU Degree Programs

The School of Business offers, and will continue to offer, a Master of Business Administration (M.B.A.) with a concentration in corporate finance. The learning outcomes for the M.B.A. differ greatly from the M.S. in Finance program. The learning outcomes for the M.B.A. focus on all fields of business, whereas M.S. in Finance will focus exclusively on skills needed for the finance industry. The M.B.A. is a general management degree and does not go into depth within the area of analytics. Three of the twelve advanced M.B.A. courses are corporate finance electives. No degree programs will close as a result of the approval of the proposed program.

Compromising Existing Degree Programs

The Master of Science in Finance program will replace the current Master of Science in Business with a concentration in finance. Based upon past performance, the estimated demand for the full-time program will be 40 students. The graduation rate is projected to be 30 students per year. The following table shows the enrollment for MS in Business with concentration in Finance over the last six years.

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrollment	47	43	33	31	29	34

There has been a slight decline in enrollments in the existing Master of Science in Business with a concentration in finance. The decline is mainly due to reduction in enrollments by international students. The adverse currency exchange risk and changing political environment affects international student enrollment. Our domestic student enrollments have grown from 15 in year 2013 to 25 year 2018.

Collaboration or Standalone

The proposed M.S. in Finance is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The 2018 Graduate Management Admission Council (GMAC) survey of 1,087 graduate business

programs found that master in finance programs recorded an increase number of applications for the 2017-2018 academic year from the year before.⁷ Additionally, GMAC's 2018 survey of prospective employers indicated an increased percentage of employers planning to hire master of finance graduates.⁸ Moreover, the GMAC's 2018 survey of master's program graduates indicated that 80% of the recent masters of finance graduates reported that their degree "moved me further along in my career" and 83% reported that the skills they developed "advanced my career".⁹

As mentioned above, the prospective M.S. in Finance applicant has little or no work experience, and thus differs significantly from a typical M.B.A. applicant in that respect. Supporting this, the same GMAC 2018 GMAC survey of graduates reports the median age of masters in finance graduates at 26, as compared to the 30 of full time 2-year M.B.A. graduates.¹⁰ This suggests that the M.S. Finance and the M.B.A. programs serve relatively separate segments of the graduate business degree market.

Additionally, Generation Z (Gen Z, defined here as the generation born between 1996 and 2012) is beginning to complete their undergraduate degrees and make their way into the business school candidate pipeline. The attitudes, preferences, and aspirations of Gen Z are destined to drive changes in global graduate management education. Although like millennial candidates, the largest proportion of Gen Z candidates is considering both M.B.A. and business master's program options. More Gen Z candidates are exclusively considering business master's programs (40%) than exclusively considering M.B.A. programs (16%). Notably, nearly 2 in 3 (64%) say they prefer a business master's program type¹¹, of which the masters in finance program is currently the most often considered.¹²

While some master's programs are academically focused, the VCU M.S. in Finance program will be geared towards preparing students for their professional occupation by actively blending theory with practical skills. Additionally, as evidenced by numerous sources such as CBS News, US News, and the United States Bureau of Labor Statistics, having a master's degree can lead to increased income and faster career advancement. To the point of increased income, a study done

⁷ Graduate Management Admission Council, "GMAC Application Trends Survey Report 2018", page 32, accessed 22 November 2018, <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/gmac-application-trends-survey-report-2018.pdf>.

⁸ Graduate Management Admission Council, "GMAC Corporate Recruiters Survey Report 2018", page 20, accessed 22 November 2018, <https://www.gmac.com/-/media/files/gmac/research/employment-outlook/gmac-2018-corporate-recruiters-survey-report.pdf>.

⁹ Graduate Management Admission Council, "B-School Alumni Employment Report, Alumni Perspectives Survey 2018", page 20, accessed 22 November 2018, <https://www.gmac.com/-/media/files/gmac/research/measuring-program-roi/b-school-alumni-employment-report-february-2018.pdf>.

¹⁰ Graduate Management Admission Council, "B-School Alumni Employment Report, Alumni Perspectives Survey 2018", page 20, accessed 22 November 2018, <https://www.gmac.com/-/media/files/gmac/research/measuring-program-roi/b-school-alumni-employment-report-february-2018.pdf>.

¹¹ Graduate Management Admission Council, "Gen Z: A First Look at the Next Generation of Graduate Business School Candidates", page 2, accessed 22 November 2018, https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/generations-brief_august-2018.pdf.

¹² Graduate Management Admission Council, "Demand for MBA and Business Master's Programs, mba.com Prospective Students Survey 2018 Report", page 10, accessed 22 November 2018, <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>.

by CareerBliss in collaboration with CBS News reported that a master's degree for those that are seeking management roles are particularly beneficial; those with a master's earning 22.02% more than those with a bachelor's.¹³ Additionally, those that are seeking roles as financial advisors with a master's degree can earn 19.21% more than those with a 4-year bachelor's degree¹⁴.

Employment Demand

According to the Virginia Employment Commission's Labor Market Information website¹⁵, the 10-year industry projection for finance jobs growth in the Commonwealth of Virginia is 8.28%, with an annual percent change of 0.80%. Similarly, on a national level, the United States Bureau of Labor Statistics' Employment Projections¹⁶ forecasts the 10-year employment growth for Financial Managers at 16%, and the 10-year employment growth for Financial Specialists at 10.0%. To fill this void, there is a need for graduate programs like the proposed M.S. in Finance.

The Richmond metropolitan region is home to eight Fortune 500 corporations (Altria, Dominion Resources, CarMax, Genworth Financial, Markel Insurance, PFG, Owens & Minor, and WestRock), and there is continued hiring demand in their corporate finance and treasury departments. Additionally, Richmond has a large banking industry presence (Capital One, Bank of America, Union Bank & Trust, Suntrust, Citizens, BB&T, etc.) beyond retail branches, with the resulting hiring demand for job candidates in financial analytics, financial research, and financial operations. Also, Richmond-based government agencies at the state level (for example, Virginia Retirement System, Virginia Department of the Treasury, Virginia Department of Planning and Budget, etc.) all have a need to fill vacancies in their financial budgeting and FP&A (financial planning and analysis) functions. The Federal Reserve Bank of Richmond (a federal agency based in Richmond) has similar hiring needs for candidates with advanced financial analytics and problem-solving skills. Beyond Richmond, the Commonwealth of Virginia is home to many corporate clients and federal agencies, which all have recurring personnel needs in their financial planning and budgeting functions.

The proposed M.S. in Finance degree program responds to the current needs of the Commonwealth of Virginia and the nation as a whole by preparing students for advanced careers in financial analytics, financial management, financial operations, financial planning, and financial research.

¹³ CBS News, "10 Careers Where A Master's Degree Pays Off", accessed 22 November 2018, <https://www.cbsnews.com/media/10-careers-where-a-masters-degree-pays-off/11/>.

¹⁴ CareerBliss, "CareerBliss Data Reveals the Top 10 Jobs Where Having a Masters Degree Pays Off", accessed 22 November 2018, <https://www.careerbliss.com/press-releases/careerbliss-data-reveals-the-top-10-jobs-where-having-a-masters-degree-pays-off/>.

¹⁵ Virginia Employment Commission's LMI, "Long Term Industry Projections", accessed 22 November 2018, <https://data.virginialmi.com/vosnet/lmi/profiles/profileDetails.aspx?session=inddetail&valueName=industry§ion=empProjections>.

¹⁶ United States Bureau of Labor Statistics, "Employment Projections by Detailed Occupation", accessed 22 November 2018, <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>.

Table 1. Long-Term Employment Projections for Financial Analysts, Financial Examiner, Loan Officer, Personal Finance Advisor, Financial Manager (2018-2028) (BLS)

Occupation Title	SOC Code	Employment 2018	Projected Employment 2028	Change 2018-2028	
				Percent	Number
Financial Analyst	13-2051	329,500	349,800	6%	20,300
Financial Examiner	13-2061	60,900	65,200	7%	4,300
Loan Officer	13-2072	316,200	340,600	8%	24,300
Personal Finance Advisor	13-2052	271,700	290,800	7%	19,100
Financial Manager	11-3031	653,600	758,300	16%	104,700

Source: Bureau of Labor Statistics, Occupational Outlook Handbook ¹⁷

Long-Term Employment Projections for Financial Analysts, Financial Examiner, Loan Office, Personal Finance Advisor, Financial Manager, 2016-2026 (VEC)

Occupation Title	SOC Code	Estimated Employment 2016	Projected Employment 2026	2016-2026 Employment Change	Annual Average Percent Change	Average Annual Openings
Financial Examiner	13-2061	1,742	2,048	306	31%	171
Loan Officer	13-2072	9,473	10,825	1,352	14%	943
Personal Finance Advisor	13-2031	3,717	4,171	454	12%	333
Financial Manager	11-3031	13,959	16,869	2,910	21%	1,408

Source: Virginia Employment Commission ¹⁸

¹⁷ Bureau of Labor Statistics, on the Internet at <https://www.bls.gov/ooh/home.htm> (visited on September 9, 2019)

¹⁸ Virginia's Career and Workforce Labor Market Information, Long-Term Occupational Virginia 2016-2026 Projections on the Internet at <https://virginiaworks.com/occupational->

See Appendix D for job announcements.
See Appendix E for a sample letters of support.

Student Demand

Evidence for student demand comes from two sources: 1) letters of support from current students in the M.S. in Business with Finance concentration, and 3) enrollment data over the last five years.

Enrollment in the existing M.S. in Business with a concentration in Finance indicates student demand in the proposed program. As we mentioned above, there has been a slight decline in enrollments in the exiting Master of Science in Business with a concentration in finance. This is mainly due to reduction in enrollments by international students. The adverse currency exchange risk and changing political environment affects international student enrollment. Our domestic student enrollments have grown from 15 in year 2013 to 25 year 2018.

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrollment	47	43	33	31	29	34

See Appendix E for correspondence from prospective students.

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

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>2020 - 2021</u>		<u>2021 - 2022</u>		<u>2022 - 2023</u>		<u>2023 - 2024</u>			<u>2024 - 2025</u>		
HDCT <u>35</u>	FTES <u>28</u>	HDCT <u>40</u>	FTES <u>32</u>	HDCT <u>42</u>	FTES <u>34</u>	HDCT <u>45</u>	FTES <u>37</u>	GRAD <u>33</u>	HDCT <u>45</u>	FTES <u>37</u>	GRAD <u>33</u>

Assumptions:

Retention percentage: 85%

Percentage of full-time students: 25% Percentage of part-time students: 75%

Full-time students credit hours per semester: 9

Part-time students credit hours per semester: 6

Full-time students graduate in 2 years

Part-time students graduate in 3 years

Duplication

We searched for degree programs similar to the proposed M.S. in Finance program on the SCHEV's Degree and Certificate Search webpage.¹⁹ Searching by each of the following criteria - 'Finance, General', 'Finance and Financial Management Services, Other', and 'Banking and Financial Support Services' yielded no Master of Science in Finance degrees offered at a public institution in the Commonwealth of Virginia. A faster alternative way to search the above-mentioned SCHEV website is to visit the "Search by Level and Program" link.²⁰ This method of search also showed there is no other Master of Science in Finance program offered at a public institution in the Commonwealth of Virginia.

¹⁹ SCHEV website, "Degree and Certificate Search", accessed November 23 2018, <http://www.schev.edu/index/students-and-parents/explore/degree-inventory>.

²⁰ SCHEV website, "Search by Level and Program", accessed November 23 2018, <http://www.schev.edu/ASPPages/specializedsearch.asp>.

Projected Resource Needs for the Proposed Program

Resource Needs

Virginia Commonwealth University has all of the faculty, classified support, equipment, space, library, and other resources necessary to initiate and sustain the proposed M.S. in Finance degree program. The following subsections details the resources required to operate the program from its initiation in the fall 2020 semester through the target year 2024-2025. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 10 FTE students. The proposed program will require a total of 2.8 FTE instructional effort in 2020-21, rising to 3.7 FTE instructional effort in the target year 2024-25.

Full-time Faculty

Four full-time faculty members in the Department of Finance Insurance and Real Estate will teach five required and elective courses in the proposed program. Four faculty member will provide 4.0 FTE instructional effort in the initiation year through the target year.

Part-time Faculty

None of the part-time faculty members will be engaged in the delivery of the proposed M.S. in Finance program.

Adjunct Faculty

Two adjunct faculty will assist in teaching courses in the proposed program. The proposed degree program will require .50 FTE adjunct faculty through the target year. The average adjunct faculty salary for a three-credit hour course is between \$5,000 - \$10,000. Benefits for adjunct faculty total \$1,620.

Graduate Assistants

The department will support six graduate assistants, approximately 30% of their effort will provide support to initiate and sustain the proposed degree program. The cost of hiring graduate assistants to support the proposed program will be \$5,894 annually.

Classified Positions

An administrative assistant currently employed by the Department will support the proposed degree program. The program will require 0.50 FTE of classified support to initiate and sustain the proposed program. Salary for the administrative assistant will be \$23,761 and \$9,362 in benefits.

Targeted Financial Aid

There is no financial aid targeted specifically to initiate and sustain the proposed program.

Equipment (including computers)

No additional equipment, including computers, will be required to initiate and operate this program. All courses will be held in Snead Hall using existing equipment. The existing equipment is sufficient to initiate and sustain the proposed program.

Library

There will be no new library resources needed to initiate and operate this program. Library resources already exist and offer numerous online options to meet the needs of students including online databases, delivery of requested materials off campus and electronic delivery of scanned library materials. The existing library resources are sufficient to initiate and sustain the proposed program.

Telecommunications

No new telecommunications resources are needed to initiate and operate this program. The existing telecommunications infrastructure is sufficient to initiate and sustain the proposed program.

Space

No new space is needed to initiate and operated this program. There is already adequate classroom and faculty office space to initiate and sustain the proposed program.

Other (specify): No other resources will be needed to initiate or sustain the proposed program.

RESOURCE NEEDS**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 and other positions needed for the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2020 - 2021		2024 - 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	4.00		0.00	4.00
Part-time faculty FTE**	0.00		0.00	0.00
Adjunct faculty	2.00		0.00	2.00
Graduate assistants (HDCT)	3.00		0.00	3.00
Classified positions	0.50		0.00	0.50
TOTAL	9.50	0.00	0.00	9.50
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit				
*** Added after initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2020 - 2021		2024 - 2025	
Full-time faculty	4.00	0.00	0.00	4.00
salaries	\$331,130			\$331,130
fringe benefits	\$130,465			\$130,465
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Adjunct faculty	2.00	0.00	0.00	2.00
salaries	\$20,000			\$20,000
fringe benefits	\$1,620			\$1,620
Graduate assistants	3.00	0.00	0.00	3.00
salaries	\$5,894			\$5,894
fringe benefits	\$0			\$0
Classified Positions	0.50	0.00	0.00	0.50
salaries	\$23,761			\$23,761
fringe benefits	\$9,362			\$9,362
Personnel cost				
salaries	\$380,785	\$0	\$0	\$380,785
fringe benefits	\$141,447	\$0	\$0	\$141,447
Total personnel cost	\$522,232	\$0	\$0	\$522,232
Equipment				\$0
Library				\$0
Telecommunication costs	\$5,077			\$5,077
Other costs				\$0
TOTAL	\$527,309	\$0	\$0	\$527,309

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

 X 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 2020-2021	Target enrollment year 2024-2025
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$527,309	\$527,309
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**Reallocation within the department**

The department of Finance Insurance and Real Estate will reallocate funds to support the proposed program. All resources used for the existing MS in Business concentration in Finance, which will be terminated with the initiation of M.S. in Finance, will be used to support the proposed M.S. in Finance program. Faculty teaching loads will be reallocated from the exiting concentration to the proposed program. The reallocation of funds will not have any impact existing programs.

Impact

The establishment of the M.S. in Finance will not negatively impact enrollments or funding for existing programs in the School of Business. No degree programs will be closed as a result of the implementation of this proposed degree program.

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.

<u> X </u>	Agree	_____
		Signature of Chief Academic Officer
<u> </u>	Disagree	_____
		Signature of Chief Academic Officer

Appendices

Appendix A –Sample Plan of Study

Full-time Program Sample Plan of Study

Year 1	Fall Semester	Spring Semester
	FIRE 623: Financial Management (3)	FIRE 621: Cases in Financial Management (3)
	FIRE 635: Investments and Security Analysis (3)	FIRE 650: Derivatives (3)
	Elective (3)	Elective (3)
Semester Credit Hours	9 credit hours	9 credit hours
Year 2	Fall Semester	Spring Semester
	FIRE 622: Financial Management of Financial Institutions (3)	Elective (3)
	Elective (3)	
	Elective (3)	
Semester Credit Hours	9 credit hours	3 credit hours
Total credit hours = 30		

Part-time Program Sample Plan of Study

Year 1	Fall Semester	Spring Semester
	FIRE 623: Financial Management (3)	FIRE 621: Cases in Financial Management (3)
	FIRE 635: Investments and Security Analysis (3)	FIRE 650: Derivatives (3)
Semester Credit Hours	6 credit hours	6 credit hours
Year 2	Fall Semester	Spring Semester
	FIRE 622: Financial Management of Financial Institutions (3)	Elective (3)
	Elective (3)	Elective (3)
Year 3	Fall Semester	
	Elective (3)	
	Elective (3)	
Semester Credit Hours	6 credit hours	
Total credit hours = 30		

Appendix B – Course Descriptions

Description of Required Core Courses

FIRE 623: Financial Management (3 credits)

This class analyzes the theory and practice of corporate finance. This course requires a detailed investigation of the investment and financing decision of the firm in an environment of uncertainty such as financial planning, projecting future requirements and operating cash flows.

FIRE 621: Cases in Financial Management (3 credits)

This class examines, in a global environment the financial problems and policies of nonfinancial firms, including capital management, capital rationing, cost of capital, and capital structure. Develop financial models and pre forma financial analyses useful for corporations as well as financial institutions.

FIRE 622: Financial Management of Financial institutions (3 credits)

This class provides both a theoretical and a quantitative understanding of application of concepts relevant to the financial management of financial institutions in a global environment.

FIRE 635: Investments and Security analysis (3 credits)

This class introduces the process of investing in stocks and bonds in a global environment, from the analysis of individual securities to portfolio formation and evaluation, using experiential analytic and quantitative exercises. Analysis of financial information for investment and valuation purposes.

FIRE 650: Derivatives (3 credits)

This class considers the analysis of derivatives contracts like forwards, futures, swaps and options. This course introduces students to the study of valuation, pricing and use of derivatives to manage risk in a global environment.

Description of Elective Courses

FIRE 610: Financial Modeling and Analysis. (3 credits)

The emphasis of this course will be to transition from financial theory to financial modeling using empirical data. The course will cover the following areas relating to financial modeling: asset returns and risk, portfolio theory, capital asset pricing model, stock valuation, option valuation, bond valuation and interest rate risk, and value at risk. The course will also introduce students to logical thinking and applicable programming languages.

FIRE 626: Risk Management (3 credits)

This class examines property and liability risks faced by businesses and public institutions. Insurance and alternative methods of controlling and financing these risks are analyzed and compared.

FIRE 629: Real Estate Investment Analysis (3 credits)

This class introduces students to housing demand forecasting, commercial site selection, and real estate investment analysis.

FIRE 639: International Finance (3 credits)

This class highlights the financial management of multinational enterprises, banks, firms with foreign subsidiaries, exporters, and service industries. Additionally, financing trade and investments, international money and capital markets, foreign exchange risks, and governmental policies will be covered.

FIRE 654: Short-Term Financial Management (3 credits)

This class covers the techniques of short-term financial management (or working capital management) in a global environment for business firms. This course provides an understanding of payment systems to achieve efficient cash management of accounts receivable, management of inventory, management of accounts payable, and short-term borrowing from banks and other suppliers of short-term credit.

FIRE 657: Current Issues in Investments and Markets (3 credits)

This class refers to the advanced study of selected topics in global investments and securities markets using experiential exercises. Topics are selected by the instructor. Readings from recent journals, cases, and/or software may be used. Possible topics may include: fixed income mathematics; portfolio management; advanced investments theory; factors explaining security price movements; advanced security analysis; using information to make investment decisions; and security market microstructure.

FIRE 658: Real Estate Finance and Investments (3 credits)

This class emphasizes economic and financial analysis of commercial real estate investments, alternative financing structures and surveys recent trends in the securitization of commercial real estate debt and equity markets.

FIRE 664: Current Issues in Corporate Finance (3 credits)

This class requires advanced study of selected topics in corporate finance and financial management in global entrepreneurial settings. Topics are selected by the instructor. Readings from recent journals, cases and/or software may be used. Possible topics include: theory and evidence concerning major corporate financial policy decisions, bankruptcy costs and agency costs that relate to capital structure and dividend policy, issues in corporate control, alternative methods of issuing and retiring securities mergers and acquisitions, advanced valuation theory, advanced financial analysis, advanced capital budgeting, using information to make financial decisions.

FIRE 691: Topics in Finance, Insurance and Real Estate (3 credits)

This class refers to the study of current topics in the world of finance. Topics may vary from semester to semester.

FIRE 693: Field Project in Finance, Insurance and Real Estate (3 credits)

This class requires students to work under the supervision of a faculty adviser in planning and carrying out a practical research project using experiential exercises. A written report of the investigations is required. To be taken at the end of the program.

FIRE 697: Guided Study in Finance, Insurance and Real Estate (3 credits)

In this class graduate students wishing to do research on problems in business administration or business education in an international environment will submit a detailed outline of their problem. They will be assigned reading and will prepare a written report on the problem. To be taken at the end of the program.

ACCT 608: Managerial Accounting Concepts (3 credits)

This class requires the use of accounting information contained in reports to management. The functions of planning, decision making, and control are studied as accounting data are reported through the firm's information system and in special analyses.

ECON 617: Financial Markets (3 credits)

This class explores theories of markets for loanable funds that are related to empirical findings and institutional structures. This course introduces the yields of financial assets, kinds of debt instruments, financial institutions, public policy, financial models, and the role of money and credit in economic growth.

Additionally, students select one 3-credit free elective course from the disciplines of accounting, economics, mathematics or statistics, subject to approval by the director of the M.S. Finance program.

Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

Seong Byun, PhD in Finance, 2014, The University of Texas at Dallas, Assistant Professor of Finance. Specialization Area: Corporate Finance

Chintal A. Desai, PhD in Finance, 2008, The George Washington University, Associate Professor of Finance. Specialization Area: Personal Finance, Corporate Finance, Financial Institutions.

Manu Gupta, PhD in Finance, 2005, Texas A&M University, Associate Professor and Department Chair. Specialization Area: Corporate Finance, International Finance.

H. Gregory Waller, PhD in Finance, 2006, Purdue University, Associate Professor. Specialization Area: Corporate Finance, Valuation

Appendix D –Employment Demand



May 24, 2019

Manu Gupta
Department Chair
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Box 844000
Richmond, VA 23284-4000

Manu –

Thank you for the invitation to participate in VCU's effort to create an M.S. Finance degree.

To address what is happening in finance today and industry's need for graduates, I believe it is important to step back in time a bit.

The origin of modern financial theory dates back to John Burr Williams's 1937 Harvard dissertation titled *The Theory of Investment Value*. In such publication, Williams established the dividend discount model as the basis by which experts would establish pricing of security, thus reducing the volatility of stock prices seen over the preceding decade.

Since that time, the basic principles of finance have remained quite constant, but the offshoots and applications have increased in number, complexity, and specificity each year since. Today, the term *finance* no longer applies to simply stock and bond pricing, it can be attributed to nearly anything quantitative relating to business and the underlying discipline of capital allocation. As examples:

- The establishment of market pricing for privately held technology firms, whose user base far exceeds current or near-term profitability levels – such valuation work is essential in venture capital, and now has become part of the analytical toolkit of corporate venture or research & development functions.
- The analysis of real-time information (or developing the algorithms that do so) to inform the decision making processes of all business functions – such people are part of the modern form of the financial planning & analysis (FP&A) function, critical to the top companies in industry.
- The use of data (e.g. price, volume, etc.) to develop mathematical models to inform or automate trading activities – such analysis and application is considered quantitative trading and is foundational to algorithmic trading, high-frequency trading, statistical arbitrage, and other modern market strategies and approaches.

If you go back five or ten years in time, these applications of *finance* would have either not existed or been dramatically different in their nature and sophistication.



To enter these fields, students must have an increasingly specific set of skills and knowledge base. Simply knowing the basics of market efficiency, the capital asset pricing model, and the dividend discount model is no longer adequate.

Today, industry demands that students be better prepared, requiring both knowledge and experience. Having the right degree program, and thus curriculum, is a foundational step as it enables students to obtain specific knowledge about the discipline of finance. Further, students will gain exposure to the practical application of such knowledge through programming and/or project work. Most importantly, students will be better prepared for internships or other work opportunities in industry – today, most undergraduates entering the highest levels of finance will have at least 2-3 (if not 4!) relevant internships before graduation. The M.S. in Finance degree is a means to bridge the gap between those that complete their undergraduate degree with such experience and those that do not.

To summarize, I believe that establishing an M.S. Finance degree is a necessary step to provide a comprehensive and competitive business program at VCU. Many peer institutions (UVA McIntyre, George Washington University, etc.) already have established a specialized masters degree in finance and are seeing increasing applications and enrollment as the full-time M.B.A. program application pool shrinks. Industry needs more qualified individuals and students are interested – the only thing missing is a program to get them there.

Andrew Crowley
Managing Director
Markel Ventures, Inc.



1214 East Cary Street
Richmond, VA 23219
804-549-4800
866-583-0744
www.riverfrontig.com

Kevin Nicholson, CFA
Chief Market Strategist
RiverFront Investment Group
1214 E. Cary Street
Richmond, VA 23219
804-836-1501
knicholson@riverfrontig.com

May 28, 2019

Manu Gupta
Department Chair
Finance Insurance and Real Estate
School of Business
Virginia Commonwealth University
301 W. Main Street
Richmond, VA 23284

Dear Mr. Gupta,

Virginia Commonwealth University is pursuing adding a Master's Degree of Finance to its graduate business school offerings. As an alum, that received an M.B.A. with a concentration in finance and that has the Chartered Financial Analyst designation, I believe that Virginia Commonwealth University will better prepare its graduate students for a career in a changing financial environment. Currently, the University offers a Master's of Science in Business with a finance concentration which gives students the opportunity to have limited exposure to financial skills that are sought by today's financial institutions.

As a portfolio manager and a 27 year financial industry veteran, I have seen financial institutions focus more on quantitative analysis over the last 10 years. While quantitative analysis uses elements of traditional financial analysis as a starting point, students pursuing a M.S. in business with a concentration in finance will mostly focus on the fundamentals of accounting, economic concepts, and business management at its core. Additionally, students will have exposure to investment banking, security analysis, and maybe a class on derivatives. While these skills are valuable in today's world of finance, they are only the bare minimum in a world that has moved to factor investing, algorithm trading, crypto currency investments, and venture capitalist funding startups that stay private for longer. The public markets no longer dominate the private securities market and students have to be prepared for the subtle nuisances that make them different and that facilitate investing in non-traditional alternatives.

Allowing Virginia Commonwealth University to offer a M.S. in Finance helps to close the gap created by the fast changing world of finance. Currently, the gold standard in the world of finance is the CFA designation. The designation has supplanted MBA's as the must have for financial professionals and it has standardized what practitioners find useful to have a successful career in finance. The CFA curriculum has adapted to the recent changes in finance and Virginia Commonwealth University is attempting to do the same. By having a dedicated master's finance degree, the institution can broaden student knowledge and take a deeper dive in the various aspects of finance in the 21st century.

Sincerely,


Kevin Nicholson



Phillip Avant
Greater Virginia Market President

SunTrust Bank
919 East Main Street
Mail Code VA-HDQ-2115
Richmond, VA 23219
Tel 804.782.5366
phillip.avant@suntrust.com

May 24, 2019

Manu Gupta
Department Chair
Finance, Insurance and Real Estate
School of Business
Virginia Commonwealth University
Box 844000
Richmond, VA 23284-4000
(804) 828-7175

Manu,

I am writing in support of the formation of a MS Finance degree at the VCU School of Business. Today's financial services businesses and the associated talent needs demand the skillset that would be created through this degree.

The environment is such that proficiency in finance and data analysis is a prerequisite to applying for many positions. Entry level financial services jobs in the personal (consumer) and business (wholesale) world include various relationship management, credit underwriting, investment banking, portfolio management, etc. roles that all necessitate specific finance skills, from entry level courses to more advanced courses in subjects such as corporate finance and asset valuation. Data is everywhere – and the desire to access data for analysis will only increase over time. The ability to perform analysis and make strategic decisions based on summary statistics will always be in demand. Lastly, educating students to encounter "real world" experiences should be an important part of the degree, whether that is portfolio management contests, working on mergers and acquisitions scenarios, or other valuable projects where students can access members of the business community.

Please reach out if you have any questions or if you would like to discuss.

Best regards,

A handwritten signature in dark ink, appearing to read "P. Avant", with a long horizontal stroke extending to the right.

Phillip Avant
Greater Virginia Market President

The Medical Society of Virginia (MSV) understands the needs of physicians today. That's because MSV is Virginia's premier professional organization for physicians with over 11,000 members. MSV's commitment is to steadfastly advocate for physicians on important healthcare policies and issues including the business and regulatory aspects of medicine that impact physicians.

Through its association, insurance agency, foundation, and political action committee, MSV's team of passionate physician leaders and staff work each day to provide a variety of programs and services designed to make Virginia the best place in which to practice medicine and receive care.

We know that our vision is a meaningful one that requires the very best talent. We are seeking a Chief Financial Officer (CFO) to lead and manage the fiscal functions of the organization including its non-profit and for-profit entities. As a member of the senior leadership team, the CFO will work closely with the CEO/EVP and other senior staff as well as the board of directors of MSV and the MSV Insurance Agency in the development of the organization's plans and programs. This role will also provide strategic financial leadership to the organization such as the evaluation of potential alliances, acquisitions, partnerships and/or mergers.

Candidates should meet the following requirements:

- Bachelor's degree in Finance/Accounting
- CPA/Master's Degree
- 10-15 years related experience
- Demonstrated experience in non-profit and for-profit financial management
- Demonstrated resourcefulness in setting priorities, proposing new ways of creating efficiencies, and guiding investment in staff and systems
- Experience should include audit, compliance, budget, resource development, contract and contract negotiation

Candidates must possess the following attributes:

- Sound Judgment & Decision Making
- Accountability & Dependability
- Integrity
- Strategic Vision
- Strong Communication and Collaboration Skills

Job Type: Full-time

Experience:

- relevant: 10 years (Required)
- Accounting: 10 years (Preferred)

Education:

- Master's (Preferred)

Additional Compensation:

- Bonuses

Work Location:

- One location

Benefits:

- Health insurance
- Dental insurance
- Vision insurance
- Retirement plan
- Paid time off
- Flexible schedule
- Professional development assistance

About the Job

POSITION SUMMARY

Responsible for the administration, organizing, planning, directing, and evaluating of the Bon Secours Hampton Roads ('BSHR') financial functions. Working through subordinate supervisors and managers, provides administrative review and direction to the following financial functions: budget planning, cost accounting, financial management and planning and facility support. As a member of the senior management team, participates in the development of plans, goals and objectives for BSHR and subsidiaries. Works closely with the BSHR executive team to insure consistency and comprehensiveness of efforts. Ensures compliance with BSMH and BSHR policies and with governmental and other regulations related to finance through subordinate management personnel. Reports directly to the Bon Secours Mercy Health (BSMH) Atlantic Group CFO.

JOB

REQUIREMENTS

1. Knowledge of advanced financial and accounting principles normally acquired through completion of a Master's degree in Accounting, Finance, or Business Administration required. Master's Business Administration preferred.
2. CPA and seven to ten years of related work experience (with two to three years in health

care)

required.

3. Requires previous work

experience demonstrating an exceptional level of interpersonal skills necessary

in order to deal effectively in delicate, sensitive and/or complex situations

with a wide variety of influential internal and external personnel and make

presentations before groups including regulatory agencies.

4. Requires previous work experience demonstrating a high

level of problem-solving skills necessary in order to develop and implement new

financial systems, techniques and/or procedures; direct the management of

financial resources; determine needs for capital equipment, personnel, expense

and revenue budgets; and prepare special and recurring reports and analyses.

This position will independently perform and manage a variety of complex administrative and business functions relative to budget, finance, procurement, facilities management, information technology services, human resources, and office service support in compliance with University and state policy. This position will also serve as an authorized budget unit director delegate for the dean and college.

Minimum Qualifications

Master's degree in finance, business administration, accounting, or economics. Extensive experience working in finance and accounting environment monitoring and reconciling financial data. Strong analytical and mathematical skills. Strong ability to explain complicated financial information. Extensive knowledge of modern business practices. Considerable knowledge of financial/accounting functions and operations. Working knowledge of information systems (e.g. Banner or similar program). Demonstrated ability to work independently. Excellent organizational skills. Excellent oral and written communication skills. Demonstrated decisiveness, ability to delegate, ability to display accountability, to impact, inspire, and motivate (adaptable personality).

Preferred Qualifications

Considerable experience working in a finance/accounting position in a university setting. Some experience working in an executive-level office or position.

Special Requirements

None

Job no: 510670

Work type: Administrative & Professional

Location: Blacksburg Area

Categories: Business / Accounting / Finance, Executive / Director / Management, Information Systems / Technology

Job Description

The Division of Information Technology at Virginia Tech, seeks an experienced, talented, and driven Director of IT Financial and Business Affairs, within Administration and Planning for the Division of Information Technology at Virginia Tech. Administration and Planning is made of several functional areas including finance, human resources, IT Procurement and Licensing Solutions (ITPALS), and facilities.

The Director of IT Financial and Business Affairs, reports to the Chief of Staff for the Division of IT and is part of the senior leadership team for the division. The Director is responsible for executive planning, policy development, negotiating, implementation, and execution of the financial and business operations of the Information Technology Division. The Director serves as the division's fiscal officer and acts as the primary interface with the university's finance organization. This is accomplished in ways that enhance the academic mission of the University; enrich student learning and student life; advance faculty teaching and research; and boldly articulate new strategic technology visions. Additionally, this position is accountable for providing primary support to executive leadership and senior management for all financial and business operations within the Division of Information Technology. The Director of IT Financial and Business Affairs will be accountable for facilitating the annual budget cascade, mentoring financial professionals in the division, developing and maintaining adequate internal controls, and supporting senior leadership in building fiscal accountability.

A successful candidate for this position will utilize financial management practices and financial planning to assist with management decision making. Additionally, the position will develop and maintain relationships with financial personnel

distributed across the division, department heads, and other key stakeholders.

[We encourage you to apply for this position if:

- You enjoy working with a wide variety of stakeholders within and outside of Information Technology to craft and execute strategies that enable and advance university goals
- You are adept at leading, facilitating, and encouraging meaningful service and organizational evolution
- You would like to live and advance your career in one of the most beautiful regions in the country, at an institution ranked #1 in best quality of life by the 2017 Princeton Review

Required Qualifications

- A Master's degree in accounting, business, finance, or related field or a Bachelor's degree and significant related experience
- Strong problem solving and decision making abilities and ability to exercise good judgement, make decisions, set priorities, and interpret policies and procedures
- Considerable knowledge of budgeting and planning in a nonprofit environment
- Demonstrated ability to effectively organize, perform and supervise a large volume of varied management tasks
- Demonstrated record of leadership, team building, and planning
- Exceptional communication and interpersonal skills working with a diverse workforce

Preferred Qualifications

- A professional certification in accounting such as a CPA, CMA or CIA
- Experience working with Information Technology contracts
- Experience working with fiscal operations in a large university environment including budget development, communications, expenditure processing, reporting and evaluation

Pay Band

placeholder

Salary Information

placeholder

Review Date

August 30, 2019

Additional Information

placeholder

The successful Candidate will be required to have a criminal conviction check

About Virginia Tech

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world. Building on its motto of Ut Prosim (that I may serve), Virginia Tech is dedicated to InclusiveVT—serving in the spirit of community, diversity, and excellence. We seek candidates who adopt and practice the Principles of Community, which are fundamental to our on-going efforts to increase access and inclusion, and to create a community that nurtures learning and growth for all of its members. Virginia Tech actively seeks a broad spectrum of candidates to join our community in preparing leaders for the world.

Virginia Tech does not discriminate against employees, students, or applicants on the basis of age, color, disability, sex (including pregnancy), gender, gender identity, gender expression, genetic information, national origin, political affiliation, race, religion, sexual orientation, or veteran status, or otherwise discriminate against employees or applicants who inquire about, discuss, or disclose their compensation or the compensation of other employees or applicants, or on any other basis protected by law.

If you are an individual with a disability and desire accommodation please contact the hiring department.

JOB SUMMARY:

The Director of Project Finance is responsible for all aspects of Sun Tribe's project finance activities. This position will work closely with the Chief Technology Officer and Director of Accounting to maximize economic returns in the deal structuring of Sun Tribe's portfolio of commercial and utility-scale PPAs. This position will maintain and grow third party financing relationships to ensure Sun Tribe has the most competitive financing sources available on the market. The position will also inform PPA prices, requiring a deep understanding of current market return expectations and long-term trends.

PRINCIPLE RESPONSIBILITIES

- Drive down the company's cost of capital
- Own and improve project financial models
- Develop strong working relationships with development team
- Maintain key relationships with banks, financial institutions and tax equity providers to ensure valuation is at the most competitive terms and oversee financing through financial close
- Review and negotiate project agreements, debt financing, joint development and partnership agreements.
- Perform project-level financial due diligence across various functional groups including EPC, O&M, asset management, interconnection, real estate, permitting and environmental, and insurance
- Oversee the creation and maintenance of pricing tools for financed solutions including lease, PPA, PACE, bank loans and others as applicable
- Integrate pricing tools with our investors' financial models and structure/return requirements
- Work with Sales/Marketing team to clarify value proposition and help close with financial decision-maker
- Determine PPA pricing for projects in development by the Sales and RFP teams
- Understand applicable incentives and rate structures that drive financial value

- Train Sales/Marketing/Operations personnel in key aspects of financial sales process
- Place financed projects with appropriate 3rd party financiers, including driving the contracting processes.
- Oversee the creation and maintenance of information memorandums and data rooms for active financed projects
- Oversee and continually update credit approval process
- Perform fiduciary role in managing portfolio risk

DESIRED SKILLS AND EXPERIENCE

- Masters in Finance, MBA, or equivalent work experience
- A minimum ten years' experience in project finance as it relates to renewable energy
- Experience leading tax equity structuring and sell side transactions
- Expert in MS Excel and high proficiency with other MS Office products
- Able to communicate complicated and technical points clearly both verbally and in writing
- Knowledge of principles of GAAP
- Excellent interpersonal communication skills, both verbal and written
- Ability to work well with others in a collaborative team environment
- Entrepreneurial mindset and ability to self-manage
- Commitment to integrity in all dealings
- Experience with credit analysis beneficial but not necessary
- Valid state driver's license, clean DMV driving record

SUBMIT YOUR APPLICATION:

Applicants should send a resume and cover letter directly to careers@suntribesolar.com with the subject line 'Director, Project Finance'

###

Sun Tribe is an equal opportunity employer and does not discriminate against any applicant or employee on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, political affiliation or belief.

Director, Student Fiscal Services

The George Mason University Student Fiscal Services Office invites applicants for a Director Student Fiscal Services position. George Mason University has a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff, and strongly encourages candidates to apply who will enrich Mason's academic and culturally inclusive environment.

Responsibilities:

Student Fiscal Services is one of several units under the authority of Fiscal Services and reports to the Vice President for Finance. This Director is responsible for the overall management of the University's student accounts including overseeing day-to-day operations of the student account receivables and collection teams and for the development and implementation of new initiatives. Responsibilities include adhering to and maintaining accuracy in reporting and compliance with University, Federal and State regulations, including Title IV aid and refunds, IRS 1098T filings, and the Fair Debt Collection Practices Act. The position will work closely with other department heads to ensure positive financial outcomes for the University and the highest level of customer service is provided to students. Core responsibilities include, but are not limited to:

- Directs activities of Student Fiscal Services staff, including but not limited to allocation of duties, training, and problem resolution. Evaluates performance and makes recommendations for personnel actions; ensures staff is knowledgeable with office policies and procedures.
- Manages the overall operations of the Student Accounts Office, Third Party Billing, Account and Loan Management and Cashiering functions of the University while providing direction and leadership in financial management, develops, reviews and implements changes as required; ensures compliance with university, state, and federal regulations and standard accounting procedures.
- Collaborates with the Mason Student Services Center, Office of Student Financial Aid, Office of the University Registrar, Admissions and other departments to develop strategies and lead efforts to improve customer

service experience and process efficiencies to support the mission of the university.

- Establishes and implements short-and long-range departmental goals, objectives, policies, and operating procedures; monitors and evaluates operational effectiveness, and effects change required for improvement.
- Improve customer experience by maintaining and improving web pages related to student fiscal services; ensure all communication vehicles (web, email, phone, and printed materials) provide consistent and accurate information.
- Responsible for the oversight of the Federal Perkins Loan and Nursing Loan programs including compliance, collections and accounting;
- Manages the Banner Student AR Module and ancillary systems including access, validation tables, and billing rules. Develops testing plan for all upgrades and reviews and tests implementation of new functionality in ERP system.
- Responsible for the proper recording and accounting of financial transactions to include registration feeds, financial aid awards, refunds, billings, waivers, student accounts receivable, collections and disbursements; oversees reconciliation of all funds received to include in person, online, electronic funds transfers and mail.
- Evaluates internal controls to ensure all assets are properly safeguarded; prepares external and internal reports. Prepares journal entries and spreadsheets; retrieves and verifies system data for compliance.

Required Qualifications:

- Master's degree in accounting, finance, business or related field, or a combination of education and experience that equates to an advanced degree.
- Significant professional experience (typically five or more years) in student accounts, financial aid, or accounting-related area.
- Demonstrated leadership and supervisory skills with the proven ability to manage several production departments.
- Strong financial, leadership and organizational skills to include ability to manage multiple competing priorities within specified deadline with the

ability to multi-task, organize, prioritize, and follow multiple projects and tasks through to completion with attention to detail.

- Demonstrated ability to analyze problems, identify solutions, and take appropriate actions to resolve problems using independent judgment and decision-making processes and to maintain strict confidentiality related to sensitive information.
- Comprehensive knowledge of Generally Accepted Accounting Principles (GAAP), and Governmental Accounting Standards Board (GASB) with the demonstrated ability to apply those principles in an operational environment.
- Demonstrates a strong understanding of Federal Regulations governing Title IV funds and other federal programs impacting student tuition.
- Proficient with a variety of software applications and databases.
- Strong customer service orientation and proven ability to work independently, exercise sound judgment while using diplomacy and discretion in all interactions.
- Demonstrates excellent interpersonal oral and written communications skills with the ability to work effectively with campus partners and collaboratively as part of a team.

Preferred Qualifications:

- Strong Knowledge of Banner Student AR Module.
- Knowledge and understanding of university organization, goals and objectives, and policies and procedures.
- Strong working knowledge of Commonwealth of VA financial policies and procedures as well as accounting, and cash and accounts receivable.

Special Instructions to Applicants

For full consideration, applicants must apply by 7/29/2019 for position number FA446Z at <http://jobs.gmu.edu/>; complete and submit the online application; and upload a cover letter, resume, and a list of three supervisory references with contact information.

About the Job

Manager -

Federal Financial Management Consulting in the Washington, DC Metro Area

- DoD

Secret clearance is required

Ideal position for an experienced federal

Accountant or Auditor seeking a steady work environment while working with a

small team of other federal accounting subject matter experts (SMEs)

FedQuest Solutions Inc. is an Alexandria, Virginia based financial management

consulting firm offering a variety of professional services to federal agencies based on our deep industry experience and technical knowledge.

We are

seeking candidates to fill open positions at the Manager level (6 to 8 years of experience) in the Washington, D.C. metro area to assist our federal client with

financial improvement and audit readiness support. Much of the work is conducted

at the client site in Arlington, VA (Crystal City), along with some teleworking opportunities.

Primary Responsibilities: Performing data

analysis of general ledger populations to ensure that they tie to the appropriate financial statements in accordance with federal and Department of Defense (DoD) policies and procedures Planning, supervision, review and completion of work Monitor the status of the engagement Advise and consult with engagement leadership on all significant developments Act as primary liaison to the client Reviews work papers and oversees the drafting of reports

Required Relevant Experience: Manager: At least

6 years of federal financial management AND 3 years of federal accounting experience. Along with an advanced degree OR a professional certification (CPA, CDFM, CGFM, CISA, or PMP).

Detailed knowledge of

the Treasury Financial Manual (TFM), U.S. Standard General Ledger (USSGL), and the DoD FMR (7000.14).

With a special emphasis on understanding how USSGL Section V is used to crosswalk individual accounts to federal financial statements. Performing data reconciliations using advanced Excel methods or using similar applications (e.g., SAS; IDEA; OBIEE; SQL) Knowledge in performing financial statement audits and audit readiness services

within the Department of Defense or federal government

Knowledge of GAAP,

FASAB, GAGAS, Internal Control Over Financial Reporting (ICOFR), DoD financial management policies and procedures and DoD organizational structures Familiarity with pertinent Office of Management and Budget (OMB) policies and federal financial management systems requirements

Desired Skills: Advanced in Microsoft Excel and at least proficient in other MS Applications (e.g., Access, Word, SharePoint, Outlook, PowerPoint) Analytical and problem-solving Ability to multi task and prioritize Planning and organization Detail-oriented with an ability to work both independently and with a team Client service oriented (e.g., clear communicator, positive, tactful, efficient)

Education: Manager – Master's degree in Accounting, Finance, Information Technology, or Business Management. Bachelor's degree is acceptable if the candidate is certified (CPA, CDFM, CGFM, CISA, or PMP)

Certifications: Certified Public Accountant (CPA) Certified Defense Financial Manager (CDFM) Certified Government Financial Management (CGFM)

Certified Information Systems Auditor (CISA) Project Management Professional (PMP)

Clearance Level: Required - Current DoD

Secret level clearance (NOTE: must confirm status with FedQuest Facility Security Officer)

Travel: Some travel may be required

Please attach resume to application.

About the Job

Manager -

Financial Accounting Advisory Services - EAST Assurance Requisition # UNI00DYM Post Date Aug 19, 2019 When our clients are facing complex finance and controllership issues, they look to us to set it right. Whether a system conversion has been miscalculated or they simply don't have the knowledge

in the right area of accounting, we provide the answers to the big questions nobody else can. ****The opportunity**** Our Financial Accounting Advisory Services (FAAS) team is growing exponentially, and as a Manager you'll play a

key role in that growth. Working across all industries, you'll develop your career by communicating creative, strategic goals both internally and externally. It's all about listening to and understanding our clients to give them a truly exceptional experience in a field where there really are no off-the-shelf recommendations. ****Your key responsibilities**** The nature of this role means no two projects will be the same. That means you'll need to

think on your feet and challenge existing practices to develop answers to complex issues. You'll also be collaborating with colleagues across multiple service lines, so we'll look to you to build relationships and identify opportunities for our clients to benefit from our knowledge in other areas. Regular travel will be required as you will be meeting with key clients, some of

those being the most respected in their fields. ****Skills and attributes for success**** + Consulting with clients on complex accounting issues + Collaborating with partners, senior managers and clients to influence strategy,

balancing risk and client expectations + Ensuring our Engagement team thoroughly understands our clients' unique needs, ambitions and expectations +

Building relationships with colleagues across multiple service lines to provide seamless integrated service + Managing performance and identifying opportunities to improve our products and processes ****To qualify for the role you must have**** + A bachelor's degree, CPA certification and 5 to 8

years work experience as an auditor in a public accounting firm + Strong technical writing skills and advanced risk management knowledge + A deep understanding of the marketplace, as well as commonly used terminology, processes and tools + A proven record of excellence when managing, mentoring

and improving a team of high-performing colleagues + The confidence to research and resolve emerging client issues, including regulations, industry practices and new technologies **Ideally, you'll also have** + A master's degree in Accounting, Economics, Finance, Mathematics or related discipline + Audit experience in a large firm **What we look for:**

We're interested in versatile people with the ability to take on new responsibilities and listen to clients to get things done. We're not just looking for technical accounting experience — we're after genuinely interesting

people with the ability to build relationships, negotiate and think in unique and creative new ways. If you're a confident leader with a curious mind and the

ability to solve complex issues, this role is for you. **What working at EY offers:** We offer a competitive compensation package where you'll be rewarded based on your performance and recognized for the value you bring to our

business. In addition, our Total Rewards package includes medical and dental

coverage, both pension and 401(k) plans, a minimum of 22 days of vacation plus

10 observed holidays and up to 3 paid personal days, and a range of programs and

benefits designed to support your physical, financial and social well-being.

Plus, we offer: + Support, coaching and feedback from some of the most engaging colleagues in the industry + Opportunities to develop new skills and progress your career + The freedom and flexibility to handle your role in a way that's right for you **About EY** As a global leader in assurance, tax, transaction and advisory services, we hire and develop the most passionate

people in their field to help build a better working world. This starts with a culture that believes in giving you the training, opportunities and creative freedom to make things better. So that whenever you join, however long you stay,

the exceptional EY experience lasts a lifetime. **If you can confidently

demonstrate that you meet the criteria above, please contact us as soon as possible.** **Join us in building a better working world. Apply now.**

EY provides equal employment opportunities to applicants and employees without

regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, or disability status.

Overview

The Cyber, Acquisition, Intelligence Group (CAIG) supports a broad array of clients the Office of the Under Secretary of Defense for Acquisition and Sustainment (A&S) and Research and Engineering on cyber, space, nuclear, intelligence and acquisition efforts. The DASD Industrial Policy positions will be located either at the Pentagon or at the Mark Center in Alexandria, VA. #IN123

Responsibilities

SPA is seeking experienced Business Intelligence Analysts to support the Deputy Assistant Secretary of Defense (DASD) for Industrial Policy.

- The candidates will support DASD Industrial Policy in the identification, analysis, and tracking of foreign investments in the Defense Industrial Base (DIB), along with working with the Non-Notify Working Group and DASD analysts to identify foreign investment risk not yet mitigated.
- The candidate will help track foreign investment risk and, when said risk exceeds pre-determined thresholds, deliver recommendations to the government client on how to best address that risk.
- The candidates shall also develop and maintain standard procedures for identifying, analyzing, and tracking foreign investment in the DIB.

Qualifications

Required:

- Active TS/SCI clearance.

Advanced -

- Bachelor's and Master's degree in the areas of Business, Finance, or Economics.
- 7+ years of experience in global markets, industry/sector trends, capital formation, and banking.

Intermediate -

- Bachelor's degree in the areas of Business, Finance, or Economics.
- 5+ years of experience in global markets, industry/sector trends, capital formation, and banking.

Desired:

Intermediate-

- Master's degree in the areas of Business, Finance, or Economics.
-

Overview

The Cyber, Acquisition, Intelligence Group (CAIG) supports a broad array of clients the Office of the Under Secretary of Defense for Acquisition and Sustainment (A&S) and Research and Engineering on cyber, space, nuclear, intelligence and acquisition efforts. The Senior Program Analyst position will be located at Pentagon. #IN123

Responsibilities

SPA is seeking an experienced Case Manager in support of the Deputy Assistant Secretary of Defense (DASD) for Industrial Policy. The candidate will support DASD Industrial Policy in the review and assessment of current Committee on Foreign Investment in the United States (CFIUS) cases. The candidate will review CFIUS filings, prepare summaries of assigned cases, engage DoD stakeholders to determine the facts, and make recommendations to the senior leaders.

In cases where it is possible to mitigate risk, the candidate will draft and deliver initial Risk Based Assessments to DASD Industrial Policy.

In addition, the Case Manager will prepare and manage OSD staff packages.

Qualifications

Required Qualifications:

- Active TS/SCI clearance
- Bachelor's Degree in one of the following areas: Business, Finance, Economics, or National Security.
- Master's Degree in one of the following areas: Political Science, Public Policy, Business, Finance, Economics, or National Security.
- 7+ years of experience in case management.
- Ability to communicate (oral or written) risks to senior DoD leaders.

ASR International Corporation (<http://www.asrintl.com>) has a requirement with the **US Navy U.S. Fleet Forces' (USFF) Fleet Command Division**.

This is an exciting and highly visible role with the US Navy and US Congress. Please send your resume reflecting the below experience.

Strategic Planning and Congressional Analysis Support Services for the United States Fleet Forces Command

Strategic Planning and Communications Support

- The contractor shall provide strategic planning support by producing executive-level Microsoft PowerPoint briefs/templates and Microsoft Excelgraphs/charts for use in communicating the Commander's vision and guidance.
- The contractor shall provide executive-level strategic communications planning support, to include execution plans and communication products, that enhance USFF's non-Navy outreach, education, and training activities focused on promoting awareness of USFF and Fleet mission.
- The contractor shall provide analytical support and coordinate inputs for USFF staff key issues along with technical analysis and constructive/valueadded recommendations for selected N02 topics. In order to efficiently and effectively fulfill executive-level communication requirements, the contractor shall use multiple channels of communication and integration with current knowledge management practices.
- The contractor shall gather, document, and manage related agendas, action items and reports, briefings and correspondence to ensure tasked requirements are effectively/accurately accomplished and submission deadlines are met.
- The contractor shall assist with developing metrics to assess effectiveness of USFF strategic planning and communication processes and products. The contractor shall assist with analyzing the metrics, identifying gaps, and developing and implementing recommendations to improve USFF strategic planning and communication processes and products.
- Contractor shall assist in the Co-development of the Commander's Vision and Guidance (V&G) statements as well as the methodology used to

carryout the Commander' Vision. This includes assisting in planning for the command's strategic and long-range goals; conducting reviews to identify strengths, weaknesses, opportunities, and threats (SWOT) in command's strategic planning and communications processes and products; applying organizational change management models in support of implementation of V&G; and assessing implementation progress and effectiveness of V&G.

- Contractor shall assist in the development and maintenance of all Strategic Plans and Communications in support of new command leadership or as mission evolves. These executive-level strategic plans and communications shall be formally reviewed by the COR and updated as required, but no less than annually.
- Contractor shall assist in the development of outreach and awareness documents, executive talking points, newsletters, and fact sheets. These documents shall be produced, reviewed and updated on a quarterly basis, if necessary.
- Contractor shall provide technical briefings and external stakeholder briefs, proceeding documents, executive talking points pertaining to ongoing requirements, and other executive communication products throughout the life of the contract.
- Contractor shall assist in the development of assessment criteria, execution of an effective data gathering technique, analysis of data and the development of a comprehensive assessment report that provides the command's mission accomplishment.
- Contractor shall assist in the development of briefs and/or products required in support of flag level synchronization events. These events typically occur bi-annually but may be required more frequently as necessary.
- Contractor shall assist in the strategic development of executive-level communications plans and products in support of command strategic engagements catering to different audiences both external and internal to the command as required by executive leadership.
- The Key Issues Playbook (KIP) shall be developed quarterly or as required to support Flag level events. In support, the contractor shall assist with developing and codifying a plan for producing and executing the KIP, coordinating across staffs to collect and refine KIP inputs, developing metrics to assess effectiveness of KIP processes and products, and

providing recommendations on how to improve KIP processes and products.

- Technical briefings, advanced data analytics, decision support documents, conference/meeting reference materials and proceedings documents all are part of daily duties of the contractor.

Congressional Analysis Support

- The contractor shall assist with monitoring, reviewing, coordinating, and developing responses to Congressional Requests for Information (RFIs) that are tasked to USFF to ensure message consistency, accuracy, and understandability. The contractor shall assist with tracking and analysis of Congressional RFIs (e.g. how many, from whom, how long to answer, etc).
- The contractor shall assist with monitoring, researching, and developing executive-level information papers and other products analyzing major legislation of interest to USFF (e.g. National Defense Authorization Act, Appropriations Bill) that will enable senior leadership to make better-informed decisions.
- The contractor shall assist in the development of a Congressional strategic engagement plan.
- The contractor shall use data tools to assist with maintaining records of USFF Congressional engagements in order to provide historical context and analysis to senior leadership for future engagements.
- The contractor shall maintain a current, accurate and complete database in Microsoft Excel of key Congressional staffers to enable identification of individuals for future engagement opportunities.
- The contractor shall assist with researching and developing strategic communications documents for key Fleet initiatives that can be used for different Congressional audiences to ensure message consistency, accuracy, and understandability.
- The contractor shall assist with planning logistics for complex Congressional visits that may stretch across multiple echelons and chains of command.
- The contractor shall assist with coordinating and producing executive-level preparatory materials and strategic communications products for Congressional visits on time and at the quality levels desired by the government.

- The contractor shall assist with developing metrics to assess effectiveness of USFF Congressional engagements and the strategic engagement plan.
- Technical briefings, advanced data analytics, decision support documents, conference/meeting reference materials and proceedings documents all are part of daily duties of the contractor.

Qualifications for the Role:

Minimum 5 years general experience in the following areas:

- Strategic Planning and Communications
- Course of Action (COA) Analysis
- Advanced Data Analytics
- Congressional Analysis
- General Program Support
- Communicating complex material in various formats to include the use of software programs such as Microsoft PowerPoint, Excel, Word and Publisher

Specific Requirements: In addition to the general experience requirement above, contractor personnel supporting this effort shall also have a minimum of three (3) years of demonstrated specific experience in advanced communication and support with flag level/general officers and senior executives.

Education Requirements: Master's Degree in Business Administration/Management/Accounting/Finance with a Strategy Specialization or Economics or Public Administration or Strategic Communications

Job Type: Contract

Experience:

- Program Analysis: 5 years (Required)

Education:

- Master's (Required)

Contract Length:

- More than 1 year

Contract Renewal:

- Likely

Full Time Opportunity:

- Yes
-

Position Information

The Department of Management and Finance is seeking an experienced Staff Financial Analyst to function as a centrally located financial analyst. This position will assist in the development of a significant portion of the County's \$3.4 billion, ten-year Capital Improvement Program (CIP). Additionally, this employee will be responsible for a full range of capital budgeting and financing activities, including the development of capital financing policies and project criteria; coordinating CIP project and funding plan development; and providing financial oversight to approved capital projects.

This employee will provide advice and assistance on complex financial matters to the County Manager, County Board members and Board-appointed advisory boards and commissions.

Specific duties include:

- Leading negotiation and implementation of complex financing tools;
- Leading or participating in regional, county-wide, or departmental task forces or special projects; and
- Developing specialized financing plans for large capital projects.

Selection Criteria

Minimum: Bachelor's degree in Public/Business Administration, Finance, Accounting, Economics or a closely related field plus significant progressively responsible fiscal experience which has included complex project, economic or financial analysis; providing financial advice to top management; or funding and management of major capital projects.

Substitution: A Master's Degree in a related field may substitute for up to one year of the experience requirement. Additional qualifying experience may be substituted for the education requirement on a year for year basis.

Desirable: Preference may be given to candidates with one or more of the following education/experience:

- Master's degree in Public/Business Administration, Finance, Accounting or Economics;
- Reviewing complex capital project proposals and advising senior leadership at the federal, state or local level on these projects;
- Formulation and execution of annual budgets, including long term program or capital plans;
- Forecasting program and resource/revenue needs at the federal, state or local level for inclusion in budget deliberation and adoption; and/or
- Using MS Office in the preparation of complex spreadsheets, presentations, reports or other documents.

Additional Information

Work Hours: 8:00 am to 5:00 pm, Monday through Friday.

Please note that the salary listed above is effective starting July 1, 2019.

This position is part of a pay for performance salary system within the Department. Entry salary within the band is determined by experience and qualifications. With satisfactory performance, professional development and position growth, employees may advance within the band up to the maximum of the band.

NOTE: This position is listed as "open continuous." Interested applicants are advised to submit their applications as soon as possible. Applications will be reviewed and qualified applicants referred on a continuous basis. Interviews will be conducted on a regular basis throughout the recruitment with candidates whose qualifications best fit our needs. If your application is received later in the recruitment process, it may not be reviewed or considered. The application process will close when the position has been filled or when a sufficient number of qualified applications have been received.

Your responses to the supplemental questionnaire are considered part of the selection process and are required for this position. Please do not give see resume as a response to the questions. Incomplete applications will not be considered.

What you'll be doing...

OneFiber (1F) FP&A Reporting Team

The OneFiber FP&A reporting team creates and utilizes tools to report on the progress of the OneFiber program by creating and tracking KPIs as well as measuring against plan of record and in year commitment views. The reported results are reviewed monthly through various executive meetings and are leveraged to make both financial and operational decisions. The reporting is made possible by leveraging massive internal and external data and making them accessible to decision makers in a format that is simple, visually pleasing and presented in a way to drive conclusions. Data includes engineering build progress, our ability to sell into new addresses, customer types, capital spend, available workforce, and product offers.

We do this by leveraging Verizon's extensive suite of support systems, Excel, R Studio, SQL, Tableau, Qlik, Alteryx, and Teradata. In this role you will be doing comprehensive and robust financial analysis that allows Verizon to maximize value on its capital investments in OneFiber.

Responsibilities:

- Maintain and Develop Systems for OneFiber Reporting - Develop and enhance reporting for various OneFiber systems (NAR, COFEE, FIM) along with general ledger systems (NSAP/VSAP) to ensure sufficiency and accuracy of operational and financial metrics reported to financial and non-financial management to evaluate program results.
- Manage Data Sourcing and Analytics – Develop, maintain and update comprehensive, robust data set focusing on OneFiber that allows for deep dive review of program performance. Find commonalities and join separate data sets as well as a high volume of data cleansing in order to perform advanced analytics.
- Data Visualization – Leverage data that has been set up to automate dashboard visualization tools (tableau, Qlik) to provide real time updates to program and executive leadership teams in order to drive decision making.

- Partner with subject matter experts – Forge relationships across engineering, OneFiber Project management office, IT and all lines of business with the goal of consistent reporting/conclusions of results.
- Own the development and communication of the plan and forecast, financial reporting, operational analysis and executive reviews for Actuals, Business Plan, Commitment View, and Best View.
- Evaluate business results and serve as a functional expert to the business client to provide strategic guidance and insights during the analysis process.
- Accountable for making decisions and recommendations to ensure the quality and delivery of all the products and services.
- Interpret and evaluate monthly analyses of business trends, including budget variance of financial results and Key Performance Indicators to identify areas of risk and opportunities and provide recommendations.
- Partner with the business to develop costing/profitability models and reports.
- Assess the impact of strategic financial decisions and present recommendations to leadership.
- Design, develop and implement methods and strategies to continually improve processes.
- Assess customer/product profitability and drive profit optimization.
- Present and communicate to all levels of the business.

What we're looking for...

You'll need to have:

- Bachelor's degree in Accounting, Finance, Economics or relevant degree or four or more years of work experience.
- Six or more years of relevant work experience.
- Experience working with financial systems.
- Experience with Microsoft Office Suite.

Even better if you have:

- A Master's degree in Business Intelligence & Analytics, Business Administration, Accounting, Finance, or Economics.

- Experience with database tools such as; Oracle, SQL Server or MS Access.
- Experience gathering and connecting data through scripting tools (SQL, SAS, VBA, Python, etc.).
- Experience in analyzing and modeling tools (Alteryx, Microsoft BI, VBA Access/Excel).
- Experience producing results in visualization tools (Tableau, Qlik, and PowerPoint).
- Experience in the technology and/or telecommunications industry.
- A professional certification (e.g. CPA, CMA).
- A high degree of analytical capability with the demonstrated ability to structure business case around a high-level strategic vision.
- Strong strategic skills, with the proven ability to identify and assess key points, implications and recommendations.
- Knowledge of corporate financial planning, reporting & analysis, and costing/profitability methodologies and processes.
- Knowledge of common business and cost drivers, financial statement analysis, and deep-dive analysis.
- Experience in continuous improvement initiatives, root cause analysis and project management.
- Experience leading large and complex team projects with minimal supervision.

When you join Verizon...

You'll be doing work that matters alongside other talented people, transforming the way people, businesses and things connect with each other. Beyond powering America's fastest and most reliable network, we're leading the way in broadband, cloud and security solutions, Internet of Things and innovating in areas such as, video entertainment. Of course, we will offer you great pay and benefits, but we're about more than that. Verizon is a place where you can craft your own path to greatness. Whether you think in code, words, pictures or numbers, find your future at Verizon.

Equal Employment Opportunity

We're proud to be an equal opportunity employer- and celebrate our employees' differences,including race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, and Veteran status. Different makes us better.

Job Description**Job #:** 943532**Role:** Finance Analyst**Location:** Dulles, VA**Schedule:** 40 hours / weekSend resumes to cjmccarthy@apexsystems.com

Overview: Apex Systems, the nation's second largest IT staffing and technology services firm, has an immediate opening for a **Financial Analyst** to sit on-site in **Dulles, VA**.

Roles and Responsibilities:

- Performs economic research and studies subjects such as rates of return, depreciation, working capital, investments, and financial and expense comparisons by analysis of profit and loss statements and income statements.
- Prepares reports of findings and recommendations to management.
- Develops, maintains, and establishes operational specifications for financial information systems considering such things as information flow, volume, and document format for data processing equipment.
- May provide analysis on business development and may monitor business performance by unit or division.

Required / Basic Qualifications:

To be considered for this position, you must minimally meet the knowledge, skills, and abilities listed below:

- Requires intermediate understanding of Microsoft Excel and PowerPoint
- Must have a working knowledge of EVMS
- Candidates must be US citizens and able to obtain and/or maintain a Department of Defense Top Secret security clearance and eligible for an SCI as a condition of employment

Preferred Qualifications:

- Understanding of Financial systems (Oracle, Hyperion)

- Financial forecasting experience with EVMS or government cost reporting
- Understanding of Business systems (SAP, MPM, WinSight)

Education Requirements:

- Bachelor's degree in Business Management, Finance, Accounting, Economics or related and a minimum of 6 years related experience in financial analysis OR a Master's Degree with 4 years of experience.

Candidates must be US citizens and able to obtain and/or maintain a Department of Defense Top Secret security clearance and eligible for an SCI as a condition of employment

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- **As a contract employee of Apex Systems, you are eligible for Health, Dental, Vision and Life Insurance; Shorter Term Disability; Hospitalization Coverage; Direct Deposit; Weekly Pay Periods; Training and Development Programs; Corporate Discounts / Perks and our Referral Program.**
-
- **Apex Systems is an Equal Employment Opportunity / Affirmative Action Employer. We evaluate qualified applicants without regard to race, color, religion, sex, national origin, disability, veteran status, and other protected characteristics.**

EEO Employer

Apex is an Equal Employment Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, age, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. Apex will consider qualified applicants with criminal histories in a manner consistent with the requirements of applicable law. If you have visited our website in search of information on employment opportunities or to apply for a position, and you require an accommodation in using our website for a search or

application, please contact our Employee Services Department at 844-463-6178-6178.

Our purpose is to serve the nation with the single most trusted and capable health information network, built to increase patient safety, lower costs and ensure quality care.

Job Summary

The FP&A Manager will play a significant role in taking the Finance organization to higher standards of performance. The individual will partner across all levels of the organization to drive sound business decision making. The FP&A Manager will also drive new finance initiatives while innovating current processes.

Responsibilities

- Manage Key Finance Projects –
 - Long-term forecasting – Manage long-term revenue/gross margin forecasting process for delivery to Executive Team and BoD
 - Investment Analyses – Partner with Product & Sales teams to design performance measurement framework and monitor results for prospective investments
 - Product P&L's – Operationalize & automate
- Decision Support – Partner with Product/Sales teams for customer/partner deal evaluation
 - Review and analyze proposals, quantifying risks and opportunities. Perform M&A due diligence.
 - Partner with Strategy on revenue and profit optimization initiatives
- Ad Hoc Analyses –
 - Act as SME for financial modeling
 - Perform customer/network level analyses for national network w/ 15B+ trx.
 - Create valuations using capital budgeting techniques (NPV, ROI, IRR, DCF)
- Budgeting/Forecasting/Financial Reporting/Performance Measurement – Primarily for new products
- Sales/Accounting Operations –
 - Validate sales funnel for revenue forecasting
 - Pricing analysis

- Commissions – design, compilation, validation, dispute resolution, administration
- Accounting Operations - validate accounting treatment on proposed deals
- Financial Systems –
 - Automate key processes & implement Corporate Performance Management (CPM) solution for budgeting/forecasting/reporting/dashboards

Qualifications

Basic Requirements

- Bachelor's degree in Finance or related field
- 7+ years of progressive Finance experience
- Ability to break down complex problems
- Exhibits ability to synthesize information and recognizes and prioritizes key actions
- Demonstrated analytical and conceptual skills
- Demonstrated business partnering skills
- Excellent communication and interpersonal skills
- Ability to manage multiple priorities, work with senior leaders and deliver results
- Demonstrated ability to influence others not directly under individual supervision

Preferred Qualifications

- Master's degree in Finance or MBA
- Big 4 accounting experience or corporate finance experience
- Significant experience independently developing dynamic financial and operational models
- Experience independently performing financial statement analysis/modeling
- Experience using advanced functionality in MS Office (Excel, PowerPoint, etc.)

Surescripts is proud to be an Equal Employment Opportunity and Affirmative Action employer. We do not discriminate on the basis of race, color, religion, age, national origin, ancestry, disability, medical condition, marital status, pregnancy, genetic information, gender, sexual orientation, parental status, gender identity, gender expression, veteran status, or any other status protected under federal, state, or local law.

Overview

The Cyber, Acquisition, Intelligence Group (CAIG) supports a broad array of clients the Office of the Under Secretary of Defense for Acquisition and Sustainment (A&S) and Research and Engineering on cyber, space, nuclear, intelligence and acquisition efforts. The Business Transaction Analyst position will be located at the Pentagon or the Mark Center in Alexandria, VA. #IN123

Responsibilities

SPA is seeking experienced Business Transaction Analysts to support the Deputy Assistant Secretary of Defense (DASD) for Industrial Policy. The candidate will support DASD Industrial Policy in the monitoring of Non-Notified transactions and global market capital investment initiatives. The candidate will consistently and efficiently monitor business transactions that have not been filed with the Committee on Foreign Investment in the United States (CFIUS) in order to assess the foreign investment risk.

Primary focus will be on product integrity, supply assurance, co-location, and technology transfer. Additionally, the candidate will support DASD Industrial Policy's capital investment initiatives.

Qualifications

Required:

- Active Secret or higher clearance (SSBI investigation required).
- Bachelor's degree in the areas of Business, Finance, Economics, or National Security.
- 5+ years of experience working with complex corporate structures and international business transactions.
- Understanding of accounting principles, specifically dealing with revenue recognition, technology transfers, and Intellectual Property ownership, product integrity, and supply assurance.

Desired:

- Master's degree in the areas of Business, Finance, Economics, or National Security.
-

Are you interested in expanding your career through experience and exposure, all while supporting a mission that seeks to ensure the security of our nation and its allies? If so, then Northrop Grumman is the place for you. As a leading global security company, we provide innovative systems, products and solutions to our customers worldwide. We are comprised of diverse professionals that bring different perspectives and ideas, understanding that the more experiences we bring to our work the more innovative we can be. As we continue to build our workforce, we look for people that exemplify our core values, leadership characteristics, and approach to innovation.

Northrop Grumman Technology Services sector is seeking a **Principal Program Cost Schedule & Control Analyst** to join our growing team of diverse professionals in **Suffolk, Virginia**. This position can work on-site or virtually.

Responsibilities:

- Sets up cost control system, monitoring and controlling costs and schedules on contracts requiring validated cost schedule control system
- Performs analyses and prepares reports to ensure that contracts are within negotiated parameters and government cost control guidelines.
- Prepares budgets and schedules for contract work and performs and/or assists in financial analyses such as funding profiles, sales outlooks, and variance analyses.
- Formulates program plans to ensure program requirements and statement of work are captured and scheduled.
- Schedules and conducts risk assessments to identify and mitigate program cost and scheduling risks.
- Ensures adequate funding availability by maintaining accurate records of expenditures, directing preparation of expenditure projections, and submitting timely requests for additional funding to the government.

- Incorporates contractual changes into control systems by staying aware of outstanding work against each contract in order to maintain realistic contract cost and schedule baselines.
- Partners with Program Management through:
 - Preparation, reporting, and analysis of actuals, Indicated Final (IF), Annual Operating Plan (AOP), and Long Range Strategic Plan (LRSP) financials
 - Estimates at Completion (EAC) preparation and analysis
 - Treasury/cash flow forecasting
 - Indirect rate formulation/analysis
 - Project cost structure set-up and adherence to company policies, procedures and internal controls
 - Special projects as assigned
- Moderate interaction/supervision/division from Business Manager

Basic Qualifications:

- Must have one of the following:
 - High school diploma / GED with a minimum of 10 years of cost schedule & control, budgetary, or contracting experience
 - Bachelor's degree in finance, business, or related field with a minimum of 6 years of cost schedule & control, budgetary, or contracting experience
 - Master's degree in finance, business, or related field with a minimum of 4 years of cost schedule & control, budgetary, or contracting experience

Preferred Qualifications:

- Business Warehouse Experience or Data Repository Application Experience
- Proficient in Microsoft Excel Vlookup & Pivot Tables

Northrop Grumman is committed to hiring and retaining a diverse workforce. We are proud to be an Equal Opportunity/Affirmative Action Employer, making decisions without regard to race, color, religion, creed, sex, sexual orientation, gender identity, marital status, national origin, age, veteran status, disability, or any other protected class. For our complete EEO/AA and Pay Transparency statement, please visit www.northropgrumman.com/EEO. U.S. Citizenship is required for most positions.

WiSC - A Veteran Owned Small Business supporting the DoD and IC in the DC Metropolitan area

Overall Assignment Description:

The Contractor shall:

- Collect data on use of Full Time Equivalent (FTE) resources from KC's as required to support various program reviews, including GEOINT Mission Reviews (GMR's) and Integrated GEOINT Mission Reviews (IGMR).
- Collect and analyze performance data, conduct resource analysis and prioritization in support of the MMIG, SAMM, GMM and NGO's.
- Participate in and provide reporting from annual NGA, DoD and IC Planning, Programming Budgeting and Execution (PPBE) activities, ensuring MMIG equities are advanced and key personnel such as SAMM, GMM and NGO's are aware of activities requiring their attendance.
- Establish effective communication between and personal interactions with key stakeholders, such as KC leaders and Portfolio Managers (PM), in order to facilitate the PPBE process.
- Prepare data for program analysis of key areas of interest for the SAMM, GMM and NGO's, including GMR's and IGMR.
- Develop program recommendations, and reports in consultation with SAMM, GMM and NGO's for use in key governance activities which further the mission of the MMIG, including the Mission Integration Board (MIB), the Program Integration Board Working Group (PIBWG) and Program Integration Board.
- Assist SAMM, GMM and NGO with coordination of spend plan and execution plans changes within their assigned areas of interest.
- Participate in the development and coordination of Unifying GEOINT Plans (UGP) and Integrated GEOINT Plans (1GP), in coordination with SAMM, GMM and NGO's.
- Conduct other planning, budgeting and policy activities as required to support the SAMM, GMM and NGO's in developing and presenting recommendations for investments and divestments of activities in support of the NGA mission.

Skills and Experience:**Required:**

- Must have an active TS/SCI security Clearance
- Must have 8 years specialized experience and a total of 12 years' experience.
- Budget and program management experience within the Department of Defense, and Intelligence Community, including experience with the Planning, Programming, Budgeting and Execution Process (PPBE).
- Demonstrated experience with budgeting activities.
- Bachelor's Degree in Accounting, Finance or related Business field.

Desired:

- Master degree in Accounting, Finance or related Business field.
 - Experience with NGA.
-

Req. ID: 139866

Micron Technology's vision is to transform how the world uses information to enrich life and our commitment to people, innovation, tenacity, collaboration, and customer focus allows us to fulfill our mission to be a global leader in memory and storage solutions. This means conducting business with integrity, accountability, and professionalism while supporting our global community.

As the Senior Manager, Site Controller at Micron Technology, Inc., you will be responsible for financial planning and control of Micron's frontend wafer fabrication facility (FAB 6) in Manassas, Virginia. You will work closely with the Site Vice President, and the extended team to provide effective decision-making support as well as financial oversight and control. You will collaborate with various global departments inside and outside the Finance function (including Financial Planning & Analysis, Cost & Inventory Accounting, Manufacturing Finance, Business Unit Finance, etc.) and analyze, guide and help optimize the financial performance of the fabrication facility.

We are looking for an experienced financial professional who will be comfortable working in a dynamic, iterative environment that also affords the stability of a global, well-established and competitive technology company.

Responsibilities include, but not limited to:

- Lead the Site-Finance Finance team in providing comprehensive financial analysis, product costing, planning and forecasting and other requirements
- Partner with members of the Site senior leadership team (SLT) in identifying, assessing and presenting strategic initiatives. Drive financial

business decision-making within the SLT, emphasizing and improving shareholder value generation, voicing opinions and taking informed risks.

- Design and drive cost reduction activities with the objective to achieve best-in-class cost in all areas of Site Manufacturing
- Provide expert advice and counsel to Corporate and the Global Front-End Finance team to integrate and streamline processes and systems for product costing, as well as financial and business planning and reporting
- Work with Site SLT team to optimize Site capital plans for maximum return-on-investment (ROI). Apply return on investment analysis practices & procedures to capital projects, and make recommendations to Site leadership.
- Exercise effective and independent financial oversight and control over Site financial operations to safeguard and maximize shareholder value
- Collaborate with other teams inside and outside the global Finance organization to develop highly effective working relationships
- Develop and lead team member performance, including planning, training, mentoring, rewarding, promoting teamwork, and developing leadership within the Site Finance team

Minimum Qualifications:

- Bachelor and/or Master Degree in Business Administration, Finance, Accounting or related field
- Additional professional qualifications like CPA, CFA, CMA preferred
- At least 10 years of work experience in Finance, Accounting, Financial Controlling or related fields in the manufacturing industry (electronics manufacturing, semiconductors or other high-tech industries preferred). Financial operations experience (senior level) in a memory manufacturing operation preferred.
- Minimum of 5 years of prior management experience

Preferred Skills:

- Strong analytical skills

- Excellent written and verbal English-language communication and presentation skills
- Proven ability to perform in an environment characterized by volatility, uncertainty, complexity, and ambiguity (VUCA)
- Strong negotiation skills and the ability to build strong interpersonal relationships
- Demonstrated capability to build highly effective and engaged teams

About Us

As the leader in innovative memory solutions, Micron is helping the world make sense of data by delivering technology that is transforming how the world uses information. Through our global brands — Micron, Crucial and Ballistix — we offer the industry's broadest portfolio. We are the only company manufacturing today's major memory and storage technologies: DRAM, NAND, NOR and 3D XPoint™ memory. Our solutions are purpose built to leverage the value of data to unlock financial insights, accelerate scientific breakthroughs and enhance communication around the world.

Micron Benefits

Employee Rewards Program, Healthcare, Paid time off (Combined Sick and Vacation Time), Retirement savings plans, Paid maternity/paternity leave, Employee Assistance Program, Professional development training, Workplace wellness programs, Micron Health Clinic (Boise only), Fitness Center/Activity rooms (Boise/San Jose only), Tuition Reimbursement, Micron Corporate Discounts, Casual Dress attire.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran or disability status.

For US Sites Only: To request assistance with the application process and/or for reasonable accommodations, please contact Micron's Human Resources Department at 1-800-336-8918 or 208-368-4748 and/or by completing our General Contact Form

Keywords: Manassas || Virginia (US-VA) || United States (US) || SGA || Experienced || Regular || Accounting/Finance || Not Applicable || Tier 5 ||

Are you interested in expanding your career through experience and exposure, all while supporting a mission that seeks to ensure the security of our nation and its allies? If so, then Northrop Grumman is the place for you. As a leading global security company, we provide innovative systems, products and solutions to our customers worldwide. We are comprised of diverse professionals that bring different perspectives and ideas, understanding that the more experiences we bring to our work the more innovative we can be. As we continue to build our workforce, we look for people that exemplify our core values, leadership characteristics, and approach to innovation.

Northrop Grumman Technology Services is currently seeking a **Sr. Principal Pricing Analyst** to join our growing team of diverse professionals in **Herndon, Virginia**. This position will report to the Division Manager of Pricing & Estimating.

Responsibilities:

- Supports contract proposal preparation, proposal cost volume development, cost estimation, and departmental operations duties.
- Duties entail Prepares new business and follow-on cost proposals, task/delivery orders of various contract types
- Coordinates the monthly/quarterly proposal reporting requirements, bulletins & memorandums, proposal reviews and audits, and validates the pricing software tools.
- Develops, analyzes, evaluates, coordinates, prepares, and supports cost proposals to government and commercial customers.

- Reviews Requests for Proposals (RFP) and proposal documents for compliance to customer specifications/requirements and adherence to company policy.
- Ensures Northrop Grumman Estimating System compliance and provides interpretation of RFP requirements.
- Interacts with personnel and management at all levels; interfaces and coordinates with other business management personnel on a daily basis.
- Provides reviews of all estimates prior to delivery and review by senior management.
- Prepares and presents costs estimates to management, customer representatives and government audit agencies.
- Ensures adherence to Federal Acquisition Regulations (FAR), Truth in Negotiations Act (TINA), and Northrop Grumman policies and procedures with regard to cost proposal preparation, review, compliance, submission, updates/revisions, and negotiations.
- Supports audit requests, fact-finding, and negotiation discussions and the program budget baseline process.
- Supports various departmental business management & operations functions.

Basic Qualifications:

- Must have one of the following:
 - High school diploma or GED with a minimum of 14 years of pricing or related experience
 - Bachelor's degree in Accounting, Business Management, Finance, Economics or closely related discipline with a minimum of 10 years of pricing or related experience

- Master's degree in Accounting, Business Management, Finance, Economics, or closely related discipline with a minimum of 8 years of pricing or related experience
- Ability to travel up to 50% of the time
- Must be able to work on-site in Herndon, Virginia

Preferred Qualifications:

- Pricing and Proposal Analyst Experience
- A minimum of 3 years of Earned Value Management experience
- Knowledge of Federal Acquisition Regulation (FAR) and Defense Federal Acquisition Regulations System (DFARS) and other government regulations
- Knowledge of the McNamara-O'Hara Service Contract Act (SCA) and other government-related applicable standards and regulations
- Strong analytical, problem solving, math skills, and general finance acumen
- Demonstrated self-starter with strong attention to detail
- Demonstrated ability to meet deadlines, and the ability to handle multiple tasks in a fast paced environment.
- Demonstrated ability to work in a team environment and communicate with a variety of stakeholders
- Proficiency with Microsoft Office suite (Excel, Word & PowerPoint).

Northrop Grumman is committed to hiring and retaining a diverse workforce. We are proud to be an Equal Opportunity/Affirmative Action Employer, making decisions without regard to race, color, religion, creed, sex, sexual orientation, gender identity, marital status, national origin, age, veteran status, disability, or any other protected class. For our complete EEO/AA and Pay Transparency

Appendix E – Student Demand

Dr. Manu Gupta
Chair, Department of Finance, Real Estate, and Insurance
Virginia Commonwealth University

I am in strong support of changing the program to Master of Science in Finance. My reason for the approval of the change is because it will enable employers to better understand what your degree is in from a resume perspective. This change will also put VCU on par with other programs in the U.S who have this designation as well. This change will only help those who are currently in the program and I hope that this change is made ASAP. I chose this program because I work in the banking industry and it has the classes that will prepare me for a long career in banking. A major in "finance" vs "business" is clearly more advantageous because it will better signify what the degree is focused on.

Thank You,



Sent via email from 

To: Dr. Manu Gupta
Chair, Department of Finance, Real Estate, and Insurance
Virginia Commonwealth University

Dear Dr. Gupta,

I strongly support the proposed Master of Science in Finance degree. I chose the Master of Science in Business with a concentration in Finance degree because I hope to work as an analyst at a real estate investment trust after graduation. Since my undergraduate degree is in real estate and therefore already have a clear understanding of the real estate aspect of REIT's, I believe that this degree will provide me with a better understanding of the financial aspect of REIT's and other large firms, more specifically, how they raise capital and invest the capital.

I believe that a masters in finance is much more attractive to potential employers as opposed to a masters in business with only a "concentration" in finance, especially for the firms I plan to apply to. Also, I believe that the current masters of business with a concentration in finance degree name would lead employers to think that the program is primarily focused on business management and administration courses with only a couple of finance electives. However, I have only taken core finance classes and finance related electives, not business management and administration classes. I also feel that a masters in finance degree is much rarer and more respected than an MBA when applying to firms that a typical masters of finance student would apply to.

I truly hope that the name of this degree can be changed to Master of Science in Finance before I graduate this December. I feel that it would greatly improve my chances of being hired for the positions I plan to apply to.

Sincerely,

— — — — —



VCU

School of Business

September 26, 2019

Manu Gupta, Ph.D.

Chair

Department of Finance, Insurance, and Real Estate

Dear Dr. Gupta:

Utilizing a Customer Relationship Management System (CRM), the Graduate Studies Office captures prospective student interest via a series of online inquiry forms. Prospective students may request a meeting or ask questions by submitting the form at any time.

Since April 2018, 56 individuals have submitted an online form to request a meeting or to ask questions regarding the Master of Science in Business with a concentration in finance.

Sincerely,

Austen Gouldman

Director

Graduate Studies

Primary Contact	Created Time	GR Program	Case Comments VCU
Gautam SR	04/10/2018 11:26 AM	Accountancy;Finance	Fees structure of the course and entry requirements
Nan Yu	04/23/2018 09:12 AM	Finance	
Damilola Femi-Adeboye	04/25/2018 06:28 PM	Finance;Information Systems;Decision Analytics	I have a Bsc in Accounting, is it possible for me to study Information Systems and what's the Cost
Damilola Femi-Adeboye	04/26/2018 04:58 PM	Finance	I would like to know the requirements for International Students and the fees for the program
Zahraa Maksoud	05/08/2018 06:42 PM	Finance	Hello! I was wondering if an MBA with a concentration in Finance is the same as a Masters in Finance. If not, then what is the main difference between the two? Thank you
James Bomar	05/25/2018 12:03 AM	Finance	I would like to know if there is a need for GMAT and letter of recommendations if I have graduated with a graduate degree with VCU in the past.
Julie Tugwell	05/30/2018 03:28 PM	Finance	Application deadlines? Requirements for applying? Program lengths/flexibility to accommodate full time employment?
Abdi fitah Mohmad	06/02/2018 06:18 AM	Finance	
Chris Hairston	06/08/2018 07:07 PM	Finance	
Damilola Femi-Adeboye	06/12/2018 09:18 PM	Finance;Decision Analytics	I would like to know about the fees and other requirements
Samanvitha Ramani	06/18/2018 05:54 AM	Accountancy;Economics;Finance	This is with regard to Masters in Economics. What are the general requirements that an applicant must meet for applying. Also , whether toefl and GMAT scores are required.
Moataz Abdelkhalek	07/04/2018 07:24 AM	Finance	To whom it may concern, Concerning the Masters in Business, concentration in finance, I was not able to find admission requirements for said program. Moreover, I need to know if it is possible to apply for joining the program by spring 2019, or I should wait for the fall 2019 semester. On the other hand, I would be thankful to know about the tuition fees in addition to opportunities in getting scholarship for joining the program, what are the additional requirements to apply for the scholarship (if any), does your university consider all applicants for the scholarships or there is a separate application for it? Hope to hear from you soon. Warm Regards,
Namfukwe Newa	07/13/2018 03:03 AM	Finance	What are the requirements to do this programme?
Damilola Femi-Adeboye	07/14/2018 06:49 AM	Finance	I need clarifications and more information on the following: 1. The maximum time the Masters of Science in Finance can be completed. 2. The payment plan available 3. Financial aid and Scholarship available for International Students (Nigeria) 4. The maximum courses that can be offered in a Semester 5. The total fees for the program. Thank you

Primary Contact	Created Time	GR Program	Case Comments VCU
Joseph Tuzzolo	07/23/2018 11:54 PM	Finance	
			I graduated with a finance degree in 1982 from the University of Md. I have had a long career in banking and always wanted to go back and get my masters degree in finance and maybe explore a doctorate in behavioral finance. I own part of a registered investment advisor and need to work to maintain the business for at least another 10 years. So a part time path would be best. I would like to sit down and discuss the best course with someone there.
Alex Scott	08/06/2018 04:24 PM	Finance	
ria jhunhunwala	08/08/2018 06:52 AM	Finance	Do you offer full tuition scholarships for masters in finance
			How long is the full time masters in finance program? Is it a one year or two year program? Also, is on campus housing offered for graduate students?
Jasmine Wise	08/22/2018 11:59 AM	Finance	
Amber Smith	08/27/2018 06:40 PM	Economics;Finance	I work full time and cannot make it to a meeting until 4:30 at the earliest.
Yibo Liu	08/31/2018 11:24 PM	Finance	
			Hello, I'm a VCU Alumni (2014 - 2015). I studied MSc in Business with a concentration in Finance from VCU which was a tie-up program with Christ University, Bangalore, India. I'm actually doing an MSc in Accounting program from Singapore Management University and they need me to submit a course outline of International Accounting to get an exemption. I would like to request VCU to help me get a brief course outline of the course International Accounting. Thank you
Karishma Rastogi	09/02/2018 10:16 PM	Finance	
Ankitha Chidara	09/12/2018 04:36 AM	Global Marketing Mgmt;Finance	What is the required GRE score for Ms in finance?
Kumari Weeraratne	09/23/2018 09:50 PM	Finance	Do you offer financial assistance to students in the masters program?
Lyann Lebron	09/25/2018 10:44 PM	Finance	
Vu Nguyen	10/09/2018 03:26 PM	Finance	
			I'd like to know some details about the programs: 1. Placement statistics 2. Class profile (class size, gender ratio, international diversity, undergrad major, work exp, age) 3. Are the programs STEM designated?
Priyal Doshi	10/20/2018 11:39 AM	Finance;Decision Analytics	
Afton Trent	10/24/2018 06:59 PM	Economics;Real Estate - Certificate;Finance	
Prince Boateng	11/02/2018 04:22 PM	Finance	What are the admission requirements?
Harpreet Randhawa	11/08/2018 04:32 PM	Finance	
Naqeeb Paymaan	12/13/2018 03:09 PM	Finance	Is it online and the fee structure

Primary Contact	Created Time	GR Program	Case Comments VCU
Gbadebo Odularu	12/16/2018 04:01 AM	Economics;Global Marketing Mgmt;Finance;Information Systems;Decision Analytics	Please has the Master's program in Decision Analysis got some funding support?
Nilajit Dutta	12/20/2018 01:49 PM	Finance	I am applying for the MBA + MS in Finance at the Christ University. If I will come to pursue the second year of the course, then whether I will get the scholarship for the cost of living and any kind of tuition fee waiver from your university. Please let me know as I am from a middle class family and has a financial hardship. Also I am interested to do Ph.d after successful completion of the course.
Andrea Adibe	01/01/2019 10:51 PM	Finance;Information Systems	
Xena Byrd	01/03/2019 11:26 AM	Accountancy;Finance	If I graduated with my undergraduate degree with a GPA higher than 3.25, would I still have to take the GMAT or GRE?
Karim Boureslan	01/04/2019 01:44 PM	Accountancy;Economics;Finance	I'm an international student studying in Lebanon and I'm wondering what requirements you have for international students.
Anusha Rajasimha	01/08/2019 07:06 AM	Finance	Could you let me know about the fees, as I heard about VCU as a tie up with Christ University, Bangalore, India
Sierra Longnecker	01/08/2019 04:35 PM	Accountancy;Finance;Decision Analytics	If possible, I would like to meet next week. I am available 8AM - 9AM on Tuesday the 15th and Thursday the 17th.
Thilini Weeraratne	01/16/2019 02:16 PM	Finance	I would like to know whether Masters students are eligible for financial aid to cover tuition? And, are there teaching/research assistantships for masters students? Thank you
Hayden Buckmire	01/29/2019 08:31 AM	Economics;Real Estate - MS;Finance	
Harshit Patel	02/12/2019 08:22 PM	Finance	I want to check am I eligible for waive the GMAT/GRE
Faisal Mahmood	02/24/2019 03:20 PM	Real Estate - MS;Finance;Decision Analytics	I need to know more about the master degree in business and concentration in finance
Vibhuti Malsaria	03/04/2019 10:20 AM	Finance	Hello Sir/Ma'am, I was looking forward to apply for Ms in Finance degree at VCU. I had a little enquiry. Is the MSF Program a STEM program and what will be it's duration? Thank you so much. Regards, Vibhuti
Travis Human	03/11/2019 10:10 AM	Finance	What do I need to do to gain acceptance into the Master's of Science in Finance program at VCU?
Sawana Shrestha	03/15/2019 02:07 PM	Finance	What are the deadlines for the international students? Scholarships and Assistantship opportunities
Sawana Shrestha	03/16/2019 12:35 AM	Global Marketing Mgmt;Finance	

Primary Contact	Created Time	GR Program	Case Comments VCU
Eric Freund	04/12/2019 03:54 PM	Finance	Hello good afternoon, I was curious on more details about the applying process and the deadline to apply. I also wanted to know, since i graduated from VCU with a finance degree and a 3.65 GPA, do I need to take the test to get into the program and also would there be any classes I would be exempt from. Thank you, Eric Freund
EL HADJ SERIGNE TAKO Gueye	04/16/2019 02:18 PM	Accountancy;Finance;Decision Analytics	I am a Senegal student just come from Senegal
Nyterique Foster	04/25/2019 08:35 PM	Accountancy;Finance;Decision Analytics	Requesting my information
Jacqueline Igbokwe	06/08/2019 07:40 PM	Real Estate - MS;Finance	
Donna Leahy	06/27/2019 10:43 AM	Accountancy;Finance	I have a bachelor's degree in Professional Studies with a concentration in Accounting from UMW. I would like to see about sending in a transcript and speaking with someone about going back to school part-time to earn a Master's Degree. I would prefer speaking with someone any afternoon after 1 pm.
Abdalla Nour	07/31/2019 03:45 PM	Finance	
Donghyun Suh	08/05/2019 04:46 AM	Accountancy;Finance	How much is the tuition for MS in accounting? Are there any international students?
Ryan Roop	08/11/2019 10:58 PM	Finance;Decision Analytics	
Chris Addison	08/15/2019 10:52 PM	Real Estate - MS;Finance	8/19 - 8/23
Anthony Pototzky	08/18/2019 12:55 PM	Economics;Finance	What sort of GPA requirements and curriculum does a successful application have?
Keya Turakhia	09/20/2019 02:05 PM	Accountancy;Finance	Do I need to give any entrance exam to enroll for masters course?

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder program (CIP code: 13.1013). The program is located in the School of Education, Department of Counseling and Special Education.

Background

VCU has offered the Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder program since fall 2008 in the School of Education. Admission to the program was suspended in 2018. Since 2012, the program has struggled to enroll students in sufficient number to meet the required State Council of Higher Education for Virginia (SCHEV) productivity and viability standards. In fall 2018, faculty and administration agreed unanimously to discontinue the degree program.

Rationale for Intent to Discontinue

The Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder did not lead to a licensure/endorsement area, but with a rapid rise in numbers of students identified on the Autism spectrum, this certificate was popular when it began. However, through grant-funding to the Autism Center for Excellence, a VCU School of Education Center, free online modules were created that were available for the general public to complete. The modules covered the same content that the courses of the certificate did, and used the same Autism Center for Excellence staff who taught the courses in the certificate program. Because of the availability of the free online modules, enrollment rapidly began to decline in the certificate program with no student enrollment since 2017. Enrollment and graduation data indicates that the degree program will not meet SCHEV's productivity and viability standards when reviewed during the next review cycle. Discontinuing the degree program at this time will remove the program from VCU's degree program inventory.

Critical Shortage Area

The Post-Baccalaureate Certificate (PBC) program in Autism Spectrum Disorder is not in a critical shortage area.

Teach-Out Plan

There are currently no students enrolled in Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder program. No teach-out plan is needed.

Stopped Out Students

There are no stopped out students in the Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder program.

Virginia Commonwealth University Proposed Program Brief

Proposal

The VCU School of Education seeks approval to create a nine-credit Baccalaureate Certificate in Disability Studies.

Overview

The proposed Baccalaureate Certificate in Disability Studies is designed to prepare undergraduate students for a complex, global world comprising an increasingly diverse society that includes individuals with disabilities. The focus of the certificate program is on engaging students in interdisciplinary experiences to help them understand contemporary disability issues, research, and practices within a social, political, cultural, and historical context.

Method of Delivery

The certificate will be offered in traditional classroom and online formats. The university has adequate classroom and lab space. The university utilizes Blackboard to deliver content and Zoom Desktop Conferencing for face-to-face discussions and presentations. The university has sufficient resources to deliver this certificate program.

Target Implementation Date

Fall 2020

External Competition

Not applicable.

Target Population

The target audience is undergraduate students from a broad range of disciplines across Virginia Commonwealth University, particularly in those areas in which students do not typically engage in content or experiences with individuals with disabilities. We anticipate recruiting students majoring in the arts, business, engineering, humanities and sciences, as well as social work, and education

Impact on Existing Programs/Policies

No existing program will be impacted by the creation of the Baccalaureate Certificate in Disability Studies.

Impact on Faculty

Faculty teaching within the certificate program will be drawn from existing full-time and adjunct faculty; no new faculty hires will be necessary. No more than two adjunct faculty will be employed within a given academic year.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (e.g., advising, information technology, help desk, and library), faculty support services (e.g., copying), and general administration (budgeting, forecasting, and enrollment management).

Benefit to the university

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of

Virginia’s urban school divisions and the surrounding communities. The Baccalaureate Certificate in Disability Studies aligns with VCU’s commitment to diversity that provides a climate of inclusion and a dedication to addressing disparities wherever they exist.

Next Steps

October 31, 2019	University Council on Academic Affairs and University Policy
November 7, 2019	University Council
November 18, 2019	President’s Cabinet
December 13, 2019	Board of Visitors
December 18, 2019	State Council of Higher Education for Virginia (SCHEV)

Name of Certificate: Baccalaureate Certificate in Disability Studies

CIP Code: 05.0210

Initiation Date: Fall 2020

Description of Certificate

The proposed Baccalaureate Certificate in Disability Studies is designed to prepare undergraduate students for a complex, global world comprising an increasingly diverse society that includes individuals with disabilities. The focus of the certificate program is on engaging students in interdisciplinary experiences to help them understand contemporary disability issues, research, and practices within a social, political, cultural, and historical context.

Students who complete the Baccalaureate Certificate in Disability Studies will be well equipped to meet the skills and competencies that many employers seek, including community-based and governmental agencies. As individuals with disabilities enter the workforce in increasing numbers, able-bodied employees who leave college having gained first-hand knowledge of and experience with disabled individuals will be in an excellent position to understand the needs of individuals with disabilities and to interact with them in a broad range of employment settings. The proposed program will emphasize both oral and written communication to improve students' practice in those vital skills prior to entering the workplace.

Target Audience

The target audience is undergraduate students from a broad range of disciplines across Virginia Commonwealth University, particularly in those areas in which students do not typically engage in content or experiences with individuals with disabilities. We anticipate recruiting students majoring in the arts, business, engineering, humanities and sciences, as well as social work, and education.

Time to Complete

It is anticipated that the majority of students will be enrolled on a full-time basis. Degree-seeking students can take courses any time during the program. It is anticipated that students who are enrolled fulltime can complete the program in 2 years (3 consecutive semesters), with students enrolled in one of three required courses per semester. Students enrolled part-time, maintaining a course load of six credit hours per semester will complete the program in two years (3 consecutive semesters).

Admission

The following admission requirements will apply to all applicants:

- Successful completion of 30 credit hours;
- Have a GPA of 2.5 or better;
- Having a declared major;
- Submit a completed application and the application fee; and
- Submit a one-page essay that describes the student's interest in the program and discusses plans to apply the material to the plan of study.

International students must have the minimum TOEFL score that is required by their major.

Curriculum Requirements

The curriculum focuses on preparing students from a broad range of disciplines to understand issues faced by people with disabilities and their relationship to society. Students will complete coursework to develop specific knowledge related to cultural attitudes about disability and how attitudes influence policy. Students will gain an understanding of the legal and social contexts of disability law. The capstone seminar will allow each student to apply the content within the program in a unique manner to his or her major field of study.

Program Requirements

Number of Credit Hours

9 credit hours of undergraduate level courses

New courses are denoted with an asterisk.

Fall:	*IDDS 200 Disability History and Culture (3 credits)
Spring:	*IDDS 201 Disability, Diversity, and Human Rights (3 credits)
Summer/Fall:	*IDDS 300 Applications of Disability Studies (3 credits)

Faculty

Faculty members utilized in the certificate program include faculty from the Department of Counseling and Special Education and the Partnership for People with Disabilities. All faculty teaching in the certificate program will meet the following minimum requirements: 1) a doctoral or master's degree in a disability-related field (e.g., Special Education, Rehabilitation Counseling); 2) a minimum of five years of experience in their discipline; 3) college level teaching experience; and 4) significant life experience with individuals with disabilities.

Faculty teaching within the certificate program will be drawn from existing full-time and adjunct faculty; no new faculty hires will be necessary. No more than two adjunct faculty will be employed within a given academic year.

Course Delivery Format

This program is available in a hybrid format, which includes traditional classroom and online delivery. Traditional classroom time involves speakers with significant experience and expertise in disabilities. Online synchronous and asynchronous delivery will be used to teach some of the didactic content (e.g., disability history) and to enable students to view videos prior to attending class sessions where the videos will be discussed. Both physical space and software to facilitate class sessions are available and will be used. For online course delivery, the University uses Blackboard to deliver content and Zoom Videoconferencing for face-to-face discussions and presentations. Faculty assigned to teach in the certificate program have been trained in best practices for traditional instruction and online instruction by the VCU Academic Learning Transformation Laboratory. The University has sufficient resources to deliver this certificate program.

Resources

Resources required to support the program include existing resources to support current programs such as student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting and forecasting). The certificate program will not have a program director. Existing faculty will teach certificate courses. No new positions will be created to initiate the certificate. The University has adequate resources to offer and sustain this certificate program.

Gainful Employment

The certificate is not a Gainful Employment program. The certificate will not come under Gainful Employment regulations.

Course Descriptions

New courses are denoted with an asterisk.

***IDDS 200 Disability History and Culture**

Semester course; 3 lecture hours. 3 credits. Provides an interdisciplinary exploration of disability, within American society and internationally, throughout history. Examines how disability studies, as a field of study, views disability as a social, political, historical, and cultural phenomenon. The class examines cultural attitudes about disability and how they influence policies that are designed to address disability.

***IDDS 201 Disability, Diversity, and Human Rights**

Semester course; 3 lecture hours. 3 credits. An exploration of diverse populations and the variety of ways in which people learn and identify themselves, and how they interact with and connect with the world at large. Includes intersections between disability rights and human rights by examining legal and social contexts of disability law in the United States and globally.

***IDDS 300 Application of Disability Studies**

Semester course; 3 seminar hours. 3 credits. This course provides students the opportunity to apply material from previous courses in Disability Studies to their own disciplinary major. Students will engage with faculty and community professionals in a seminar format and will intensively research a specific topic and complete a project relevant to their disciplinary field.

Virginia Commonwealth University

Proposed Program Brief

Proposal

The Virginia Commonwealth University School of Education requests approval to change the name of the proposed Doctor of Philosophy (Ph.D.) in Special Education and Disability Policy to the Doctor of Philosophy (Ph.D.) in Special Education.

Overview

The proposal requesting permission to initiate the proposed Ph.D. in Special Education and Disability policy was approved by the Board of Visitors on May 11, 2018. The proposal was submitted to the State Council of Higher Education for Virginia (SCHEV) on May 14, 2018. Per SCHEV policy, proposed degree programs at the doctoral level are required to have a site visit by at least two qualified external reviewers and one SCHEV staff member. The site visit for the Ph.D. in Special Education and Disability Policy occurred on April 17, 2019. The written report from the external reviewers indicated there was lack of equity in the courses and the required experiences for the two focus areas (i.e., special education, disability policy). To rectify the inequity, the School of Education requests approval to change the name of the proposed degree program to reflect the single focus in special education.

Method of Delivery

This program will be delivered in the traditional face-to-face format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The need for doctoral level special education leadership personnel prepared to assume faculty positions preparing special educators and early intervention personnel has been fully documented and shows no signs of abating (Robb, Smith, & Montrosse, 2012) even while the number of special education doctoral granting programs have increased over the past decade. Robb, et al. (2012) document that the acute shortage of special education faculty remains and is expected to increase sharply over the next several years due to (1) the continued need to maintain capacity within special education teacher training programs, and (2) retirements and attrition among current faculty members in special education departments across the nation.

National employment predictions for 2016 to 2026 show a 10% increase in the need for postsecondary education teachers. Virginia data also makes a strong case for the need for faculty at state universities as well as the need to prepare the next generation of special educators to meet the needs of children and youth with disabilities from birth through age 21. According to the Virginia Employment Commission¹, job opportunities for teachers in post-secondary education are projected to increase 11.31% from 2016 to 2026. Although these projections do not address individual disciplines, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand. Special Education is ranked as one shortage area in the Commonwealth of Virginia (Virginia Department of Education, 2018), which mirrored the data from over the past ten years.

Target Population

Successful applicants have a master's degree in special education or a related field, with experience working with infants, children, youth, or adults with disabilities as special education teachers, administrators, policy analysts, community nonprofit staff, vocational rehabilitation counselors, and/or therapeutic support personnel.

Duplication

¹ <https://virginiaworks.com/occupational-projections>, Long and Short-Term Occupational Projections.

There are no other doctoral programs in special education at public institutions in the Commonwealth of Virginia.

Impact on Faculty

Existing faculty will be involved in the implementation of the Ph.D. program, including advising students and serving on advisory committees.

Funding

The proposed program was offered as a concentration in the Ph.D. in Education program. There is no need for additional resources until 2022. There will be some need to redirect current resources in 2022, and the goal is to secure external funding to support doctoral students and additional program improvements.

Next Steps

October 31	University Council Committee on Academic Affairs and University Policies
November 7	University Council
November 18	President's Cabinet
December 13	Board of Visitors

Additional Resources

The full proposal is attached.

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Description of the Proposed Program

Program Background

Virginia Commonwealth University requests approval to establish a Doctor of Philosophy (Ph.D.) program in Special Education. The proposed program will reside in School of Education, Department of Counseling and Special Education, and is to initiate fall semester of 2019.

The purpose of the proposed Ph.D. degree program in Special Education is to prepare the next generation of faculty members in the field of special education, with knowledge and skills in teaching, research, and policy advocacy. In terms of teaching, the program will provide instruction about preparing special education teachers ready to meet the diverse and complex needs of students with disabilities and their families and strategies for developing programs that meet state licensure and accreditation requirements. For research, the program provides doctoral students with a deep understanding of a range of different research methodologies and scholarly endeavors, including those like single case design, meta-analysis (research electives) and grant proposal development that are more frequently expected of faculty in special education. Lastly, a unique feature of this proposed program is the development of policy advocacy skills to prepare these future faculty members to create future special education faculty who a) understand national, state, and local policies that impact the lives of individuals with disabilities and their families; b) design research that addresses questions that policymakers have about best practices in special education; and c) share research findings with policymakers to improve policies designed to improve education and services for children and youth with disabilities. Students who graduate from the proposed program will be prepared to develop and provide high-quality training to the next generation of special education teachers, conduct and disseminate rigorous research to inform the field, and advocate locally, nationally and internationally for the diverse and complex needs of students and individuals with disabilities, and their families.

Special education refers to instructional practices and interventions provided to infants, children, and youth who are identified as having disabilities that impact their ability to learn, as required by the federal law, the Individuals with Disabilities Education Improvement Act of 2004.¹ Students qualify for an individualized education under one or more disability categories (intellectual disability, emotional disturbance, specific learning disability, autism, deafness, deaf blindness, hearing impairment, speech or language impairment, traumatic brain activity, developmental delay, orthopedic impairment, other health impairment, or multiple disabilities). Faculty in special education prepare the next generation of special education teachers, those who become licensed professionals with the knowledge and skills needed to provide an education designed to address the needs of students with these various disabilities in accordance with federal and state educational policies.

¹ Individuals With Disabilities Education Act (IDEA) of 2004, P.L.108-446, 20 U.S.C. Retrieved from: <https://sites.ed.gov/idea/about-idea/ - IDEA-Purpose>

There are a few reasons why degree programs that prepare faculty who are ready to train special educators are necessary, and in particular, why they are needed for the Commonwealth of Virginia. First, there is a critical shortage of faculty in special education and the shortage is expected to grow. This has been a consistent problem for the field that has been well-documented by researchers nationally. Smith and colleagues report that to “meet projected demand, the nation's doctoral programs will need to produce over six times the number of doctoral graduates.”² This demand was also described by Montrosse & Young (2012) who pointed out that “the market demand for SE faculty is influenced by many factors, including attrition of an aging professorate, expanding SE doctoral training programs, and the diversity of career choices for SE doctoral graduates.”³

Second, the shortage of special education faculty further compounds a critical and pervasive shortage of special education teachers ready to meet the needs of students with disabilities and their families. In Virginia, special education teachers are consistently listed as the highest critical shortage area, which is based on an aggregation of the total number of teaching positions unfilled as well as those that are filled by provisionally licensed or those licensed in areas other than special education. As has been the case in the past ten years, special education is the number one critical shortage area in the Commonwealth.⁴

Third, national disability policies are changing the way that students with disabilities are being educated. Instead of being taught in separate classrooms, these students are now being educated in general education classrooms and are expected to learn the same academic content as their peers without disabilities. Not only do special educators need to understand special education policies, they must also understand all educational policies, since the education of students with disabilities is also regulated by the Every Child Succeeds Act of 2015, the “nation's education law” which resulted in the addition of disability policy as a component of VCU's program.⁵

Finally, a standalone Ph.D. in Special Education provides the opportunity to prepare VCU graduates for positions in higher education by tailoring their instruction, assessment, and experiences to better prepare them for the next step in their professional careers as research and teaching faculty ready to: a) conduct research that addresses the needs of children and youth with disabilities; b) teach courses designed to address the critical shortage of special education teachers; and c) advocate locally,

² Smith, D.D. Montrosse, B.E., Robb, S.M., Tyler, N.C. & Young, C. (2011). Assessing trends in leadership: Special education's capacity to produce a highly qualified workforce. Claremont, CA: IRIS@CGU, Claremont Graduate University. (pp. 38, 146-147). Retrieved from: <https://files.eric.ed.gov/fulltext/ED537788.pdf>.

³ Montrosse, B.E. & Young, C.J. (2012). Market demand for special education faculty. *Teacher Education and Special Education*, (pp. 146-147). Retrieved from: <https://journals.sagepub.com/doi/pdf/10.1177/0888406412444763>.

⁴ Virginia Department of Education. (2019). Critical shortage teaching endorsement areas. Retrieved from [http://www.doe.virginia.gov/teaching/workforce/data/shortage areas/2018-2019.pdf](http://www.doe.virginia.gov/teaching/workforce/data/shortage%20areas/2018-2019.pdf).

⁵ Elementary and Secondary Education Act of 1965 As Amended Through P.L. 115—224, Enacted July 31, 2018. Retrieved from: <https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf> (p.15).

nationally and internationally for the diverse and complex needs of students and individuals with disabilities and their families.

“Critical competencies for the next generation of special education higher education faculty include skills in training initial licensure teachers, providing professional development for practicing teachers, conducting research on evidence-based practices, mentoring and collaborating with other professionals (e.g., behavior therapists), and understanding local, state and national education policies.”⁶

This proposed Ph.D. degree program in Special Education reflects the careful consideration given by faculty in the department of Counseling and Special Education as they developed the components of this degree program, designing preparation that meets the need for faculty in the field.

Mission

The proposed Ph.D. degree program in Special Education is in line with the mission statement of Virginia Commonwealth University:

As the premier urban, public research university in the state, Virginia Commonwealth University’s mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust
- Sustainable university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.

The proposed degree program aligns with the university's mission through its focus on preparing future university faculty and researchers who are equipped to use and produce high-impact research as part of their practice, and who are committed to careers as university faculty in Special Education. Programs of study are developed to address individual student

⁶ deBettencourt, L.U. (2014). Preparing the next generation of higher education faculty in special education. *The Journal of Special Education Apprenticeship*, 3(1). Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1127793.pdf> (p. 2).

research interests, which aligns with VCU's commitment to being "An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting." These programs of study prepare them to conduct research that is impactful and addresses current needs in the field, which aligns with VCU's commitment to "Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health." In addition, the programs of study advance the VCU mission by conducting impactful research and practice that increases opportunities for individuals with disabilities to access education and other important lifetime supports. The programs of study directly support VCU's commitment to "Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust."

Admission Criteria

The following admission requirements apply to all candidates seeking admission to the proposed Ph.D. in Special Education degree program. Students will be admitted through VCU's Graduate School, which is standard for all graduate programs at VCU.

Applicant must submit:

- VCU graduate application and fee.
- Official transcripts from all undergraduate and graduate programs.
- Official GRE scores with a minimum total score of 300 from verbal and quantitative test scores. Scores must not be more than five years old.
- Three letters of recommendation.
- A personal statement describing research interests and career goals.

International applicants will have the following additional requirements:

- English Proficiency: the minimum TOEFL score for VCU graduate admission is either 100 iBT, 600 PBT or IELTS scores of 6.5 (academic band score);
- Translations of transcripts (as needed).

The Department of Counseling and Special Education will require applicants to:

- Have a Master's degree from an accredited university program in special education or a related field (e.g., psychology, speech-language pathology, rehabilitation counseling, occupational therapy, etc.)
- Participate in an interview with an admissions committee consisting of faculty of the proposed Special Education doctoral degree program. This interview will determine a match between applicant's research interests and the expertise of the faculty.

Program faculty will meet to review all applications to the proposed degree program and make recommendations to VCU's Graduate School.

The Graduate School at VCU allows a maximum of six credit hours to be transferred into a degree program. Core courses cannot be substituted by transfer courses.

Target Population

The target population will include professionals who have a master's degree in special education or a related field, with a minimum of two years of experience working with infants, children, youth, or adults with disabilities. Two groups will be targeted: 1) special education teachers, administrators, policy analysts, community nonprofit staff, and vocational rehabilitation counselors; and 2) therapeutic support personnel such as speech-language pathologist.

Curriculum

The proposed Ph.D. in Special Education will require a minimum of 59 credit hours beyond the master's degree. A dissertation will be required.

The strength of curriculum is a mix of coursework designed to prepare students for faculty roles. The core courses focus on critical issues in special education, personnel preparation, conducting and writing literature reviews, and disability policy, where students will learn about teaching, disability policy work, and evidence-based practices in special education. Students will be prepared to disseminate their work through publications in peer-reviewed journals and/or presenting at national conferences. Coursework in research methodology will prepare students with the knowledge and skills necessary to design and carry out research and disseminate their findings. Courses will include single subject case design methods to educate students in methods particularly aligned with investigating interventions with individuals with disabilities. Students will also learn to write research proposals for grant funding, demonstrating a focus on developing specific knowledge and skills needed of faculty in special education.

The cognate area provides the broader theoretical framework for the student's program of study. The cognate area can be based on a combination of the student's professional interests and prior knowledge/skills. Options for cognate areas will initially include: psychology, public policy, social work, rehabilitation counseling, or leadership in neurodevelopmental disabilities.

The internship courses are in three areas: teaching, research, and policy. The purpose for internship courses is to provide students with hands-on experience and give students an opportunity to develop skills and demonstrate their qualifications as future faculty or policy makers. The internship experiences will provide students with hands-on experience and give students an opportunity to develop skills and demonstrate their qualifications as future faculty or policy makers. These internships provide students with the opportunity to not only develop their skills in the particular internship area, but also to demonstrate competence under the guidance of faculty mentors. For example, students in the research internship conceptualize a study and independently conduct a research project under the guidance of a faculty member, thereby developing skills necessary to be an independent researcher that will contribute to their later success in academia.

Program Requirements

Core Courses (18 credit hours)

- SEDP 651. Professional Seminar in Special Education (3)
- SEDP 705. Seminar on Disability Policy (3)
- SEDP 706. Personnel Development in Special Education (3)
- SEDP 707. Critical Issues in Special Education (3)
- SEDP 709. Literature Reviews in Special Education and Other Social Sciences (3)
- SEDP 708. Grant Writing in Special Education and Other Social Sciences (3)

Research Courses (12 credit hours)

- EDUS 608. Educational Statistics (3)
- EDUS 710. Quantitative Research Design (3)
- EDUS 711. Qualitative Methods and Analysis (3)
- SEDP 711. Single Subject Research Methods (3)

Internship (8 credits hours)

- SEDP 771. Research Internship (3)
- SEDP 772. Teaching Internship (3)
- SEDP 773. Policy Internship (2)

Cognate (6 credit hours)

Students will choose a cognate area outside of special education that provides a theoretical foundation for the student's dissertation study. Cognate coursework must be approved by the advisor.

Research Elective (6 credit hours)

Students will pick a higher education research elective that matches the methodology of their dissertation study. Elective coursework must be approved by the advisor.

Dissertation Research (9 credit hours)

- SEDP 899. Dissertation Research (minimum 9)

Total credit hours: 59 minimum

Doctoral Requirements and Procedures

Advisory Committee

Upon admission the program coordinator, in consultation with program faculty, assigns each new student an advisor. This assignment is based primarily on the substantive interest of the new student and the research interests of the identified advisor. By the end of the spring semester in year 1 of the program the student, in consultation with his/her advisor, will select an additional two special education faculty members to serve on the student's advisory committee. This committee is responsible for conducting the 1st year review (including the qualifying exam), 2nd year review and the Comprehensive Exam.

After the successful completion of the Comprehensive Exam the student, in consultation with his/her advisor, will identify the members of his/her dissertation committee. This committee is typically comprised of the advisory committee and an additional committee member (often faculty with expertise in the research methodology of the student's dissertation study); however, the composition of the dissertation may differ from the composition of the advisory committee, at the discretion of the advisor and the student. See Appendix E for visual description of the advising process and tasks in the Ph.D. in Special Education program.

Portfolio

The portfolio is designed as an opportunity for students to document the work they have completed throughout their program of study, including internships (e.g., courses taught, manuscripts submitted for publication, presentations at professional meetings, service to the community or profession). Beginning the first semester of the first year, components are added to the portfolio until the comprehensive exam is completed successfully. Members of the student's advisory committee review the portfolio annually. Students update the portfolio annually and give their faculty advisory committee an opportunity to review. A formal meeting is scheduled during which time the student presents highlights of their work from the previous year and receives feedback from members of the advisory committee. In addition, feedback is provided during these meetings about recommended cognate or elective classes, as well as other changes to the student's program of study.

Internship

Internships provide an opportunity for doctoral students to have hands-on experiences in teaching, research and policy. These internships are coordinated by a faculty coordinator who works with the student to outline the work they will be doing, grading their work on a pass/fail basis, and when needed, identifies the placement for the experience. Internship placements and timelines are individualized for each student, based on their prior experience and backgrounds. They can be completed in one semester or over the course of multiple semesters. If a student fails an internship experience, they will have one additional opportunity to successfully complete the internship. The student will be called to meet with the program faculty as a group, and issue(s) of concern and plans for remediation, including timeline goals for remediation, will be enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance in the ensuing internship opportunity. Failing an internship experience twice will result in the student's dismissal from the program.

The teaching internship (3) is designed to be one semester long. Students will be required to teach a course with faculty mentorship, to provide feedback to master-level students enrolled in student teaching, and/or to engage in course development work. Students learn to teach both face-to-face and online courses. Students submit the following deliverables from the internship to the teaching internship coordinator and include them in their portfolio: the course syllabus, examples of assignments collected and graded, as well as a detailed lesson plan for one class session. The teaching internship coordinator completes a teaching evaluation of the student's delivery of that lesson plan, reviews the materials submitted and assigns a grade for the teaching internship. If the student fails, the internship s/he is required to retake the teaching internship; if the student fails again during the second opportunity the

student is terminated from the program.

The research internship (3) provides an opportunity for students to work alongside a faculty mentor to collect and analyze data, write a manuscript to be submitted for publication, and present research findings at a professional conference. The research internship typically occurs over the course of two to three semesters to allow for study formulation, data collection, analyses and write-up. Students submit the following deliverables from the research internship to the research internship coordinator and add the materials to their portfolio: a manuscript ready to be submitted to a research journal; the proposal to a national conference for a presentation; and the slides and other materials (as needed) pulled together for the presentation. The research internship coordinator reviews these materials to assign a grade for the internship. If the student fails, the internship s/he is required to retake the research internship; if the student fails again during the second opportunity the student is terminated from the program.

The policy internship (2) is designed to be one semester long and provides students an opportunity to engage in disability policy work (e.g., reviewing and responding to proposed policy and regulation changes, writing policy briefs, participating in visits to state and national policymakers to share research findings related to their work). Students include the following deliverables from the internship to the policy internship coordinator and enter them into their annual portfolio: a policy brief, a list of visits to policymakers, and the materials shared during those meetings, or other materials as appropriate. The policy internship coordinator reviews these materials to assign a grade for the internship. If the student fails, the internship s/he is required to retake the policy internship; if the student fails again during the second opportunity the student is terminated from the program.

Comprehensive Examination

Students complete their final annual review as their comprehensive exam for the didactic part of the program. Once students have completed all required and elective courses, they begin work on their major area paper, which is a systematic review of literature. Once the paper is completed, students schedule a meeting of their advisory committee, give an oral presentation of their literature review, and receive feedback about their final portfolio. A discussion occurs at this point about a preliminary plan for the dissertation research, the composition of the dissertation committee, and a timeline for completion. Two of the three advisory committee members must award a grade of “satisfactory” for the student to successfully complete all parts of their final annual review (major area paper, oral defense, and final portfolio). The advisory committee will report, in writing, whether or not the student has passed the comprehensive exam and the final annual review to the School of Education's office of Graduate Studies and the Program Coordinator of the Ph.D. program in Special Education. A student may have a final annual review no more than twice. Failure on the second try results in dismissal from the program.

Dissertation Research

The student works with his/her advisor to make final decisions about the membership of his or her dissertation committee, which must include, at minimum, a methodologist, another member active in the proposed special education program and a member from outside the School of Education. In consultation with the dissertation committee, the student will prepare a dissertation

proposal for presentation to the graduate faculty and approval by the committee. After approval of the dissertation proposal, the chair of the dissertation committee shall recommend the student's admission to candidacy to the School of Education's Associate Dean for Academic Affairs and Graduate Studies and the Dean of VCU's Graduate School. Each student will complete a minimum of nine hours of dissertation studies (SEDP 899: Dissertation) during which major work will result in development of a doctoral dissertation that represents original research efforts by the student. Upon completion of the dissertation, the student's dissertation committee will conduct a public examination and defense of the dissertation. Three of four committee members must award a grade of "satisfactory" for the student to successfully complete the Final Defense. A student may take the final defense no more than twice. Should a student not pass on a second try, the student is dismissed from the program. Final approval is the responsibility of the dissertation chair, Department Chair, and the Associate Dean for Academic Affairs and Graduate Studies, who ultimately certify the candidate for graduation.

See Appendix A for the Sample Plan of Study

See Appendix B for the Course Descriptions

See Appendix C for the Portfolio Components

See Appendix D for the Internship Sites

See Appendix E for the Process and Tasks Related to Advising in the Ph.D. in Special Education Program

Student Retention and Continuation Plan

Upon enrollment in the proposed Ph.D. in Special Education degree program, all students will be required to attend an orientation meeting. The orientation meeting will provide an opportunity for students to meet program faculty and learn about the program-specific policies and procedures. All students will be assigned a primary advisor. Primary advisors are full-time faculty members in the proposed degree program who have expertise closely aligned with the student's research interest. The primary advisor will assist students with course selection, developing a preliminary program of study, and during the first semester, help students identify two additional faculty members to serve on the student's three-person advising committee. The members of the advising committee serve as professional mentors for the student, assisting with career guidance, assimilation into the profession, and assist with identifying internship experiences. Students will meet each semester with their primary advisor before registering for classes. At this time, the student and advisor will review the student's academic performance. The advisor will make sure the student understands that his or her grade point average must be at least 3.2 in order to continue in the program in good standing and that they must enroll in at least three credits during the fall and spring semesters to maintain continuous enrollment.

Students are required to meet with their advisory committee for an annual review at least of once per year while they are taking coursework, until they complete their final portfolio review. At this meeting, student portfolio artifacts are reviewed as well as progress in coursework. Students who are struggling or failing to make adequate progress at any of the review meetings may be directed to access student supports (e.g., writing center, counseling center, office for research) available at VCU.

To ensure students maintain the required 3.2 GPA and progress through the proposed degree program, each semester the program coordinator will receive a report from the Associate Dean for Academic Affairs listing students who earned grades of C or lower in any course (or those who receive a grade of “unsatisfactory” for dissertation credits). Those students will be required to meet with their advising committees and/or the program coordinator to discuss any problems they may be having, and to identify any necessary continuation plans.

Time to Degree

Students in the proposed Ph.D. in Special Education degree program will be able to enroll on a full-time or part-time basis. Full-time students will complete coursework in 2.5 years, including summers. It is estimated that most full-time students will take an additional year to complete and defend their dissertation, making time to degree 3.5 years. Part-time students could complete their coursework in 3.5, including summers. It is estimated that most part-time students will take an additional year and a half to complete their dissertation, making time to degree 5 years. Students will be required to enroll during summer semesters.

Faculty

The Department of Counseling and Special Education currently has 21 full-time faculty members: 5 full professors, 5 associate professors, and 11 assistant professors. All faculty have Ph.D. or Ed.D. degrees and are tenured or tenure-track. Ten faculty members from the department will teach core and required courses in the proposed Ph.D. program. The faculty range from full professors with over 100 years of collective experience in teaching and conducting research in special education and disability policy, to assistant professors beginning their research careers. Of the 10 faculty members dedicated to teaching in this proposed program, 6 are full professors, 2 are associate professors, and 2 are assistant professors. All have published in peer-reviewed journals and serve as leaders with robust research programs in special education and disability policy.

The Department of Foundations of Education currently has 8 full-time faculty members – 2 full professors, 3 associate professors, and 3 assistant professors. All faculty have Ph.D. or Ed.D. degrees and are tenured or tenure-track. Five faculty members from department will teach core and required courses in the proposed Ph.D. program. The faculty range from full professors with over 60 years of collective experience in teaching and conducting research in educational foundations, to assistant professors beginning their research careers. All have published in peer-reviewed journals and serve as leaders with robust research programs in Foundations of Education.

See Appendix F for the abbreviated faculty CVs

See Appendix G for the Faculty Research Expertise

Graduate Assistants

Graduate assistants for the proposed degree program, of which 13 are currently supported, will be assigned to work with a faculty member in the Department of Counseling and Special

Education. Their tasks will cover a range of experiences, primarily in research, participation on committees, and/or teaching-related tasks unless their funding comes from grant-funded projects which would identify specific project-related tasks.

Program Administration

The proposed Ph.D. in Special Education degree program will have a Program Coordinator. A faculty member teaching in the program will be designated as the Program Coordinator. The coordinator will be responsible for providing administrative oversight for the program, including responsibility for course scheduling, program implementation, program review as needed, and organizing monthly program meetings where program faculty discuss student progress through the program. The Program Coordinator will also monitor progress in meeting these benchmarks each semester, as appropriate, to ensure that progress is made towards that goal.

Five program faculty will serve on the Admissions Committee each year; this committee will be made up of the Program Coordinator and four additional program faculty. This committee will be responsible for reviewing applications, interviewing candidates and making recommendations for admission to the full program faculty.

There will be one faculty member responsible for coordinating each of the internship areas: Teaching, Research, and Policy. Each faculty member will teach core or required courses in the proposed degree program.

The Teaching Internship Coordinator will be responsible for identifying class for student to teach, identifying faculty member to work with student, working with faculty member/student to identify teaching related outcomes, and observing student teaching for at least one lecture.

The Research Internship Coordinator will be responsible for working with the student to identify a pilot research study, identifying a faculty member at VCU to oversee the student's work, and working with faculty member and student to identify research tasks/outcomes

The Policy Internship Coordinator will be responsible for identify national policy organizations, state agencies, and/or local entities that align with student interests and goals, identifying supervisor to work with student at a specific organization, working with supervisor and student to identify tasks/outcomes, and soliciting feedback on the experience from the supervisor.

The administrative assistant for the Department of Counseling and Special Education will provide support for the proposed degree program. The administrative assistant will ensure the processing of travel reimbursements for conference travel for doctoral students, submitting advising-related paperwork, and assisting the Program Coordinator in course scheduling.

Student Assessment

Students who complete the proposed Ph.D. in Special Education degree program will possess the

appropriate knowledge, skills, and abilities needed to serve as faculty or policy makers in the arena of special education. Students will engage in ongoing formative assessments such as quizzes, exams, papers, and presentations as they complete the core, research, cognate and portfolio annual review components of the proposed degree program. The doctoral experiences will culminate in a summative assessment of student learning through the comprehensive examination process that consists of a review of the written major area paper, an oral defense, and the final portfolio. The expectation is that after completion of the academic program, students will achieve learning outcomes in teaching, research, and policy.

Assessment of student learning will also occur through an annual review process by the three person advising committee. Students submit the following materials to the committee members two weeks prior to the annual review meeting: copy of transcript; updated curriculum vitae; personal statement that describes the student's research agenda and long-range career goals; link to the electronic portfolio; writing sample & evaluation surveys completed by course instructors (first year only); and major area paper (final year only).

During the annual review meeting, students will provide an oral presentation of their research agenda, and describe the work that they have completed over the previous year. Advisors provide feedback about student performance on portfolio tasks, particularly any written research manuscripts. Advisors also help with identifying work that students should prioritize for the following year that will help them meet their professional goals and complete their program of study. During the first year review meeting, advisors use the qualifying exam results to identify any gaps in beginning research or special education knowledge and skills so that those deficits can be addressed through either additional coursework or experience working with faculty advisors.

Learning outcomes were designed from professional standards. These outcomes/expectations are aligned with quality indicators⁷ from the Higher Education Consortium for Special Education (HECSE), a national organization that represents major university programs that prepare personnel for special education leadership roles.

Learning Outcomes

Students will be able to:

- Collect and analyze data using quantitative and qualitative techniques
- Write rigorous purpose statement and research questions, including those that address policy needs
- Critique special education literature successfully
- Prepare manuscripts for potential publication, utilizing appropriate APA style
- Identify the research, practice and policy implications of research findings
- Use online resources to teach graduate level courses in special education
- Organize and deliver a course lecture in face-to-face graduate courses in special education
- Provide constructive, concrete feedback on k-12 teaching to masters-level graduate students during their student teaching

Virginia Commonwealth University Mission Statement. Retrieved from:

- Review licensure and accreditation requirements and use them to identify needed course or program improvements
- Implement a universal design for learning framework to organize course delivery and/or student assessment procedures
- Engage in policy development work in the community that impacts students with disabilities
- Write a well-constructed policy brief that synthesizes research on a topic of interest to policymakers
- Engage in policy advocacy by providing written feedback to policy and/or regulation drafts, and sharing policy updates with the public

The curriculum has been developed to allow assessment of one or more of these outcomes, both directly and indirectly.

Curriculum map for the Ph.D. in Special Education

Learning Outcomes	Courses	Assessment Measures
Learning Outcomes in Teaching		
Organize and deliver a course lecture in face-to-face graduate courses in special education	SEDP 706 Personnel Development in Special Education SEDP 772 Teaching Internship	Formative: <ul style="list-style-type: none"> • Guest lecture assignment (706) • Create and implement teaching session with advisor's supervision (772) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Teaching • Teaching portfolio components (all required)
Use online resources to teach graduate level courses in special education	SEDP 706 Personnel Development in Special Education SEDP 772 Teaching Internship	Formative: <ul style="list-style-type: none"> • Guest lecture assignment in SEDP 706 • Selection & utilization of instructional support materials/equipment to use in teaching lesson (772) • Create and implement teaching session with teaching internship

		coordinator (772) Summative: <ul style="list-style-type: none"> • Comprehensive Exam
Provide constructive, concrete feedback on k-12 teaching to masters-level graduate students during their student teaching	SEDP 772 Teaching Internship	Formative <ul style="list-style-type: none"> • Prepare assessment activity items for sessions (772) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Teaching • Teaching Portfolio Components
Review licensure and accreditation requirements and use them to identify needed course or program improvements	SEDP 706 Personnel Development in Special Education	Formative: <ul style="list-style-type: none"> • Final project in SEDP 706 Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Teaching • Teaching Portfolio Components
Implement a universal design for learning framework to organize course delivery and/or student assessment procedures	SEDP 706 Personnel Development in Special Education SEDP 772 Teaching Internship	Formative: <ul style="list-style-type: none"> • Guest lecture assignment (706) • Create and implement teaching session with advisor's supervision (772) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Teaching • Teaching Portfolio Components
Learning Outcomes in Research & Policy		
Collect and analyze data using quantitative techniques	EDUS 710 Educational Research Design SEDP 708 Grant Writing in Special Education and Other Social Sciences SEDP 771 Research Internship	Formative: <ul style="list-style-type: none"> • Experimental Research Project Report (710) • Research Plan Proposal (708) • Final Research internship project (771) Summative:

		<ul style="list-style-type: none"> • Dissertation Proposal Dissertation
Collect and analyze data using qualitative techniques	EDUS 711 Qualitative Methods and Analysis SEDP 771 Research Internship	Formative: <ul style="list-style-type: none"> • Final Research project (711) • Final research internship project (771) Summative: <ul style="list-style-type: none"> • Dissertation Proposal Dissertation
Write rigorous purpose statement and research questions, including those that address policy needs	EDUS 710 Educational Research Design SEDP 708 Grant Writing in Special Education and Other Social Sciences SEDP 709 Literature Reviews in Special Education and Other Social Sciences	Formative: <ul style="list-style-type: none"> • Final Research project (710) • Literature Review Checkpoints (709) • Final grant proposal project (708) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Major Area Paper • Dissertation Proposal • Dissertation
Critique special education literature successfully	SEDP 707 Critical Issues in Special Education SEDP 708 Grant Writing in Special Education and Other Social Sciences SEDP 709 Literature Reviews in Special Education and Other Social Sciences	Formative: <ul style="list-style-type: none"> • Final Paper (707) • Final literature review & oral presentation (709) • Final grant proposal (708) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Major Area Paper • Dissertation Proposal • Dissertation
Prepare manuscripts for potential publication, utilizing	SEDP 707 Critical Issues in Special Education	Formative: <ul style="list-style-type: none"> • Position paper and

appropriate APA style	SEDP 709 Literature Reviews in Special Education and Other Social Sciences SEDP 771 Research Internship	annotated bibliography (707) <ul style="list-style-type: none"> • Final literature review & oral presentation (709) • Final research internship project (771) Summative: <ul style="list-style-type: none"> • Comprehensive Exam: Research Portfolio • Dissertation Proposal • Dissertation
Identify the research, practice and policy implications of research findings	SEDP 705 Seminar on Disability Policy SEDP 708 Grant Writing in Special Education and Other Social Sciences SEDP 709 Literature Reviews in Special Education and Other Social Sciences	Formative: <ul style="list-style-type: none"> • Policy Research Project (705) • Final literature review & oral presentation (709) • Final grant proposal (708) Summative: <ul style="list-style-type: none"> • Dissertation Proposal Dissertation
Write research questions that address policy needs	SEDP 705 Seminar on Disability Policy SEDP 708 Grant Writing in Special Education and Other Social Sciences SEDP 773 Policy Internship	Formative: <ul style="list-style-type: none"> • Policy Research Project (705) • Final grant proposal (708) • Final Policy Internship Project (773) Summative: <ul style="list-style-type: none"> • Dissertation Proposal Dissertation
Engage in policy development work in the community that impacts students with disabilities	SEDP 705 Seminar on Disability Policy SEDP 773 Policy Internship	Formative: <ul style="list-style-type: none"> • Policy Research Project (705) • Final Policy Internship Project (773)

		Summative: • Dissertation Proposal Dissertation
Write a well-constructed policy brief that synthesizes research on a topic of interest to policymakers	SEDP 705 Seminar on Disability Policy	Formative: • Policy Research Project (705) • Final Policy Internship Project (773) Summative: Comprehensive exam
Engage in policy advocacy by providing written feedback to policy and/or regulation drafts, and sharing policy updates with the public	SEDP 705 Seminar on Disability Policy SEDP 773 Policy Internship	Formative: • Policy Research Project (705) • Final Policy Internship Project (773) Summative: Comprehensive Exam

Employment Skills/Workplace Competencies

Graduates of the proposed Ph.D. in Special Education degree program will have the skills and expertise in special education and research to serve as university faculty. Graduates will be able to:

- Develop and deliver effective instruction in an undergraduate or graduate college or university program. Such instruction would include topics such as early childhood special education, transition services, k-12 academic education, behavior management/behavior challenges, intensive interventions, and disability policy;
- Design, implement, and disseminate rigorous research that uses a range of research methodologies that includes quantitative, qualitative, and single case designs;
- Establish a research agenda that creates new knowledge for the field of special education;
- Pursue external funding opportunities to further research and teaching efforts;
- Advise and mentor undergraduate and graduate students in their courses of study;
- Collaborate with colleagues in different but related fields for education, research, and publications;
- Advocate for disability policy improvements at the local, state, and national levels;
- Expand the body of knowledge in special education through research and dissemination of original scholarly work.

Program Assessment

The Department of Counseling and Special Education will assess and evaluate the proposed degree program after the initiation year. The department will conduct and report annual assessments of student learning outcomes in accordance with Virginia Commonwealth University's Assessment Policy. Reviews at the Department and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students' satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program's mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed Ph.D. degree program is scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

Benchmarks of Success

The benchmarks of success of the proposed Ph.D. in Special Education degree program include:

- Three to five fully qualified admitted students per year
- 90% of eligible students will complete degree program
- 100% of students passing their qualifying exam
- 100% of students passing their annual review
- 75% of students will present research at state or national conferences before graduation
- 50% of students will publish research with or without faculty co-authors before graduation
- 90% of students will engage in research with faculty
- 50% of students will engage in policy advocacy at state or national levels before graduation
- 100% of graduates will have obtained jobs utilizing their advanced degree within six months of program completion
- 100% of graduates will indicate satisfaction with the program as evidenced by an end-of-program survey by a mean of 4 on a 5-point scale.

These data will be reviewed at the first program faculty meeting of the year. A plan of action for the year will be developed to address any benchmarks not met, and will be based on the data shared. For example, a detailed recruitment plan may be included in the action plan if the benchmark on admitting 3-5 students is not met while creating a list of faculty research projects and distributing it to current students might be part of an action plan that could

increase student participation in research with faculty if that benchmark is not met. Action plans will include concrete goals, personnel responsible, and timelines for completion/implementation.

Expansion of Existing Programs

The current Ph.D. in Education degree program has a concentration in Special Education and Disability Leadership that has been in effect since 2012. The proposed Ph.D. in Special Education degree program is an expansion of the existing concentration in the current Education, Ph.D. degree program. This expansion to a standalone degree program is needed to eliminate the curricular restraints of a concentration and allow students to earn a degree that more clearly matches coursework and job opportunities.

First, the increased research coursework and hands-on experience in teaching, research and policy work will provide better preparation to meet current expectations for beginning-level competencies for faculty in special education than the existing program. These increased expectations have resulted in a need for a degree program with appropriate and sufficient coursework specific to special education and disability policy. The existing concentration does not offer enough credit hours to cover curricular needs of a rigorous doctoral level degree program that is necessary to prepare our students to be leaders in the field, with a particular emphasis on jobs in academia. To illustrate, in 2010, the department conducted a search for three tenure-eligible faculty positions. Three recent graduates of the Ph.D. in Education with the concentration in Special Education and Disability Leadership applied to the positions. There were three key areas of concern in the students' knowledge, skills, and abilities that precluded their consideration for employment: 1) limited research experience with no publication record, 2) lack of experience with single-subject designs prevalent in special education research, and 3) no documented service or policy work. In a stand-alone degree program, the curriculum can be expanded to include all of the research courses, experiential learning, and internship experiences to fully and adequately educate students and ensure graduates have the knowledge and skills to be competitive for employment and fulfill career aspirations.

Secondly, a stand-alone degree program in Special Education will provide students with a degree title that more accurately reflects the coursework taken. The curriculum for the proposed degree program more accurately reflects that the preparation these students receive is focused more directly on the knowledge and skills they will need as faculty members in special education rather than in curriculum for a general education degree program. When students were surveyed about the degree title, all respondents indicated that they would prefer to graduate from a program in Special Education. The degree title is also more recognized in institutions of higher education who are hiring faculty to prepare the next generation of special education educators.

If the proposed Ph.D. in Special Education degree program is approved, the university will close the existing Special Education and Disability Leadership concentration in the Ph.D. in Education degree program. Students in the existing concentration will be given the option to transfer into the new degree program or continue with the existing concentration in Special Education and Disability Leadership until graduation. The existing concentration will not be

closed until all existing students have either transferred or graduated.

Relationship to Existing VCU Degree Programs

The proposed Ph.D. in Special Education degree program is not similar or related to any other existing degree program at Virginia Commonwealth University.

Compromising Existing Degree Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a stand-alone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The need for doctoral-level special education leadership personnel prepared to assume faculty positions to prepare special educators and early intervention personnel has been fully documented and shows no signs of abating. Montrosse and Young (2012) summarize the chronic need:

“Since 1988, researchers have monitored the supply of and demand for special education (SE) faculty. The demand side of these studies was initiated by Sindelar and Taylor (1988), and the continued imbalance between the supply of new graduates and demand at the nation’s SE teacher preparation programs is now well documented (Dil, Geiger, Hoover, & Sindelar, 1993; Eichinger, Downing, Evans, Feck, & Ike, 2000; Pierce, Smith, & Clarke, 1992; Sindelar, Buck, Carpenter, & Watanabe, 1993; Sindelar & Taylor, 1988; Smith, Montrosse, Robb, Tyler, & Young, 2011; Smith, Pion, Tyler, Sindelar, & Rosenberg, 2001). The consensus among these studies is that the demand for new faculty consistently outstrips the supply of new graduates.”⁸

Several community, state, and national level issues are driving the demand for a stand-alone Ph.D. in Special Education program that is more robust in its special education content, research, and policy, and less generalist in scope. These focused programs are important, as faculty members need to be prepared for positions that are changing with a greater emphasis on experience in research and teaching to meet the demands of schools and teachers.

⁸ *Education and Special Education*, (p. 140). Retrieved from:
<https://journals.sagepub.com/doi/pdf/10.1177/0888406412444763>.

As reported in deBettencourt, Hoover & Rude (2016), despite the fact that Special Education faculty still are required to engage in traditional faculty responsibilities, some of the requirements of these changing roles are:

“...future faculty may be required to (a) engage in increased publishing even though the primary mission is teacher preparation, (b) incorporate contemporary technology (e.g., use of iPads, course flipping) into teaching and research, (c) generate and secure grant funds, or (d) develop and deliver online coursework, modules, and professional development.”⁹

To address these challenges, doctoral programs in special education should be “predicated on the critical context of leadership training experiences that are embedded within the culture of higher education (i.e. the roles, responsibilities, and expectations of the professoriate)”¹⁰ which can provide preservice teachers and others in teacher preparation programs opportunities to delve into the research that drives practices and internships with professional organizations and agencies that impact education through their decision-making.

Changing roles related to teaching. First, a national pervasive and chronic critical shortage of pre-k, elementary, and secondary teachers in special education across disability categories, as well as general education teachers who are skilled in including students with disabilities in their classrooms, demands the availability of an adequate number of well-trained university/college faculty who can prepare future teachers effectively and efficiently. Because of this critical shortage, many universities are expanding or adding new preparation programs and are seeking new faculty with the knowledge and skills in contemporary teacher preparation. These contemporary skills include the ability to use a range of teaching modalities (face-to-face, hybrid, and fully online), and to incorporate a range of new practices into teacher preparation programs including universal design for learning, multi-tiered systems of support, and other evidence-based practices.¹¹

Second, today’s pre-k-12 special education teachers are challenged with a high percentage of children and youth with and at-risk for disabilities in the PK- 12 world, which, when given their widely reported poor outcomes, indicates a need for faculty who have the skills and training to learn cutting-edge practice to train the next generation of teachers and researchers, while not being encumbered by missing content from a generalist degree program.¹²

“High quality teacher preparation is connected to the quality of the training teacher educators receive (Darling-Hammond, 2005, 2006a, 2006b; Laczko-Kerr & Berliner, 2003; Montrosse, 2009; National Assessment of Educational Progress, 2011; West & Whitby, 2008). To provide quality training, an adequate supply of faculty to fill vacant positions in teacher preparation and doctoral

⁹ deBettencourt, L.U. (2014). Preparing the next generation of higher education faculty in special education. *The Journal of Special Education Apprenticeship*, 3(1). Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1127793.pdf> (p. 123).

¹⁰ Ibid. (p.127).

¹¹ Ibid. (p.123).

¹² deBettencourt, ibid. (p. 123).

training programs is needed.”¹³

Finally, survey data document the consistent shortage of special education faculty point to the fact that universities are both adding new programs, particularly in early childhood special education, as well as creating blended programs that prepare k-12 teachers who are qualified to teach students with and without disabilities. Montrose & Young point out that:

“...there is a shift occurring in terms of expanding roles of SE faculty..... One of the reasons cited for this misalignment included shifting market demands. Data reported in Robb et al. (2012) suggest that the blended general education (GE) and SE concentration will move from being fourth highest in the top-five program specializations at SE teacher education (TE) programs to second in the next 5 years.”¹⁴

Changing roles related to research. There is a need to prepare future special education faculty to engage in rigorous research designed to further advance and improve the education provided to students with disabilities as well as those at risk. Special education faculty members are increasingly required to publish original research, to secure funding to support their research efforts, and to generate new knowledge to solve problems related to chronic underachievement for this population of students. These expectations reflect a higher standard than exists for their peers in other content areas and requires a greater focus on specific research methodological knowledge and skills that are not typically included in more generalist programs. As stated in deBettencourt et al., new special education faculty members:

“...must be able to design research studies using a variety of appropriate methodologies, applying at least a minimum level of expertise necessary to move the science of special education research forward by advancing the knowledge base and increasing the quality of evidence-based practices. Such knowledge is especially desirable to IHEs (institutions of higher education) in today’s financial environments because increased expectations are being placed on faculty to secure research and training grant dollars to improve credit hour production and one’s research agenda.”¹⁵

In addition to generating new knowledge to address challenges faced in the field, special education faculty members must be skilled at preparing future special and general education teachers to implement these new research-based practices. That skill in translating research to practice so that others can implement these strategies and interventions is increasing in importance as all teachers are increasingly being held

¹³ Montrosse, B.E. & Young, C.J. (2012). Market demand for special education faculty. *Teacher Education and Special Education*, (p. 150). Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0888406412444763> (p. 150).

¹⁴ Ibid. (p. 149).

¹⁵ deBettencourt, L.U. (2014). Preparing the next generation of higher education faculty in special education. *The Journal of Special Education Apprenticeship*, 3(1), Retrieved from <https://files.eric.ed.gov/fulltext/EJ1127793.pdf> (p. 124).

accountable for the academic achievement of students in the classroom. As Montrose & Young described:

“Special education faculty members are being asked to prepare special *and* general education teachers to implement specific evidence-based practices...More general education teacher preparation programs address how teachers can better support the needs of all struggling learners, including students with disabilities, and Special Education faculty are increasingly assisting with this instruction.”¹⁶

Changing roles related to policy. While service to the field is traditionally the third main responsibility of a faculty member’s work life and in many colleges and universities, that role focuses mainly on the expectation for faculty governance over specific aspects of university life through participation in school and university committees. For faculty in special education, a new service activity is increasingly gaining in importance, that of policy advocacy work. As McCaig points out,

“...researchers do not do a good job of informing policymakers about the results of their research and working with them before and throughout a study. Academic researchers generally focus on informing other researchers of their results rather than decision-makers... they are largely rewarded for publishing their work with the most prestigious academic publishers or in the most-cited academic journals, which are read primarily by other academics, not by decision-makers. Many institutions even frown upon applied work, deeming it not as worthy as the intellectual pursuit of interesting questions without regard for what is popular at the moment.”¹⁷

The proposed degree program will assist in preparing future special education faculty with the knowledge and skills to meet the increased expectations in teaching, research and policy advocacy to improve outcomes for children and youth with disabilities and their families. The specific research-focused classes as well internship experiences in teaching, research, and policy provide the opportunity for doctoral students in this program to be mentored by faculty who are engaged in this work at Virginia Commonwealth University.

Employment Demand

The proposed Ph.D. in Special Education degree program is designed to provide the knowledge and skills needed serve as faculty and policy makers in the field of special education. Interest in graduates of doctoral studies in Special Education is strong, and the need for graduates of doctoral programs continues to grow both regionally and nationally.

According to the Occupational Outlook Handbook from the Bureau of Labor Statistics employment prospects for faculty in higher education in general, and for those in specifically in

¹⁶ Montrose and Young, *ibid.* (p. 149).

¹⁷ McCaig, A. (2016, October). Connecting research and policy may improve educational equity. Rice University. Retrieved from: <http://news.rice.edu/2016/10/26/connecting-research-and-policy-may-improve-educational-equity-2/>

education fields in particular will be very good. The BLS projects that overall employment of postsecondary teachers is projected to grow 15% from 2016 to 2026, “much faster than the average for all occupations.”¹⁸ Specifically, the BLS projects between 2016 and 2026 employment of education postsecondary teachers will grow “10%.”

The Virginia Employment Commission, Labor Market Index shows strong demand in Virginia for postsecondary teachers.

The table below shows the long term employment projections for Postsecondary Teachers in Virginia for the 2016-2026 projection period.¹⁹

2016 Estimated Employment	2026 Projected Employment	Total 2016- 2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
40,621	47,681	7,060	1.62%	17.38%

Shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand. Special education trained faculty will be needed to prepare the next generation of Pk-12 special education teachers to meet the needs of children and youth with disabilities from birth through 21. Statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in demand. For example, for the 2018-2019 school year (the most recent data available), Virginia Department of Education ten (10) critical shortages to the Virginia legislature. Special education is ranked as the number one shortage in the state, which mirrored the data from the past ten years.²⁰

See Appendix G for the Program Graduates and Positions Held
See Appendix H for the job announcements

Most universities begin to actively recruit for open positions in fall through early spring of the current academic year, for positions they hope to fill in the next academic year. In order to show job needs for a full recruitment cycle, the ads included are those posted from September 2016 through August 2017.

¹⁸ Bureau of Labor Statistics. Occupational Outlook Handbook. <https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>

¹⁹ Virginia Employment Commission. <https://data.virginialmi.com/vosnet/analyzer/>

²⁰ Virginia Department of Education. (2019). Commonwealth of Virginia critical shortage teaching endorsement areas for 2018-2019. Retrieved from: http://www.doe.virginia.gov/teaching/workforce_data/shortage_areas/critical-shortage-areas-2018-2019.docx

Student Demand

Two types of evidence document student demand for the proposed Ph.D. in Special Education degree program: 1) a survey of demand among potential students, and 2) statistics on enrollment in an existing sub area.

Student Survey

A student survey was administered to students enrolled in the Special Education, M.Ed. program during January 16 – April 7, 2018. The survey was distributed to 62 students, and 23 responded for a 37% response rate. The first question was the most relevant to the level of student interest in the proposed program. The question was, *If VCU offered the Special Education, Ph.D., would you enroll?* Of the 23 respondents:

- 4 respondents definitely agreed (17%)
- 3 respondents very likely agreed (13%)
- 5 respondents likely agreed (22%)

Enrollment Data

Enrollment in the existing Ph.D. in Education, Special Education and Disability Leadership concentration demonstrates student demand.

Student Enrollments in concentration

Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Applied	9	30	10	7	5
Admitted	8	12	6	5	4
Enrolled	6	11	5	4	4

See Appendix J for a copy of the original student survey. A summary of the responses is included after the survey.

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

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>2019 - 2020</u>		<u>2020 - 2021</u>		<u>2021 - 2022</u>		<u>2022 - 2023</u>			<u>2023 - 2024</u>		
HDCT <u>35</u>	FTES <u>28</u>	HDCT <u>37</u>	FTES <u>29</u>	HDCT <u>40</u>	FTES <u>30</u>	HDCT <u>40</u>	FTES <u>30</u>	GRAD _____	HDCT <u>40</u>	FTES <u>30</u>	GRAD <u>8</u>

Assumptions:

- Retention percentage: 90%
- Percentage of full-time students 46% / Percentage of part-time students 54%
- Full-time students credit hours per semester: 9
- Part-time students credit hours per semester: 6
- Full-time students graduate in 3.5 years
- Part-time students graduate in 5 years

Duplication

The proposed Ph.D. in Special Education will be the first standalone degree program in special education offered by a public institution in Virginia. There is no similar or related degree program. Four public institutions offer degree programs with sub areas in special education; College of William and Mary, George Mason University, Old Dominion University, and the University of Virginia.

The College of William and Mary in Virginia (William and Mary)

The College of William and Mary offers a Ph.D. in Educational Policy, Planning, and Leadership (EPPL) with a cognate in Special Education Administration Program of Studies. The program provides initial preparation and continuing education for those who wish to serve in leadership positions in the field of special education. Students who are interested in increasing knowledge and leadership competencies related to individuals with disabilities take a 12-hour cognate in Special Education after admission to one of the EPPL Ph.D. emphasis areas.

George Mason University (GMU)

George Mason University offers a Ph.D. in Education degree program with a specialization in Special Education. The degree program prepares leaders in research, teaching, administration, and supervision for the variety of professional needs facing children, youth, and adults with disabilities. The program requires students to complete a minimum of 55 credit hours with 24 credits of professional specialization (Special Education).

Old Dominion University (ODU)

Old Dominion University offers a Ph.D. in Education degree program with a concentration in Special Education. The program requires students to complete a minimum of 60 credit hours. The curriculum includes a content concentration in Special Education that requires 24 credit hours.

The University of Virginia (UVA)

The University of Virginia offers a Ph.D. in Education degree program with a track in Special Education. The program includes coursework, a research apprenticeship, and practical experiences to prepare graduates to produce original research that contributes to the knowledge base in special education and to teacher education in general; it also prepares graduates to provide effective leadership in this area. The program requires students to complete a minimum of 72 credits, 24 of which are in Special Education.

Projected Resource Needs for the Proposed Program**Resource Needs**

Virginia Commonwealth University and the Department of Counseling and Special Education have all of the faculty, classified support staff, equipment, library and other resources necessary to offer the proposed Ph.D. in Special Education. The following subsections detail the resources required to operate the program from its initiation in the spring 2020 semester through the target year 2023-24. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 1 FTE of instructional effort for every 8 FTE of student enrollment. The proposed program will require a total of 3.50 FTE faculty instructional effort in 2019-2020, rising to 3.75 FTE faculty by the target year of 2023-2024.

Full-time Faculty

Two full-time faculty members from the Department of Counseling and Special Education who are currently teaching in the existing concentration will devote more than 50% of their teaching effort to teaching in the proposed degree program, for an FTE of 1.27. Their effort will remain constant from initiation through to the target year.

Part-time Faculty

Faculty in the Department of Counseling and Special Education who teach in the Special Education and Disability Leadership concentration will teach in the proposed program. It is anticipated that 5 faculty will teach required courses but devote less than 50% of their teaching effort to teaching in the proposed degree program. The program will require 1.92 FTE of part-

time faculty to initiate and this will rise to 2.17 FTE in the target year.

Faculty in the Department of Foundations of Education who currently teach required courses in the existing Education Ph.D. degree program will teach the same courses in the proposed program. It is anticipated that 5 faculty will teach required courses but devote less than 50% of their teaching effort to teaching in the proposed degree program. The program will require .31 FTE of part-time faculty in the initiation year and will remain constant through the target year.

Adjunct Faculty

No adjunct faculty members are needed to initiate and sustain the proposed degree program.

Graduate Assistants

The Department of Counseling and Special Education will provide funding for 13 graduate assistants for the proposed degree program from three different sources of funding: two U.S. department of education funded leadership training grants and funds allocated to the School of Education from VCU's Graduate School for Graduate Assistant funding. Stipends range from \$25,000 to \$30,000 per year.

Five Graduate Assistants will be funded from the Research to Policy Advocacy grant, receiving stipends of \$30,000 each, totaling \$150,000 per year. Another three graduate assistants will be funded on the National Center for Leadership in Intensive Interventions, receiving stipends of \$23,000 for a total of \$69,000 per year. The other five graduate assistants will be funded through dollars allocated to the School of Education to support graduate assistants in the Ph.D. in Education program. These funds will be reallocated to support graduate assistants in the proposed Ph.D. in Special Education program, receiving stipends of \$25,000 for a total of \$125,000 per year. Total funding for graduate assistants is \$344,000 and no fringe benefits.

Classified Positions

An administrative assistant currently employed by the Department of Counseling and Special Education will support the proposed degree program. The program will require .25 FTE of classified support to initiate. By the target year, .35 FTE of support will be needed. Salary for the administrative assistant will be \$9,500 and fringe benefits \$3,629.

Targeted Financial Aid

No targeted financial aid is needed to initiate and sustain the proposed degree program.

Equipment (including computers)

No new resources will be required to initiate and sustain the proposed program.

Library

No new resources are needed to initiate or sustain the proposed degree program. The library has an adequate collection of resources to support the proposed degree program. Resources include books, journals, and publications for special education and all are sufficient to support courses in the proposed program. In addition, detailed advanced specialty journals are available to the

students. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

See Appendix K for the Library Resources

Telecommunications

No additional telecommunication resources are needed to initiate and sustain the proposed new degree program.

Space

No new space is required to initiate or sustain the proposed new degree program. There is adequate space for classrooms, meetings, and offices in the Department of Counseling and Special Education and the School of Education. Office space is also available for the graduate assistants.

Other Resources (specify)

The School of Education and the Department of Counseling and Special Education will provide \$150,462 to initiate and sustain the proposed program in the form of tuition remission. The University will provide tuition remission for 5 graduate students, with the Research to Policy Advocacy grant providing tuition remission for an additional 5 graduate assistants and the National Center for Leadership in Intensive Interventions will provide tuition remission for 3 graduate assistants. Tuition will be paid at the full-time rate for fall and spring at \$5,006 per semester and \$1,668 for three credits in the summer. This totals to \$11,680 per year for each of the 13 students at the rate of \$150,462 each year.

To advertise the proposed program, the Department of Counseling and Special Education will allocate \$5,000 each year (totaling \$25,000) toward an advertising campaign.

Resource Needs: Parts A-D

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 and other positions needed for the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.27	0.00	0.00	1.27
Part-time faculty FTE**	2.23	0.00	0.25	2.48
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	13.00	0.00	0.00	13.00
Classified positions	0.25	0.00	0.10	0.35
TOTAL	16.75	0.00	0.35	17.10
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <u>after</u> initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by	
	2019 - 2020		Target Enrollment Year	
			2023 - 2024	
Full-time faculty	1.27	0.00	0.00	1.27
salaries	\$122,659			\$122,659
fringe benefits	\$48,328			\$48,328
Part-time faculty (faculty FTE split with unit(s))	2.23	0.00	0.25	2.48
salaries	\$316,073		\$25,873	\$341,946
fringe benefits	\$124,533		\$10,194	\$134,727
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Graduate assistants	13.00	0.00	0.00	13.00
salaries	\$344,000			\$344,000
fringe benefits				\$0
Classified Positions	0.25	0.00	0.10	0.35
salaries	\$9,500		\$3,800	\$13,300
fringe benefits	\$3,743		\$1,497	\$5,240
Personnel cost				
salaries	\$792,232	\$0	\$29,673	\$821,905
fringe benefits	\$176,604	\$0	\$11,691	\$188,295
Total personnel cost	\$968,836	\$0	\$41,364	\$1,010,200
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs	\$155,462			\$155,462
TOTAL	\$1,124,298	\$0	\$41,364	\$1,165,662

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

X No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

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

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$792,668	\$834,032
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$183,400	\$183,400
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$312,440	\$312,440

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

The Department of Counseling and Special Education will reallocate resources to support the proposed program. Faculty teaching loads (full-time and part-time) will be reallocated to support the proposed program. The costs for classified support (\$18,540) will be accommodated through existing resources. The increase in part-time faculty (from 1.92 to 2.17 FTE) by the target enrollment year will be supported by filling vacant positions that have not been filled due to low enrollments in graduate programs. The reallocation of resources will have a minimum impact on academic programs in the department or departmental resources.

Reallocation within the school

The Department of Foundations of Education in the School of Education will reallocate five full-time faculty to teach part-time (less than 50% of total teaching effort) in the proposed degree program. This is a reallocation of faculty (.31 FTE) teaching effort. These faculty currently teach doctoral courses in the Ph.D. in Education program, particularly research classes that are required in both the existing Ph.D. in Education program and the proposed Ph.D. in Special Education program. The reallocation of resources will have a minimum impact on academic programs in the School of Education, as many of the doctoral level courses are the same in both the concentration and the proposed degree program or are courses that are replacing current courses in the existing concentration.

Reallocation within the institution

The VCU Graduate School allocates funding to the School of Education to support stipends and tuition remission for graduate assistants in the Ph.D. in Education programs. Support for five of these graduate assistants will be reallocated for graduate assistant stipends and tuition remission in the proposed Ph.D. in Special Education program. The total for the initiation year will be \$183,400 (\$125,000 in stipends and \$58,400 in tuition remission). This is equivalent to the number of graduate assistants funded by the VCU Graduate School who are enrolled in the Ph.D. in Education's Special Education and Disability Leadership concentration, which will no longer be accepting new students into that program. Therefore, this reallocation will not have a negative impact on the institution.

Other funding sources

The Department of Counseling and Special Education funds 8 doctoral students through two grants: Research to Policy Advocacy grant (RTPA) and National Center for Leadership in Intensive Intervention (NCLII). Both of these grants are funded by the U.S. Department of Education because of the critical shortage of faculty and leadership personnel in Special Education. Funding for such grant-funded leadership training programs have been in existence for more than 20 years and as these shortages are predicted to worsen, funding for these grants are highly likely to continue for the foreseeable future. RTPA funds five Graduate Assistants for a total of \$150,000 per year in stipends and \$58,400 for tuition remission for a total of \$208,400. NCLII, a sub-award through Vanderbilt University, funds three full-time students for a total of \$69,000 in stipends and \$35,040 in tuition remission for a total of \$104,040. These grants will continue for one additional year, the faculty in the Department of Counseling and Special Education are planning to re-apply during this summer to maintain this level of support for the program from external funds. The improvements as described for this proposed Ph.D. in Special Education program will make VCU even more competitive, making it highly likely that this source of funds will be maintained through the target year.

3. Secondary Certification.

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

X Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

APPENDICES

Appendix A – Sample Plan of Study

Full-Time Student

First Year	Fall Semester	Spring Semester	Summer semester	Subtotal
	EDUS 608: Educational Statistics (3)	EDUS 710: Quantitative Research Design (3)	SEDP 771: Research Internship (1)	7
	SEDP 707: Critical Issues in Special Education (3)	SEDP 651: Professional Seminar in SEDP (3)	SEDP 773: Policy Internship (2)	8
	SEDP 705: Seminar on Disability Policy (3)	SEDP 706: Personnel Development in Special Education (3)		6
Total First Year: 21 credit hours				
Second Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	SEDP 711: Doctoral Seminar in Single Subject Design (3)	EDUS 711: Qualitative Methods and Analysis (3)	SEDP 772: Teaching Internship (3)	9
	SEDP 708: Grant Writing in Special Education and Other Social Sciences (3)	SEDP 771: Research Internship (2)		6
	Cognate (3)	Research Elective (3)		3
Total Second Year: 20 credit hours				
Third Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	Research Elective (3)	Comprehensive Exam (0)	SEDP 899: Dissertation Research (3)	6
	Cognate (3)	SEDP 899: Dissertation Research (3)		6
	SEDP 709: Literature Reviews in Special Education and Other Social Sciences (3)			3
Total Third Year: 15 credit hours				
Fourth Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	SEDP 899: Dissertation Research (3)			3
Total Fourth Year: 3 credit hours				
Total Degree Program: 59 credit hours				

Appendix A – Sample Plan of Study

Part-Time Student

First Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	EDUS 608: Educational Statistics (3)	SEDP 651: Professional Seminar in SEDP (3)	Research Elective (3)	7
	SEDP 707: Critical Issues in Special Education (3)	EDUS 710: Quantitative Research Design (3)		6
Total First Year: 15 credit hours				
Second Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	SEDP 705: Seminar on Disability Policy (3)	SEDP 706: Personnel Development in Special Education (3)	SEDP 772: Teaching Internship (3)	9
	SEDP 708: Grant Writing in Special Education and Other Social Sciences (3)	EDUS 711: Qualitative Methods and Analysis (3)		6
Total Second Year: 15 credit hours				
Third Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	SEDP 711: Doctoral Seminar in Single Subject Design (3)	SEDP 771: Research Internship (3)	SEDP 773: Policy Internship (2)	8
	Cognate (3)	Cognate (3)		6
Total Third Year: 14 credit hours				
Fourth Year	Fall Semester	Spring Semester	Summer Semester	Subtotal
	Research Elective (3)	SEDP 899: Dissertation Research (6)	SEDP 899: Dissertation Research (3)	12
	SEDP 709: Literature Reviews in Special Education and Other Social Sciences (3)	Comprehensive Exam (0)		3
Total Fourth Year: 15 credit hours				
Total Degree Program: 59 credit hours				

Appendix B – Course Descriptions

New courses are denoted with an asterisk.

Core Courses

SEDP 705. Seminar on Disability Policy. 3 Hours. Semester course; 3 lecture hours. 3 credits. Discussion and examination of key federal and state issues that affect disability policy and program management. Includes an in-depth examination of IDEA, ADA and the Rehabilitation Act of 1973.

SEDP 706. Personnel Development in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prepares individuals to effectively design, provide and evaluate personnel development programs that prepare professionals to maximize the developmental, educational, emotional and employment outcomes of individuals with disabilities.

SEDP 707. Critical Issues in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Discussion and examination of controversial and/or critical issues in special education, as well as current IDEA definitions (learning disabilities, emotional disturbance and mental retardation), referral and assessment methods, and instructional models.

SEDP 708. Grant Writing in Special Education and Other Social Sciences. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines conceptual, empirical and practical issues in the preparation of grant proposals and in the conduct of interdisciplinary research in the social sciences that focuses on education and related issues in youth development, with a specific emphasis on youth with disabilities. Students will develop practical skills in establishing interdisciplinary research teams; interdisciplinary research design and grant proposal development; matching research questions to funding agencies and their priorities; working with community agencies and relevant stakeholders to secure their involvement in the research process; writing research or training grant proposals.

***SEDP 709. Literature Reviews in Special Education and Other Social Sciences. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Provides in-depth, advanced instruction in the conducting of systematic literature reviews; instruction in how to create and refine a research question; instruction in defining and refining search terms; instruction in critically analyzing identified literature; and instruction in the writing and structure of a literature review.

***SEDP 711. Doctoral Seminar in Single Subject Design. 3 Hours.** Semester course; 3 lecture hours. 3 credits. This course is intended to provide an overview of strategies for designing and conducting single subject studies that are relevant to education, special education, psychology and other related fields of inquiry. Its purpose is to provide doctoral students or advanced graduate students who are interested in applied research designs with an opportunity to acquire competencies related to planning, implementing and analyzing such research. The content of the course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in educational and community settings. This course is designed as an initial course in single research design.

Research Courses

EDUS 608. Educational Statistics. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT 508 or equivalent. An intermediate-level statistics class focusing primarily on techniques of inferential analysis. The purpose of this course is to facilitate students' development of the skills required to come up with a research hypothesis and analyze data to confirm or deny said hypothesis. Students will conduct data analysis using the National Center for Education Statistics Educational Longitudinal Study of 2002. Students will specifically consider the development of theoretically grounded hypotheses and the use of a variety of statistical techniques to enable their testing. The class will focus in particular on multiple regression with two or more independent variables and the psychometric analysis of measurement scales intended to tap variables used in the models developed. Students will also consider curvilinear relationships, factor analysis and power analysis. Students who successfully complete the course should have the ability to analyze complex data sets and construct measures that enable the testing of hypotheses that advance theory, research and practice in the field of education.

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I. 3 Hours. 3 lecture hours. 3 credits. This interdisciplinary seminar is the first part of a two-semester sequence. Students will learn about the nature of scholarly inquiry and the worth of situating research within its wider social and political contexts. Course will deal with limitations of knowledge and knowing and aid students in understanding major themes in the field of epistemology. Emphasis will be given to the nature and structure of knowledge and evidence, justification of beliefs, beliefs about "truth," naturalized epistemology and the role of skepticism in inquiry and advanced study. EDUS 702 and 703 are continuous courses.

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II. 3 Hours. 3 lecture hours. 3 credits. Prerequisite: EDUS 702. This interdisciplinary semester is the second part of a two-semester sequence. Students will deepen their understanding of scientific inquiry and apply an understanding of epistemology to a critical analysis of various philosophies of research and paradigms that exist (e.g.: positivism, constructivism, etc.). Emphasis will be placed on the relationships among research, politics, policy and ethics. Examples will be drawn from research on urban issues and deal with issues such as race, class and gender in education. EDUS 702 and 703 are continuous courses.

EDUS 710. Quantitative Research Design. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor. An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.

EDUS 711. Qualitative Methods and Analysis. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor. Examines qualitative research designs and inductive analysis, including research traditions, problems formulation in fieldwork, purposeful sampling, interactive data collection strategies, research reliability and validity. An interdisciplinary approach is used. Students conduct a small field study in their specialization.

Internship Courses

*SEDP 771. Research Internship. 1-3 Hours. Semester course; 1-3 research hours. 1-3 credits. May be repeated for a total of 3 credits. Enrollment requires prior approval of adviser. The research internship is designed to provide doctoral students with an opportunity to demonstrate competence at designing and conducting a pilot research study and disseminating research findings. Graded as S/U/F.

*SEDP 772. Teaching Internship. 1-3 Hours. Semester course; 1-3 internship hours. 1-3 credits. Enrollment requires prior approval of adviser. The teaching internship is designed to provide doctoral students with an opportunity to demonstrate competence in the activities related to the preparation of teachers of students with disabilities at the university level. Graded as S/U/F.

*SEDP 773. Policy Internship. SEDP 773. Policy Internship. 1-2 Hours. Semester course; 1-2 hours of internship. 1-2 credits. Enrollment requires prior approval of adviser. The service competency is met through an internship that is designed to give doctoral candidates an intensive experience in which they can become actively involved in professional service to the field of special education and, in particular, in the development and implementation of local, state or national policy. Graded as S/U/F.

Dissertation Research

SEDP 899. Dissertation 1-9 Hours. Semester course; variable hours. Variable credit. May be repeated. A minimum of 9 semester hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student's doctoral prospectus. Dissertation work under direction of dissertation committee. Graded as S/U/F.

Appendix C – Portfolio Components

**VCU School of Education
Ph.D. in Special Education Program
Portfolio Components**

Student Name: _____ **Faculty Advisor:** _____

Advising Committee Members: _____

Review Dates: **First Year Review:** _____
 Second Year Review: _____
 Third/Final Review: _____

Other Review Dates: _____

First Year Review

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. First year review folder	Include all documents from First Year Review process	Advisory committee	Date: _____ Eval. sign: _____ Comments:

Teaching Activity

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Course Development and Delivery	<p>Prepare & present at least two class sessions in graduate level courses.</p> <p>a. written outline or presentation document</p> <p>b. participant evaluations</p> <p>Teach or co-teach a graduate level course; teaching narrative documenting goals, strategies, evaluative feedback (student, mentor), and reflection.</p>	<p>Faculty member observes class sessions. e.g., SEDP 501</p> <p>Teaching Internship</p>	<p>Date: _____</p> <p>Eval. sign: _____</p> <p>Comments:</p>
2. Supervision or Mentorship	<p>Supervise a student who is completing practicum or externship in area of specialization for one semester using the supervision protocol for the program.</p> <p>Mentor M.Ed. or Doctoral Student during the beginning of their program.</p> <p>a. Provide leadership and guidance with regards to program expectations.</p> <p>b. Introduce student to faculty and peers with similar agenda interests.</p> <p>c. Mentor and evaluate M.Ed. student's research poster</p>	<p>Overall supervision and feedback provided by practicum faculty and cooperating supervisor.</p> <p>Minutes from mentoring sessions and goals for work evaluated by the advisor.</p>	<p>Date: _____</p> <p>Eval. sign: _____</p> <p>Comments:</p>

Research & Scholarly Activity

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Professional Presentation	Plan and present at least two different professional research presentations at national conferences in area of specialization a. Presentation proposal b. Presentation outline or slides c. Handouts	Planning materials approved in advance by faculty advisor. Presentations observed by faculty supervisor or designee.	Date: _____ Eval.sign: _____ Comments:
2. Professional writing	Submit three samples of scholarly writing, such as: a) manuscripts submitted for publication, b) research proposals, c) published articles/studies; and/or d) other professional writing	Student reviews evaluated by faculty. Policy Internship	Date: _____ Eval. sign: _____ Comments:
3. Research	Design and conduct (alone or as part of a research group) at least one research study prior to dissertation by assuming major responsibility for planning, executing, and writing up the study.	Manuscript evaluated by faculty. Research Internship	Date: _____ Eval. sign: _____ Comments:
4. Grant-contract proposal application	Write a grant proposal/contract application for funding a personnel preparation, research, or service project.	Guidelines from targeted funding agency should be followed. SEDP 706 SEDP 708	Date: _____ Eval. sign: _____ Comments:

Service & Professional Development

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Service to the profession with a community-engaged focus	Partner with local P-12 schools or other educational entity to expand community engagement, scholarship, and service learning. For example: a. attend one local event/meeting on critical community initiative/program/service b. establish partnership with 1 local school to provide inservice support c. establish relationship with local T/TAC for list of references and resources for technical assistance	Planning materials approved in advance by faculty advisor. Inservice and training materials submitted to advisor and evaluated. Policy Internship	Date: _____ Eval. sign: _____ Comments:
2. Service to the professional community	Become an active member in professional organization(s). Leadership roles in organizations and evidence of active engagement particularly valued.	Documentation of membership and other activities with organization(s) reviewed by faculty. Policy Internship	Date: _____ Eval. sign: _____ Comments:

3. Service to the Department, School or University	Participate in service at one of these levels, such as: a. Student member of faculty search committee b. Student member of promotion and tenure committee c. Student member of School committee	Documentation of active participation reviewed by faculty.	Date: _____ Eval. sign: _____ Comments:
4. Professional development	Participate in school, university, community and/or professional seminars and conferences.	Documentation of participation reviewed by advising committee.	Date: _____ Eval. sign: _____ Comments:

Integrated Statement

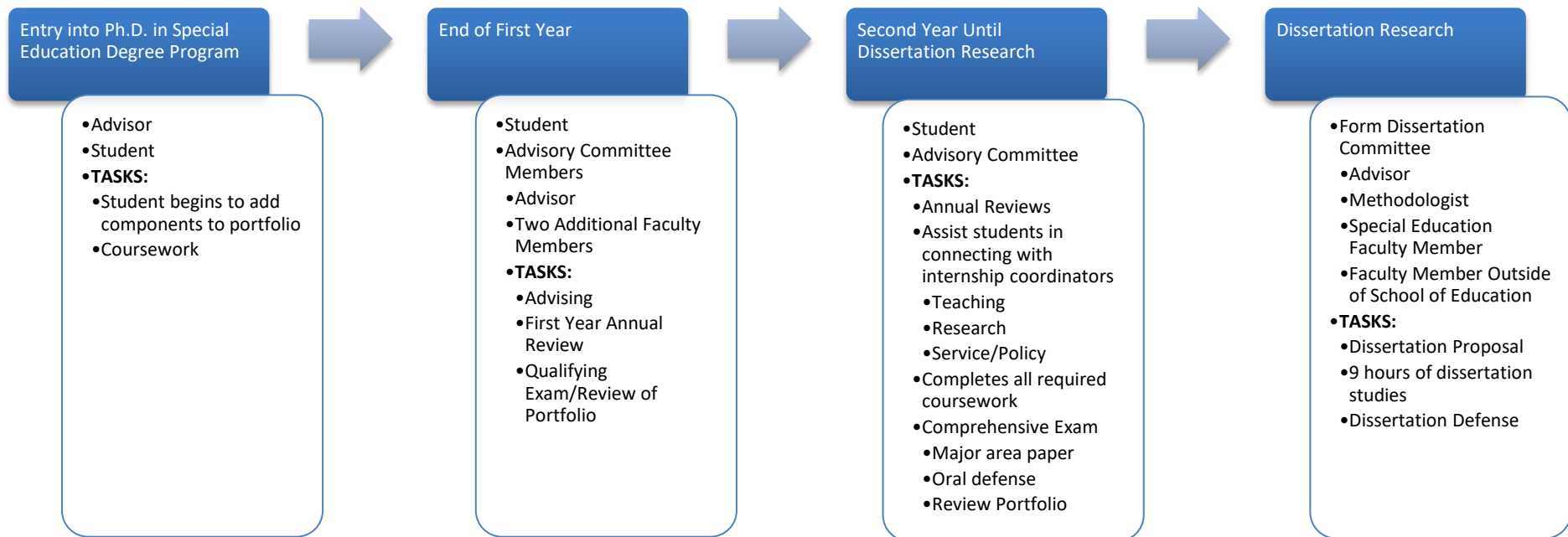
Competency Area	Program Task Description	Verification Procedures	Evaluation
1. Integrated statement	Write narrative describing Teaching, Research and Service activities. Document should integrate student's experience across these three areas into an integrated whole, not exceeding three single-spaced pages.	Reviewed by faculty. Research, Teaching, & Policy Internships	Date: _____ Eval. sign: _____ Comments:

Appendix D – Internship Sites

Teaching Internship				
Virginia Commonwealth University, School of Education	1015 West Main Street	Richmond	VA	23284
Research Internship				
Virginia Commonwealth University, School of Education	1015 West Main Street	Richmond	VA	23284
Policy Internship				
<u>Site Name</u>	<u>Street</u>	<u>City</u>	<u>State</u>	<u>Zip</u>
TASH	1101 15th Street NW, Suite 1212	Washington	D.C.	20005
Georgetown University Center for Child and Human Development	3300 Whitehaven St NW #3300	Washington	D.C.	20007
American Institute for Research	1000 Thomas Jefferson Street, NW	Washington	D.C.	20007
Autism Society of America	4340 East-West Hwy, Suite 350	Bethesda	MD	20814
Peter Paul Development Center	1708 N. 22 nd Street	Richmond	VA	23223
Center for Transition Innovations (CTI)	1314 W Main Street	Richmond	VA	23284

Policy Internship (continued)				
<u>Site Name</u>	<u>Street</u>	<u>City</u>	<u>State</u>	<u>Zip</u>
Greater Richmond Stop Child Abuse Now	103 E. Grace Street	Richmond	VA	23219
Virginia Department of Education	101 N 14th St	Richmond	VA	23219
Association of University Centers on Disabilities	1100 Wayne Ave # 100	Silver Spring	MD	20910
Office of Senator Maggie Hassan	Hart Senate Office Building, 330	Washington	D.C.	201510
National Disability Rights Network	820 First St NE Suite 740	Washington	D.C.	20002
Office of Special Education Program	400 Maryland Avenue, SW	Washington	D.C.	20202
American Network of Community Options and Resources	1101 King Street, #380	Alexandria	VA	22314
Chesterfield County Public Schools	9900 Krause Road	Chesterfield	VA	23832
Institute of Education Sciences	550 12 th Street SW	Washington	D.C.	20024

Appendix E - Process and Tasks Related to Advising Ph.D. in Special Education Program



Appendix F – Faculty Curriculum Vitae (Abbreviated)

Colleen Thoma, PhD, 1997, Indiana University, Professor of Special Education & Disability Policy. Specialization: Universal design of instruction; transition; self-determination.

Beth Bader, PhD, 2003, Virginia Commonwealth University, Assistant Professor of Special Education & Disability Policy. Specialization: Education of students with severe disabilities and postsecondary education.

Chin-Chih Chen, PhD, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Donna Gilles, PhD, 1996, University of Maryland, Associate Professor of Special Education & Disability Policy. Specialization: Neurodevelopment disorders; disability policy.

Mary Ellen Huennekens, PhD, 2013, Virginia Commonwealth University, Assistant Professor of Special Education & Disability Policy. Specialization: Early childhood special education; English language learners.

John Kregel, EdD, 1983, Georgia Tech, Professor of Special Education & Disability Policy. Specialization: Work incentives that promote the employment of adults with disabilities.

LaRon Scott, EdD, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kevin Sutherland, PhD, 2000, Vanderbilt University, Professor of Special Education & Disability Policy. Specialization: Behavior disorders; at risk students.

Christine Walther-Thomas, PhD, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization: Early childhood special education; social cultural and linguistic diversity.

Appendix G – Faculty Research Expertise

Several faculty members are or have been Principal Investigators on federally funded training and research projects (e.g., Thoma, Sutherland, Kregel, Gilles, Xu, and Walther-Thomas), serve as Editors or on the editorial boards of leading journals in the field (e.g., Thoma, Sutherland, Xu, and Walther-Thomas). These journals include the *Journal of Emotional and Behavioral Disorders*, *Behavior Disorders*, *Journal of Research and Practice for persons with Severe Disabilities*, *Journal of Learning Disabilities*, *Journal of Vocational Rehabilitation*, *Journal of Early Childhood Special Education*, and *Learning Disabilities Quarterly*. Faculty members have also held national positions on grant review panels and professional organizations (e.g., Sutherland, Thoma, Xu, Kregel, and Walther-Thomas). The department faculty consistently generates over \$18 million annually in external funding to provide ample opportunities for students to participate in research, teaching and service activities on cutting-edge programming.

FY18-FY19 Awards

Faculty Name: Dr. Chin-Chih Chen

Name of Grant: National Center for Leadership on Intensive Interventions (NCLII)

Amount: \$355,250

Time Period: July 1, 2015 – December 31, 2019

Funding Agency: U.S. Department of Education (Sub-award through Vanderbilt University)

Abstract: Leadership training grant sub-award for a project led by Vanderbilt University. Funds three doctoral students at VCU who are interested in the education of students with disabilities who need intensive interventions.

Faculty Name: Dr. Jason Chow

Name of Grant: Developmental Relations between Language Ability and Behavior Problems: An Early Career Training Program

Amount: \$119,384

Time Period: August 1, 2018 – July 31, 2022

Funding Agency: U.S. Department of Education/Institute of Education Sciences

Abstract: Career training and research grant that provides funds for school-based research study with children in early elementary grades and for faculty professional development in rigorous research implementation in schools.

Faculty Name: Dr. Donna Gilles

Name of Grant: Early Intervention Technical Assistance FY15

Amount: \$224,773

Time Period: July 1, 2011 – October 30, 2017

Funding Agency: Virginia Department of Behavioral Health & Developmental Services

Abstract: Staff provide technical assistance to local early intervention systems to ensure quality implementation and compliance with Federal Part C programs.

Faculty Name: Dr. Donna Gilles
Name of Grant: Early Intervention Technical Assistance FY18
Amount: \$674,228
Time Period: November 1, 2017 – October 31, 2018
Funding Agency: Virginia Department of Behavioral Health & Developmental Services
Abstract: Continuation award. Staff provide technical assistance to local early intervention systems to ensure quality implementation and compliance with Federal Part C programs.

Faculty Name: Dr. Donna Gilles
Name of Grant: Partnership for People with Disabilities: A University Center on Developmental Disabilities at Virginia Commonwealth University
Amount: \$599,115
Time Period: July 1, 2013 – June 30, 2018
Funding Agency: U.S. Administration on Intellectual and Developmental Disabilities of the Department of Health and Human Services
Abstract: Funding to provide infrastructure support and leverage projects that meet the following core functions: a) interdisciplinary preservice training and continuing education; b) community training, technical assistance, and direct services; c) research, evaluation, policy; and d) dissemination. With over 100 employees (over 40% are people with disabilities or family members), we manage over 35 projects for approximately \$9.5m.

Faculty Name: Dr. Donna Gilles
Name of Grant: Partnership for People with Disabilities: A University Center on Developmental Disabilities at Virginia Commonwealth University
Amount: \$570,000
Time Period: July 1, 2018 – June 30, 2023
Funding Agency: U.S. Administration on Intellectual and Developmental Disabilities of the Department of Health and Human Services
Abstract: Continuation Funding for Core Grant. Funding to provide infrastructure support and leverage projects that meet the following core functions: a) interdisciplinary preservice training and continuing education; b) community training, technical assistance, and direct services; c) research, evaluation, policy; and d) dissemination. With over 100 employees (over 40% are people with disabilities or family members), we manage over 35 projects for approximately \$9.5m.

Faculty Name: Dr. Donna Gilles
Name of Grant: Project Living Well
Amount: \$870,000
Time Period: September 30, 2018 – September 29, 2022
Funding Agency: U.S. Administration for Community Living of the Department of Health and Human Services
Abstract: PLW is a model demonstration, systems change grant that proposes to a) build the capacity of agencies to provide quality to people with IDD who receive home and community-based Medicaid, and b) improve coordination of monitoring of critical incidents.

Faculty Name: Dr. Donna Gilles
Name of Grant: Training and Technical Assistance Center 611
Amount: \$2,308,894
Time Period: October 1, 2015 – September 30, 2019
Funding Agency: Virginia Department of Education
Abstract: Provides funding for technical assistance to k-12 schools targeted as underperforming (this includes schools in Richmond City and Petersburg) (IDEA Part B, 611).

Faculty Name: Dr. Donna Gilles
Name of Grant: Training and Technical Assistance Center 619
Amount: \$428,799
Time Period: October 1, 2016 – September 30, 2019
Funding Agency: Virginia Department of Education
Abstract: Provides funding for technical assistance to pre-k schools targeted as underperforming (this includes schools in Richmond City and Petersburg) (IDEA Part B, 619).

Faculty Name: Dr. Donna Gilles
Name of Grant: Training and Technical Assistance Center 619
Amount: \$428,799
Time Period: October 1, 2016 – September 30, 2019
Funding Agency: Virginia Department of Education
Abstract: Provides funding for technical assistance to pre-k schools targeted as underperforming (this includes schools in Richmond City and Petersburg) (IDEA Part B, 619).

Faculty Name: Dr. Donna Gilles
Name of Grant: Training for Teachers of Students with Severe Disabilities
Amount: \$84,224
Time Period: October 1, 2016 – September 30, 2018
Funding Agency: Virginia Department of Education through George Mason University
Abstract: Personnel preparation project that provides tuition support to students wishing to teach students with severe disabilities.

Faculty Name: Dr. Donna Gilles
Name of Grant: Traumatic Brain Injury FY 16-18
Amount: \$214,999
Time Period: October 1, 2015 – September 30, 2018
Funding Agency: Virginia Department of Education
Abstract: Provides funding for teams of educational personnel from school divisions across the state to increase their capacity to provide educate and support students who have experienced Traumatic Brain Injury.

Faculty Name: Dr. John Kregel
Name of Grant: Promoting Opportunity Demonstration-Implementation Project
Amount: \$679,553
Time Period: February 10, 2017 – January 29, 2019
Funding Agency: Abt Associates Inc.
Abstract: National randomized clinical trial to test new Social Security program rules.

Faculty Name: Dr. John Kregel
Name of Grant: Social Security National Training and Data Center
Amount: \$3,598,295
Time Period: February 18, 2015 – October 15, 2020
Funding Agency: Social Security Administration of the Department of Health and Human Services.
Abstract: Provide training, certification, technical assistance and continuing education to professionals serving Social Security Beneficiaries.

Faculty Name: Dr. John Kregel
Name of Grant: Supported Employment Demonstration Project
Amount: \$241,909
Time Period: April 1, 2017 – August 31, 2020
Funding Agency: WESTAT
Abstract: National randomized clinical trial to test new service delivery model used by mental health agencies to help improve employment outcomes.

Faculty Name: Dr. LaRon Scott
Name of Grant: Transforming COVE through a Universal Design for Learning Model of Instruction
Amount: \$127,443
Time Period: July 1, 2018 – June 30, 2019
Funding Agency: Virginia Department of Education
Abstract: Personnel preparation funding for provisionally licensed special educators who are completing coursework toward full licensure.

Faculty Name: Dr. Kevin Sutherland
Name of Grant: A Conceptual Replication of BEST in CLASS: An Efficacy Study of BEST in CLASS-Elementary
Amount: \$823,698
Time Period: July 1, 2018 – June 30, 2022
Funding Agency: U.S. Department of Education/Institute of Education Science
Abstract: Research funding to conduct a multisite cluster randomized controlled trial of BEST in CLASS; funds two doctoral students

Faculty Name: Dr. Kevin Sutherland
Name of Grant: BEST in Class Elementary: A Preventative Classroom-Based Intervention Model
Amount: \$500,805
Time Period: July 1, 2015 – June 30, 2019
Funding Agency: U.S. Department of Education/Institute of Education Science
Abstract: Research funding to adapt an early childhood Tier 2 intervention for elementary schools; funds one doctoral student.

Faculty Name: Dr. Kevin Sutherland
Name of Grant: BEST in Class Online: A Web-based Intervention Supporting Early Childhood Teachers? Use of Evidence-based Practices with Young Children at Risk for Emotional/Behavioral Disorders
Amount: \$291,909
Time Period: August 1, 2016 – July 31, 2019
Funding Agency: U.S. Department of Education/Institute of Education Science
Abstract: Research funding to adapt an early childhood Tier 2 intervention for web-based delivery.

Faculty Name: Dr. Colleen Thoma
Name of Grant: Research to Policy Advocacy Program (RTPA)
Amount: \$493,365
Time Period: August 15, 2015 – August 14, 2020
Funding Agency: U.S. Department of Education
Abstract: Leadership training project that provides tuition and stipend support for doctoral students interested in learning to bridge the research to policy advocacy gap.

Faculty Name: Dr. Yaoying Xu
Name of Grant: Project KSR: Preparing Knowledge, Skilled, Responsive Early Intervention, Early Childhood Special Education Personnel for High-Need Communities
Amount: \$249,738
Time Period: January 1, 2014 – December 31, 2018
Funding Agency: U.S. Department of Education
Abstract: Personnel preparation project that provides funding for master's level students in Early Childhood Special Education.

Faculty Name: Dr. Yaoying Xu
Name of Grant: Project 3IP
Amount: \$346,742
Time Period: October 1, 2017 – September 30, 2022
Funding Agency: U.S. Department of Education
Abstract: Interdisciplinary personnel preparation project that provides funding for master's level students in Early Childhood Special Education and related therapies.

Appendix H – Employment Demand Sample Job Announcements

[Close Window](#)**GENERAL INFORMATION FOR ALL POSTINGS**

Posting Number: 0622938

Position Type: Faculty Wage

Employment Posting Category: Faculty

Type of Application:
(required to apply for this posting) Candidate Profile

Organization (Position Organization): 31150 CU-Deans Office

Department: Curry School of Education

Location: Charlottesville

Working Title: Curry School of Education Faculty Wage

Anticipated Hiring Range:

Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)? No

End Date of Position:

Posting Date: 03-27-2018

Posting Summary:
[Click here for an example.](#)

The University of Virginia's Curry School of Education seeks applicants to teach and provide content expertise for undergraduate/ graduate programs online and courses in the following disciplines:

Curriculum, Instruction, and Special Education
Kinesiology
Human Services
Educational Policy

A Terminal degree in an appropriate field of study for the course being taught is required. Applicants must have a strong

commitment to teaching excellence. Previous K-12 and higher education teaching experience or career experience in the course content area is strongly preferred.

To apply, visit <http://jobs.virginia.edu> and search on Posting Number 0622938. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, and contact information for three references. Please indicate in your cover letter the discipline(s) that you are interested in teaching. Positions will be filled on an on-going basis according to curriculum needs.

For questions about this posting please contact Adam Pearson, Business Partner, at japcc@virginia.edu.

Please note: This is an at-will faculty wage position which does not carry benefits. Most hires are made for part-time appointments.

The Curry School of Education and the University of Virginia are Equal Opportunity/Affirmative Action employers. We seek to build a culturally diverse intellectual environment and welcome applications from women, minorities, veterans and persons with disabilities.

Closing Date: Open Until Filled

Required Applicant Documents: CV / Resume
Cover Letter
Contact information for 3 References - name, email, phone

E-mail a Friend: jobs.virginia.edu/applicants/Central?quickFind=84199

Faculty, Professional Research Staff and University Staff - Executive

Tenure Status: Tenure Ineligible, w/o Expectation of Continued Employment

Rank: Instructor

Appointment Type: Teaching and Research

Academic Year for Position? (e.g. 2015) 2018

Employment Conditions for Faculty U.Va. will perform background checks including receipt of official transcripts from the institution granting the highest degree for all new faculty hires prior to making a final offer of employment.

Univ.Staff - Operational & Administrative (O&A), Managerial & Professional (M&P)

Area of Interest: No Response

FLSA Exemption Status:
[Click here for a definition.](#)

Posting for UVA Employees Only: No Response

Shift:

Number of Work Hours Per Week:
(format: xx.xxxx)

Number of Months/Year:

EO/AA Statement: The University of Virginia is an equal opportunity and affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Optional Applicant Documents:

Univ.Staff - O&A or M&P - QUALIFICATIONS**EDUCATION****Required Education**

What is the minimum level of formal education required to successfully perform the duties and responsibilities of the position? No Response
Choose one.

[Degree Requirements Analysis](#)

If degree or equivalent experience required, please specify:
(Entries to the right will appear in the posting for this position.)

[Degree Requirements Analysis](#)

Preferred Education

What level of education is preferred to successfully perform the duties and responsibilities of the position? No Response
Choose one.

If degree or equivalent experience preferred, please specify:
(Entries to the right will appear in the posting for this position.)

EXPERIENCE**Required Experience**

What is the minimum level of relevant experience required to successfully perform the duties and responsibilities of the position?
Choose one.

No Response

If any experience is required, please specify kind of experience:

Preferred Experience

What is the minimum level of relevant experience preferred to successfully perform the duties and responsibilities of the position?
Choose one.

No Response

If any experience is preferred, please specify kind of experience:

LICENSE or CERTIFICATION

If yes, what is the required License or Certification.

If yes, what is the preferred License or Certification.

KNOWLEDGE, SKILLS and ABILITIES

Required Knowledge, Skills and Abilities:

Preferred Knowledge, Skills and Abilities:

COMPUTER APPLICATIONS

Required Computer Applications:

Preferred Computer Applications:

Univ.Staff - O&A or M&P - EMPLOYMENT CONDITIONS

Employment Conditions:

Criminal History
Sexual Offender Registry
Degree Validation

Drug Testing Required?

No

(Typically positions involved in patient contact, mass transportation or law enforcement are included)

Is this position eligible for Telecommuting? Yes

Is this position eligible for an Alternate Work Schedule? Yes

[Close Window](#)

For additional support, please visit <http://peopleadminsupport.com/5-8/>

Special Education Adjunct Faculty 2018-2019 Academic Year

Position Information

Position Information

Department	College of Education and Human Development (CEHD)
Alternate Department Description	
Criminal Background Check	Standard Background Check
Motor Vehicle Background Check	No
Restricted Position?	
Job Category	Adjunct Faculty
Role (State) Job Title	Special Education Adjunct Faculty 2018-2019 Academic Year
Working Title	Special Education Adjunct Faculty 2018-2019 Academic Year
Job Type	Part-Time
Position Number	POA333
Recruit Number	Faculty - 7389
Working Hours	
Location	Fairfax, VA
Other Location	
Pay Band	
Salary	Commensurate with education and experience.
Web Announcement	Special Education Adjunct Faculty, 2018-2019 Academic Year

The George Mason University College of Education and Human Development invites applications from highly qualified adjunct faculty in Special Education to teach a diverse array of graduate courses beginning Fall 2018. Our programs include Students with Disabilities who Access the Adapted Curriculum (i.e., low incidence/severe disabilities) as well as the General Curriculum, American Sign Language (ASL), Applied Behavior Analysis, Assistive Technology, Autism Spectrum Disorders, and Specialized Reading Instruction for students with learning disabilities (including dyslexia). George Mason University has a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff, and strongly encourages candidates to apply who will enrich Mason's academic and culturally inclusive environment.

Please visit <http://gse.gmu.edu/div-sedr/> for more information on the full-range of programs and course offerings in the Division of Special Education and Disability Research in the College of Education and Human Development at George Mason University.

Qualifications:

A Ph.D./Ed.D. in Special Education or other related field and appropriate content expertise are required to teach courses in all programs with the exception of American Sign Language (ASL). To teach in the American Sign Language program, a master's degree and fluency in American Sign Language are required. In addition to content expertise, current Board Certification as a Behavior Analyst is required to teach in the Applied Behavior Analysis specialization. Current doctoral students will be considered upon reaching ABD status (meaning that all coursework is complete and the student has successfully defended the dissertation proposal).

Preferred qualifications include university teaching experience, experience with online teaching, relevant practitioner-related experience, knowledge of Blackboard or other learning management systems, and knowledge of Tk20 or other accreditation data collection systems. In addition to a current curriculum vita, applicants must submit evidence of successful teaching from a recently taught course and/or a letter of recommendation.

Special Instructions to Applicants

For full consideration, applicants must apply at <https://jobs.gmu.edu/>; complete and submit the online application; and upload a cover letter, CV, and a list of three professional references with contact information.

For Full Consideration, Apply by:

July 10, 2018; Search will be ongoing until filled

Posting Date

06/12/2018

Job Close Date

Open Until Filled?

Yes

Telework Friendly?

Mason Ad Statement

Great Careers Begin at Mason!

George Mason University is an innovative, entrepreneurial institution with national distinction in both academics and research. Mason holds a top *U.S. News and World Report* "Up and Coming" spot for national universities and is recognized for its global appeal and excellence in higher education.

Mason is currently the largest and most diverse university in Virginia with students and faculty from all 50 states and over 135 countries studying in over 200 degree programs at campuses in Arlington, Fairfax and Prince William, as well as at learning locations across the commonwealth. Rooted in Mason's diversity is a campus culture that is both rewarding and exciting, work that is meaningful, and opportunities to both collaborate and create.

If you are interested in joining the Mason family take a look at our current opportunities and catch some Mason spirit at jobs.gmu.edu/!

George Mason University, Where Innovation is Tradition.

Equity Statement

George Mason University is an equal opportunity/affirmative action employer, committed to promoting inclusion and equity in its community. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, gender identity, sexual orientation, national origin, disability, or protected veteran status.

**Campus Safety
Information**

Mason's Annual Security and Fire Safety Report is available at <http://police.gmu.edu/annual-security-report/>

Supplemental Questions

Required fields are indicated with an asterisk (*).

Required Documents**Required Documents**

1. Cover Letter
2. CV
3. List of Professional References

Optional Documents

Special Education Adjunct Professor

Posting Details

Posting Summary

Posting Number A00052P

Classification Title

Position Type Adjunct Faculty

Disclaimer Liberty University's hiring practices and EEO Statement are fully in compliance with both federal and state law. Federal law creates an exception to the "religion" component of the employment discrimination laws for religious organizations (including educational institutions), and permits them to give employment preference to members of their own religion. Liberty University is in that category.

Position Title Special Education Adjunct Professor

Does this position require driving? No

Contact

Contact Phone Ext

Contact Email

Job Summary/Basic Function

Adjunct Faculty Member will be responsible for teaching courses as assigned. Faculty will take advantage of teaching moments and opportunities through the use of weekly announcements and emails. The professor will also carry out various administrative tasks as dictated to them by their

Instructional Mentor, the Faculty Support Coordinator, the Online Chair, or the Associate Dean. These administrative tasks will include items such as roster verification, reporting items, and timely submission of final grades.

- Teach material from approved curriculum in accordance with assigned schedule to ensure student satisfaction.
- Assists students in achieving completion of objectives and learning outcomes.
- Provides regular and timely feedback to students.
- Participates in school retention initiatives by maintaining productive contact with students and by getting in touch with and offering assistance to absent students.
- Advises students in matters related to academics, attendance, and behaviors.
- Motivates students to actively participate in all aspect of the educational process.
- Maintains and reports student grades and attendance in accordance with university policies.
- Other duties as assigned.

Minimum Qualifications

Applicant must have a PHD or EDD in Special Education, or a related such-as, but not limited to, PHD or EDD in Curriculum & Instruction with a special education license.

Full doctrinal compatibility with Liberty University.

- Degree must be from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

- Superior interpersonal, customer service, presentation, and communication skills required.
- Creative, innovative, and problem solving skills required.
- Proven organizational skills and ability to complete assignments timely and accurately with minimal supervision.
- Proficiency in MS Office, Blackboard, and the Internet.
- Able to obtain and maintain licenses if applicable as required by state or accrediting commissions.
- Demonstrated strengths in teaching at the college level is essential.
- Applications for consideration will only be accepted via Liberty University's online automated application process.

Preferred Qualifications A PHD or EDD in Special Education

Work Hours Varies

Posting Date 09/28/2017

Special Instructions for Applicants

Quicklink <http://jobs.liberty.edu/postings/9446>

Applicant Documents

Required Documents

1. Resume
2. Cover Letter
3. Transcripts
4. Letter of Recommendation
5. Curriculum Vitae
6. Teaching Philosophy
7. Pastoral Reference Letter
8. Unofficial Transcript 1
9. Unofficial Transcript 2
10. Unofficial Transcript 3

Optional Documents

Supplemental Questions

Required fields are indicated with an asterisk (*).

Assistant Professor

Posting Details

Position Information

Position Number	F36670
Position Type	Teaching and Research Faculty
Rank	Assistant Professor
Working Title	Assistant Professor
School/Unit	School of Education
Department	SOESpecEd&DP: Dept
Number of Months	12
Tenure Status	Non-Tenure Eligible
Grant funded position?	Yes - Continuation of this position depends on funding of the grant.

Position Summary and Qualifications

Mission or Goal of Unit	The early childhood special education program in the VCU School of Education provides graduate students with research-based professional studies and clinical experiences necessary for effective teaching, advocacy, and leadership in diverse geographic and socioeconomic settings. Specifically, our faculty, students, university colleagues, and community partners work together to generate knowledge, investigate effective strategies, disseminate evidence-based practices, advocate for individuals and their families, and promote exemplary programs.
Chief purpose of this position in support of above mission or goal	The faculty member will be responsible for teaching, research and service related to advancing the mission of the Early Childhood Special Education Program and the goals of the VCU School of Education.

Position Responsibilities

1. Teaching

Teach graduate courses in M.Ed. program in Early Childhood Special Education program; advise graduate students; recruit students for admission to graduate programs; develop and implement policies and procedures related to the Early Childhood Special Education program.

2. Research

Disseminate evidence-based (research) practices through course instruction and supervision of students in field experiences.

3. Service

Provide meaningful service to the community through participating in department, school, and/or university committees as well as collaborating with community partners and to the profession locally. Coordinates the Early Childhood Special Education program which includes program group meetings, policy development, curricular and/or assessment improvement efforts, respond to initial inquiries about program requirements and/or admission, review applications, and/or engaging community partners.

4. Clinical N/A

Coordinate externship experiences for students enrolled in the M.Ed. program in Early Childhood Special Education including providing clinical supervision.

5. Other

Work with Project KSR and Project 3IP key personnel in collecting formative and summative data of the two projects; assists project PI and project coordinators in conducting project annual evaluations following procedures outlines in application and submitting annual reports to the OSEP; meets as a member of the advisory board of Project 3IP.

Required Qualifications

- An earned doctorate in special education, education, or closely related field
- Experience with providing clinical supervision to graduate students
- Record of teaching at the university level
- Experience working with infants and/or young children with developmental disabilities or at risk for developmental disabilities
- Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU

Preferred Qualifications

- History of involvement in and sensitivity to the needs of underserved and/or underrepresented groups in prek-12 settings
- Experience advising graduate students
- Demonstrated commitment to securing external research funding
- Evidence of interdisciplinary research collaborations
- Experience conducting community-engaged research with schools/districts/preschools in developing/implementing academic/behavioral programs, particularly in high needs (e.g., poverty, risk) areas
- Evidence of expertise in serving young children with significant disabilities and their families (e.g., children with hearing loss, children with severe autism)

Posting Detail Information

Date Posted	08/14/2018
Open Until Filled	No
Application Deadline Date	
Proposed Hire Date	08/10/2018
Type of Search	Direct Appointment
Application Process/Additional Information	N/A- This is a request for a temporary, direct appointment.

Posted Salary

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. How did you hear about this job?

(Open Ended Question)

2. If you selected "Other" for your referral source please indicate where you heard about this posting. (If you did not select "Other," please enter "n/a.")

(Open Ended Question)

Applicant Documents

Required Documents

1. Other Document

Optional Documents

1. Cover Letter/Letter of Application

Coordinator of Special Education: Severe Disabilities Program/Adapted Curriculum Consortium

Posting Details

Position Information

Position Number	F62070
Position Type	Teaching and Research Faculty
Rank	Instructor
Working Title	Coordinator of Special Education: Severe Disabilities Program/Adapted Curriculum Consortium
School/Unit	School of Education
Department	SOESpecEd&DP: Dept
Number of Months	12
Tenure Status	Non-Tenure Eligible
Grant funded position?	Yes - Continuation of this position depends on funding of the grant.

Position Summary and Qualifications

Mission or Goal of Unit	<p>The severe disabilities program/adapted curriculum consortium in the VCU School of Education and Partnership for People with Disabilities provides graduate students with research-based professional studies and clinical experiences necessary for effective teaching, advocacy, and leadership in diverse geographic and socioeconomic settings. Specifically, our faculty, students, university colleagues, and community partners work together to generate knowledge, investigate effective strategies, disseminate evidence-based practices, advocate for individuals and their families, and promote exemplary programs.</p>
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Chief purpose of this position in support of above mission or goal

The faculty member will be responsible for coordinating the severe disabilities program/adapted curriculum consortium and for co-directing the Va-LEND training program. Both programs involve the candidate to advise and teach students in these programs and coordinate schedules for classes. The candidate will serve as point of contact for the severe disabilities program/adapted curriculum consortium.

Position Responsibilities

1. Teaching

For the severe disabilities program/adapted curriculum consortium, the following responsibilities include:

- 1) Provides on-going advising each semester for all students in the SD program
 - a) Maintains spreadsheet for the Plan of Study for all students – both M.Ed. and Licensure students
 - b) Reviews Plans of Study and updates each with students as needed each semester.
 - c) Monitors grades, providing guidance for any student receiving less than a B in any course
 - d) Prior to the beginning of a semester, confirms in e-Services that each student is enrolled in the courses that are on their Plans of Study
 - e) Meets with students upon request to discuss concerns or future career plans
 - f) Provides recommendations for students seeking teaching positions
 - g) Completes necessary on-line procedures when M.Ed. student is ready to graduate

2) Teaching and Externship responsibilities

- a) Teach one general special education and one severe disabilities course
- b) Co-teaches IDDS 600 each time it is offered by the Consortium
- c) Serves as adjunct faculty for GMU and knows how to use the GMU Blackboard and email system.
- d) Submits all Consortium course grades of VCU students into eServices each semester before grade period is over.
- e) Submits grades of non-VCU students to respective universities for courses taught by VCU
- f) Ensures that Teacher Prep and Externship applications are complete and forwarded to Student Services in the semester prior to students completing on-the-job externships. For traditional externships, ensures completion at least 2 semesters before externship is scheduled to take place.
- g) Works with Student Services to identify traditional externship placements as needed.

For the Va-LEND Training program, the following responsibilities include:

- 1) Serves as the Va-LEND Discipline Faculty Member for Special Education. Advises Special Education and Ph.D. in Education/Special Education trainees. Also serves as advisor of other discipline trainees as needed.

2) Teaching and Practicum

- a. In collaboration with other Training Co-Director, responsible for development of training curriculum for Va-LEND. Makes recommendations to the Associate Director for any revisions or changes that are needed. This curriculum comprises training for Long-Term, Autism Fellows, Advanced Medium-Term, and Medium-Term trainees.
- b. Assumes lead responsibility for planning and implementation of IDDS 605 LEND Seminar II: creates/reviews/revises syllabus, arranges for guest speakers, develops and grades assignments. Provides input into IDDS 604 LEND Seminar I development/revision.
- c. Serves as instructor of record and oversees: IDDS 604, IDDS 605, and IDDS 672 Practicum. Coordinates with LEND faculty advisors to complete grading for practicum activities.
- d. Oversees the development of Leadership Projects and coordinates the Fall semester presentation of projects.

- e. Responsible for entering final grades into eServices for all courses and practica.
- f. Assists with Data Workshops and Book/Movie Adventures.

2. Research

Disseminate evidence-based (research) practices through course instruction and supervision of students in field experiences.

Required Qualifications

- Masters of Education degree, or an advanced level degree of a similar or related field required
- Experience with providing clinical supervision to graduate students
- Record of teaching at the university level
- Experience working with children with disabilities
- Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU

Preferred Qualifications

- An earned doctorate in special education, education, or closely related field
- History of involvement in and sensitivity to the needs of underserved and/or underrepresented groups in prek-12 settings
- Experience advising graduate students
- Experience conducting community-engaged research with schools/districts/preschools in developing/implementing academic/behavioral programs, particularly in high needs (e.g., poverty, risk) areas
- Evidence of expertise in serving children with significant disabilities and their families (e.g., children with hearing loss, children with severe autism, intellectual disabilities and those that need an adapted curriculum)

Posting Detail Information

Date Posted	08/24/2018
Open Until Filled	No
Application Deadline Date	08/31/2018
Proposed Hire Date	09/10/2018
Type of Search	Direct Appointment
Application Process/Additional Information	N/A- Temporary Direct Appointment
Posted Salary	\$70,000

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. How did you find out about this position?

- ☐ Alumni association magazine
- ☐ Chronicle of Higher Education
- ☐ Community event
- ☐ Email notification
- ☐ HERC (Higher Ed Recruitment Consortium)
- ☐ Higher education publication
- ☐ Internal Recruiter
- ☐ Job fair
- ☐ Job site (e.g. Monster.com)
- ☐ Listserv
- ☐ Newspaper
- ☐ Professional association/journal
- ☐ Referred by person/employee
- ☐ Search firm notification
- ☐ VCU vacancy listing - eJobs
- ☐ Other

2. If you selected "Other" for your referral source please indicate where you heard about this posting. (If you did not select "Other," please enter "n/a.")

(Open Ended Question)

Applicant Documents

Required Documents

1. Other Document

Optional Documents

1. Cover Letter/Letter of Application

Open Rank Professor in Special Education

Position Information

Position Information

Present Position Number	F0355W
Role Title	Professor/9-Mth
Position Title	Open Rank Professor in Special Education

Position Summary

The William & Mary School of Education currently invites applications for an open rank tenure-eligible position in special education that will begin in August 2019. We are particularly interested in applicants with expertise in mild/moderate disabilities who can blend responsibilities in teacher education with the pursuit of a sustained funded program of research. In close proximity to several rural school districts yet located between two major metropolitan areas in Virginia, W&M is one hour from the state capital, and two hours from the national capital. This physical location provides faculty interested in research and policy with many opportunities to work with diverse school districts to address cutting-edge issues of national impact.

The successful candidate will be expected to teach courses (e.g., characteristics, instructional methods, behavior management) and supervise student teachers in the special education master's degree program for initial licensure in Special Education K-12 – General Curriculum (High Incidence Disabilities). Responsibilities may also include teaching undergraduate or graduate level general education courses focused on educating diverse students in inclusive classes. The successful candidate will also have opportunities to supervise or contribute to doctoral dissertations. The William & Mary School of Education faculty maintain a two course per academic semester teaching load. William & Mary expects active faculty participation in school and institutional governance. Faculty must be able to interact effectively with undergraduate and graduate students as well as university and K-12 colleagues. Special Education faculty members work collaboratively with K-12 schools and state agencies and are active in providing service to the field of special education.

Required Qualifications

The successful candidate for this position must possess an earned doctorate in special education or a related field with an emphasis in special education. Experienced assistant professors and researchers, as well as applicants who anticipate completing their doctorates during the 2018-19 academic year will be considered and are encouraged to apply for this position. The successful candidate for this position will have had at least three years of experience teaching students with

mild/moderate disabilities receiving special education in K-12 schools and expertise in behavior management and/or transition/secondary education. In addition, the successful candidate must have either a record of research and scholarship in special education or the potential for an active and focused program of scholarship in the field (an active funded program of research is required for consideration for at the associate or full level).

Preferred Qualifications

Preference will be given to candidates who demonstrate: a) experience teaching undergraduate and graduate students, including online teaching experience; b) experience supervising special education student teachers across the continuum of service settings for students receiving special education; c) research and teaching interests that include a focus on special education methods, instructional methods, classroom management and behavioral assessment and intervention, and/or secondary education and transition; d) expertise in research with the potential to attract external grant or contract funding; and e) experience/interest in program and course development.

Department	Education Dean's Office - 3M3100
Location	William & Mary
Job Open Date	09/04/2018
Review Begin Date	10/01/2018
Job Close Date	
Open Until Filled	No
Job Category	Instructional Faculty
Special Application Instructions	<p>Review of application materials will begin October 1, 2018. For full consideration all materials must be received by the review date. Materials received after the review date will be considered if needed.</p> <p>Application materials should include:</p> <ol style="list-style-type: none">1. A cover letter explaining professional education, experience, and suitability for the position.2. A full curriculum vita.3. The names, addresses (including titles and institutions), telephone numbers, and email addresses of five professional references.4. Three representative research articles.5. Statement of program of research and funding history.

Application materials should be addressed to the Chair of the Special Education Search Committee, Dr. Tom Farmer, and will only be accepted through our On-Line Application System at <http://jobs.wm.edu>. The majority of application correspondence will occur via this venue.

Background Check Statement

The College of William & Mary is committed to providing a safe campus community. W&M conducts background investigations for applicants being considered for employment. Background investigations include reference checks, a criminal history record check, and when appropriate, a financial (credit) report or driving history check.

EEO Statement

The College of William & Mary values diversity and invites applications from underrepresented groups who will enrich the research, teaching and service missions of the university. The College is an Equal Opportunity/Affirmative Action employer and encourages applications from women, minorities, protected veterans, and individuals with disabilities.

Supplemental Questions

Required fields are indicated with an asterisk (*).

Required Documents

Required Documents

1. Resume/Curriculum Vitae
2. Cover Letter
3. Other Doc
4. Research Statement

Optional Documents

1. Other 2
2. Other 3

Assistant Professor (Special Education)

Posting Details

Position Information

Job Title Assistant Professor (Special Education)

Posting Number P1235F

Position Summary Information

Job Description Summary The Department of Special Education, Rehabilitation, and Counseling in the College of Education at Auburn University is seeking to fill a tenure-track faculty position in Special Education at the Assistant Professor level. This position is a new faculty line. The Special Education Program offers undergraduate and graduate teacher certification programs in Early Childhood/Elementary Special Education and Collaborative Teacher Special Education. The program area includes seven full-time faculty members. Candidates must have a strong commitment to and interest in pre- and in-service teacher preparation and research.

Minimum Qualifications (1) earned doctorate by August 16, 2019 in Special Education or related area from an accredited university; (2) minimum of three years successful experience as a special education professional with individuals with disabilities (3) certification as a Board Certified Behavior Analyst or be certified within a year of employment; (4) research experience that has the potential to lead to an exceptional and sustained record of scholarship and external funding; (5) ability to teach undergraduate and graduate courses in low incidence disabilities. The candidate selected for this position must be able to meet eligibility requirements in the U.S. at the time appointment is scheduled to begin and continue to work legally for the proposed term of employment.

Desired Qualifications (1) previous grant development and management experience; (2) evidence of leadership roles; (3) experience with online teaching and learning; (4) experience with technology-based instruction, particularly for students with significant disabilities.

Special Instructions to Applicants The preferred starting date is August 16, 2019. Review of applications will begin November 1, 2018; however, the search will remain open until the position is filled. Salary will be based on qualifications and experience. Candidates should submit a) cover letter describing their interests and qualifications, b) curriculum vitae, c) graduate transcripts, d) select reprints (not to exceed three), and e) names and contact information for at least three references. To apply, submit materials to: <http://aufacultypositions.peopleadmin.com/postings/2995>

Posting Detail Information

Open Date

Close Date

Open Until Filled No

References required for this position? Yes

If yes, minimum number requested 3

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. * How did you hear about this employment opportunity?

- Advertisement/Publication
- Website
- Public Job Posting (AU faculty positions site)
- Academic Conference
- Agency Referral
- Internal Job Posting
- Personal Referral
- Veterans Assistance Services (Veteran Job Boards, Military Base Services, State Vet Rep, etc.)
- Disability Assistance Services (Disability Job Boards, ABLE Network, Voc-Rehab referral, etc.)
- Other

2. * Please enter the specifics for the option you selected above:
(Open Ended Question)

Optional & Required Documents

Required Documents

1. Cover Letter
2. Curriculum Vitae/Resume
3. Transcripts
4. Statement of Teaching Philosophy
5. Reprints of Recent Publications

Optional Documents

1. Statement of Leadership Vision
2. Minimum of One Working Paper
3. Examples of Professional/student work
4. Other Documentation

Refer to the above Posting Number and apply on-line at:

www.aufacultypositions.peopleadmin.com

AUBURN UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. It is our policy to provide equal employment opportunities for all individuals without regard to race, sex, religion, color, national origin, age, disability, protected veteran status, genetic information, sexual orientation, gender identity, or any other classification protected by applicable law.

Assistant Professor - Special Education - Two Positions

Posting Details

Posting Details

Working Title Assistant Professor - Special Education - Two Positions

Posting Number 2018030FP

Position Information

Classification Title Assistant Professor

Classification Code 8003

RCW Exemption Criteria 10 - Academic Personnel

EWU Position Number F99940

CUPA Code 13.10 - Special Education & Teaching

FLSA Exempt - Teaching

Bargaining Unit UFE

% Full Time 100

Salary / Wage Range CUPA

Salary Information DOE/DOQ

Anticipated Start Date 09/13/2019

Term of Appointment 100% Academic Year

Location Cheney, WA

County Spokane

Project Description N/A

Project Duration N/A

Background Check

Yes - Both

Department Information

Level 1 User with Access

Felicia Jensen, Tesha Panther, Bekah Bray

Responsible HR User

Lori Livingstone

**Responsible HR User
Email address**

llivingstone@ewu.edu (inquiries only)

Posting Text

Job Summary

The College of Arts, Letters, and Education at Eastern Washington University invites applications for **two** tenure-track faculty positions, **Assistant Professor of Special Education**, in the Department of Education to begin mid-September 2019. The preparation of teachers is central to the mission of the Education Department and the selected individual will work closely with colleagues in all areas of the department. Our program currently offers the following special education certification options:

- Special Education/Elementary Education Dual Major (Candidates are endorsed to teach Special Education grades k-12 AND Elementary grades k-8)
- Add-on Special Education Endorsement
- Early Childhood Education with Special Education Option
- Early Childhood Special Education Minor
- Special Education Minor (Minors do not meet a State of Washington Special Education endorsement).
- M.Ed. in Special Education (online program)

We seek an outstanding teacher with successful experience teaching in birth to 21 special education settings as well as teaching special education courses at the undergraduate level. Responsibilities will include teaching courses in special education. Faculty are expected to engage in effective teaching and assessment of student learning.

The candidate selected for this position may be expected to teach face-to-face classes, hybrid or blended classes and/or online classes according to the needs of the department.

Additionally, the candidate selected for this position will be expected to offer interest and/or experience in online learning and pursuit of grants, to expand the university's endeavors in those areas.

Screening of applications will begin October 1, 2018. All materials will be held in strictest confidence; references will not be contacted until candidates have been notified.

**About Eastern
Washington University**

Eastern is a regional, comprehensive university located in Cheney, 20 minutes from downtown Spokane. In addition to Eastern's Cheney campus, we also offer our Riverpoint campus in Spokane, plus additional teaching/learning centers located in other cities throughout Washington State. Enrollment has reached over 12,000 students. The Cheney-Spokane area is the heart of the Inland Northwest, with excellent restaurants, theater, shopping, skiing, hiking, lakes, a choice of living in a medium-sized city or a small town, and high quality schools and housing.

Diversity Statement

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. Eastern Washington University is an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

**Conditions of
Employment**

The required start date for this position is 09/13/2019. To be considered eligible for appointment into the position, applicants must be available and able to start in the position no later than 09/13/2019.

Physical Demands

A copy of the Essential Functions Analysis which describes conditions of employment, such as physical demands, may be obtained by contacting the Office of Human Resources at 509-359-2381.

Pre-Placement Physical	No
Hearing Test	No
Medical Monitoring Post Hire	No
Protective Equipment	N/A
Required Qualifications	<ul style="list-style-type: none">• Ph.D. or Ed.D. in special education or a related field (ABD confirmed by 9/13/19).• Minimum of three years of successful teaching experience in birth to 21 special education settings or the equivalent.• Record of ability to foster community relationships and engage in learning collaboratively with students, community partners, staff, and colleagues.• Successful college teaching experiences.• Interest and/or experience in pursuit of grants.• Experience teaching diverse populations and engaging with diverse communities.• Interest, experience and/or ability promoting cultural competency and/or diversity• Experience with using research-based instructional methods for students with disabilities and applied behavior analysis.• Demonstrated ability to apply a culturally responsive and flexible approach that is supportive to the diverse needs, including universal access, of our students, faculty, staff, and the public.
Preferred Qualifications	<p>Preference may be given to candidates who offer one or more of the following preferred qualifications:</p> <ul style="list-style-type: none">• Expertise in the area of transition for students with disabilities• Expertise in instruction and assessment of students with disabilities• Evidence of research utilizing principles of applied behavior analysis• Experience using applied behavior analysis in birth to 21 special education settings.
Other Skills and Abilities	<ul style="list-style-type: none">• Flexibility• Collaboration• Collegiality• Communication• Teamwork• Time Management
Work Schedule Type	Other
Work Schedule	Schedule will vary from quarter to quarter to fulfill position's responsibilities. Teaching assignments may include evening or online classes.
Posting Date	08/22/2018
Open Until Further Notice	No
Closing Date	

Screening to Begin

10/01/2018

Special Instructions to Applicants

It is strongly recommended that you print a copy of these instructions and the position posting before you begin to complete the online application, as the instructions will not be viewable once you begin the application process. Required application documents include:

- Cover letter – please describe how you meet each of the required and preferred qualifications (if applicable).
- Curriculum Vitae
- Teaching Philosophy – maximum of two pages – include a description of your Teaching philosophy and a description of your Teaching interests
- Scholarly and/or Creative Activity Statement – maximum of two pages – include a description of your interests – attach to the link labeled Research Statement
- Transcripts – all undergraduate and graduate transcripts (photocopies are acceptable for initial application). Please scan your transcripts into one consolidated pdf file before attaching. If you have trouble attaching your transcripts, please contact Lori Livingstone, HR Associate, and send your transcripts as an email attachment to: llivingstone@ewu.edu
- Professional References: Provide a list of at least three professional references including their name, title, organization, telephone, email, and their connection to you.

All materials will be held in strictest confidence; references will not be contacted until candidates have been notified.

Application Types Accepted

Profile

If you plan to advertise externally, indicate the advertising sources

American Association for Access, Equity and Diversity, Asians in Higher Education, Blacks in Higher Education, Chronicle of Higher Education, Colors Careers, Diverse Issues in Higher Education, Diversity Media Package, HERC - Higher Education Recruitment Consortium, Higher Ed Jobs, Hispanics in Higher Education, Inside Higher Ed, Recruit Military, Women in Higher Education, Worksource Washington, Other, SREB - Southern Regional Education Board

If 'Other' was selected as an advertising source, please list details here

American Association for Access
ABA – Association for Applied Behavior Analysis
CEC – Council for Exceptional Children
(Please provide the Dean's office with the cost prior to posting)

Index Number for Recruitment Advertising

100086

Job Duties**% of Time**

100

Responsibility / Duty

A Faculty Activity Plan will be developed by the end of the first quarter of the selected candidate's appointment, and will consist of a combination of teaching, research, service and/or release time to perform administrative duties, as negotiated and as needed to meet the business needs of the department.
Typical workload for this position will involve 36 credits per academic year, subject to Department needs, mainly at EWU's main campus in Cheney, WA,
80% Teaching activities include the advising of students.
This position will teach courses in

- Special Education
- May be required to teach other courses that fulfill the need of the Department and Program.

Responsibilities will consist of a combination of teaching, research, service and/or release time to perform administrative duties, as negotiated and as needed to meet the business needs of the department. All faculty are expected to engage in effective teaching and in assessment of student learning outcomes. Teaching also includes the following additional related responsibilities as defined in the faculty CBA:

- Meet all scheduled classes
- Plan, organize and inform students of course content, texts, readings, assignments, attendance regulations and methods of evaluation including grading scales
- Schedule and attend office hours
- Turn in grades according to established deadlines
- Advise students who are declared majors on department, college and University requirements and career opportunities.

20% Scholarship & Service (Typically 10% each)

This position will be expected to engage in research and scholarship.

This position will be expected to engage in service through department, college, university, and community/civic organizations, including service on committees.

Essential Function
Indicator

Yes

Posting Specific Questions

Required fields are indicated with an asterisk (*).

Applicant Documents

Required Documents

1. Cover Letter
2. Curriculum Vitae
3. Transcripts
4. Research Statement
5. Teaching Philosophy
6. List of Professional References

Optional Documents

1. DD214 Form



Job Details

Description:

**POSITION ANNOUNCEMENT
ASSISTANT PROFESSOR OF
EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION
Department of Special Education, College of Education
University of Illinois at Urbana-Champaign**

The Department of Special Education at the University of Illinois at Urbana-Champaign invites applications for a tenure-track faculty position in early intervention and/or early childhood special education. This dynamic faculty member will contribute to a rich tradition of conducting influential research; securing external grant funding; teaching both undergraduate and graduate courses; mentoring and advising graduate students; and providing university, state, and professional service. Excellent opportunities for interdisciplinary collaboration exist with others in the College of Education (e.g., early childhood education, technology-innovations in educational research and design) as well as faculty in departments and programs outside the College (e.g., Speech & Hearing Science, The Autism Program, Social Work, Human Development and Family Studies). Successful candidates must have a strong interest in and commitment to both research and personnel preparation.

The Department, ranked 9th among special education departments in the nation by *U.S. News and World Report* (2018), is committed to the production and dissemination of new knowledge in special education, through excellence in research, teaching, and service. Faculty and graduate students employ varied approaches to research, work in diverse educational and community settings, and prepare educational professionals at the undergraduate, masters, doctoral, and post-doctoral levels. The College of Education is known for its groundbreaking research, innovative approaches to teaching, commitment to diversity and inclusiveness, and service to the global community. Please see our website at <https://education.illinois.edu/sped>.

REQUIRED QUALIFICATIONS:

- A doctorate in special education or a related field. Candidates must have an earned doctorate at the time of hire.

Job Details: College of Education: Assistant Professor of Early Intervention/Early Childhood - Special Education (102440)

- Candidates must demonstrate a line of research in early intervention and/or early childhood special education that has the potential to lead to an outstanding and sustained record of scholarship and external funding, and provide evidence of or potential for excellence in university teaching.
- Excellent oral and written communication skills and evidence of effective collaboration skills.
- Minimum of two years of successful EI/ECSE professional experience.

PREFERRED QUALIFICATIONS:

- Experience with online teaching and learning
- Experience or demonstrated interest in interdisciplinary collaboration

Salary and Starting Date: Salary will be commensurate with rank and experience. The proposed starting date is August 16, 2019.

APPLICATION PROCEDURES: To ensure full consideration, applications must be received by December 3, 2018. Please create a candidate profile at <https://jobs.illinois.edu> and upload one file that contains a cover letter, curriculum vitae, two sample publications, and the contact information for three references. All requested information must be submitted for your application to be considered. Review of applications will begin immediately and will continue until the position is filled. Invitations to interview may be extended before the closing date of November 12, 2018; however, no decision will be made before that date.

For further information regarding application procedures, you may contact the chair of the search committee, Dr. Hedda Meadan at meadan@illinois.edu or 217-333-0260.

The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.

The University of Illinois is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply. For more information, visit <http://go.illinois.edu/EEO>. To learn more about the University's commitment to diversity, please visit <http://www.inclusiveillinois.illinois.edu>

College Name or
Administrative Unit: College of Education

Category: Faculty

Title: College of Education: Assistant Professor of Early Intervention/Early Childhood - Special Education (102440)

Open Date: 09/10/2018

Close Date: 12/03/2018

Organization Name: Special Education

[Apply for position](#)

[Back to Job Board](#)

AcademicJobsOnline.org

Special Education, Lehigh University

Position ID: Lehigh-Special Education-SPED [#11794]
Position Title: Assistant/Associate Professor in Special Education
Position Type: Tenured/Tenure-track faculty
Position Location: Bethlehem, Pennsylvania 18015, United States [map]
Subject Area: Special Education
Appl Deadline: none (posted 2018/08/30)
Position Description: [Apply](#)

Assistant/Associate Professor in Special Education Position Announcement

Lehigh University's College of Education invites applications for a tenure track position in special education at the Assistant or Associate rank, effective Fall 2019. We are seeking a faculty member who has expertise in autism spectrum disorder. Our faculty have earned the reputation of maintaining rigorous research agendas, while pursuing external funding in a collaborative and supportive environment. The candidate will teach graduate-level courses, including teacher preparation and doctoral courses, supervise and mentor master's and doctoral students, participate in activities related to maintaining Behavior Analyst Certification Board (BACB) approval for course work at the graduate level, and advise students completing the BACB verified course sequence (VCS). The candidate will also have the opportunity to conduct clinical work and research at the College of Education's autism clinic (Lehigh University Autism Services).

Candidates must have a doctorate in special education or related field with BCBA certification by the starting date of employment. To be considered, candidates must provide evidence of effective college teaching as an instructor of record or teaching assistant. The candidates also need to provide evidence of Pre K-12 teaching or clinical experience.

Lehigh University is a highly competitive Doctoral/Research Intensive University of approximately 5000 undergraduates and 2000 graduate students, and is located 1.5 hours west of New York City and 1 hour north of Philadelphia. Lehigh's College of Education has been consistently ranked in the nation's Top 50 Best Graduate Schools of Education. The College provides strong faculty support (e.g., competitive salaries, generous start-up package, grant writing support, post-grant award management). The special education program, which integrates teacher preparation coursework with general education, includes a highly productive and collaborative faculty who are committed to excellence in research, teaching, and leadership training. Additional information about the Special Education program can be found at <http://coe.lehigh.edu/academics/disciplines/sped>


Candidates should submit the following at <https://academicjobsonline.org/ajo/jobs/11794>: 1) a cover letter, 2) statements of research interests and teaching philosophy (one statement for each), 3) a curriculum vitae, 4) three letters of reference, and 5) three selected publications. Only electronic submissions will be considered. Inquiries and nominations can be directed to: Dr. Minyi Dennis (mis210@lehigh.edu) or Dr. Linda Bambara (lmb1@lehigh.edu), Search Committee Co-chairs, Department of

Education and Human Services, College of Education, Lehigh University. Review of applications begins on October 26, 2018 and continues until the position is filled.

Lehigh University is committed to increasing the diversity of its community and curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area. Lehigh University is an Equal Opportunity, Affirmative Action employer and provides comprehensive benefits including partner benefits. Information about Work/Life Balance for Faculty can be found at: <https://www.lehigh.edu/~inprv/faculty/worklifebalance.html>

Application Materials Required:

Submit the following items online at this website to complete your application:

- Cover Letter
- Curriculum Vitae
- Research Statement
- Teaching Statement
- Three Selected Publications
- Three Reference Letters (to be submitted by the reference writers at this site )

And anything else requested in the position description.

Further Info:

<https://ed.lehigh.edu/>

Dr. Minyi Dennis or Dr. Linda Bambara <mis210@lehigh.edu> or lmb1@lehigh.edu

College of Education
Lehigh University
111 Research Drive
Bethlehem PA 18015

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Assistant Professor - Special Education

Position Details

Position Information

Banner Position Number	001576
Position Title	Assistant Professor - Special Education
Classification Title	Assistant Professor
Department	Special Education - MU611S
Location	MU - Marshall University
Salary Range	\$46,000.00 - 50,000.00

Position Summary Information

Job Description	Assistant Professor, Special Education, tenure-track, 9 month appointment. Teaching on-campus, on-line, as well as advising. Candidate is expected to participate in scholarship, research, professional societies, and service activities. Successful candidate will value an environment of professionalism, continuous improvement in special education program design and delivery, and collaboration. Opportunity for summer employment is a strong possibility.
Required Qualifications	Earned doctorate in Special Education or closely related field and teaching experience with students having mild/moderate disabilities (LD, BD, ID) is required. ABD will be considered with definite timeline for completion.
Preferred Qualifications	Demonstrated record of face-to-face and on-line college teaching, scholarly activities and clear potential for success in graduate success is preferred.

Posting Detail Information

Posting Number	MU0575F
Open Date	04/23/2018
Close Date	
Open Until Filled	Yes
Special Instructions Summary	If you have references that wish to submit letters on your behalf, please enter your references' information in the Reference Letter Submission section of the application. Your references will be notified via email to submit their reference letters to the search committee in our Applicant Tracking system.

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. How did you hear about this employment opportunity?

- Public Job Posting
- Internal Job Posting
- Agency Referral
- Advertisement/Publication
- Personal Referral
- Website
- Other

Applicant Documents

Required Documents

1. Cover Letter
2. Curriculum Vitae

Optional Documents

Assistant Professor-9 month appointment, Counseling Leadership and Special Education

Posting Details

Position Information

Position Title	Assistant Professor-9 month appointment, Counseling Leadership and Special Education
Work Location	Springfield Campus
Department	Counseling Leadership & Special Education
HR Home Department	020410 COUNSELING LEADERSHIP & SPECIAL ED
Pay Grade	Unclassified
Position only available to current, regular, full-time Missouri State University employees?	No, Position is available to all applicants.
Faculty Appointment Type	Tenure Track
Term (if applicable)	9 month
Begin Date of Appointment	08/12/2019
Exempt/Non-Exempt	Exempt
General Function	The Assistant Professor is a member of the ranked faculty with an intermediate academic rank who has demonstrated achievement in the areas of teaching, research, and professional service appropriate to the discipline. The Assistant Professor's teaching responsibilities are assigned by the academic department head and may include serving as an academic advisor. The Assistant Professor engages in scholarly activities beyond those associated with teaching and is expected to demonstrate professional productivity in research, based upon the availability of resources and consistent with the mission of the University.
Description of Primary Duties	<ul style="list-style-type: none">•Teach courses in Counseling, Leadership, and Special Education program area.•Maintain a research agenda appropriate for doctoral faculty status.•Serve on various committees and projects that support the program, college, university, and relevant professional organizations.•Serve as an advisor to Special Education majors.•Collaborate with and establish a collegial relationship with school districts, community agencies, and other related disciplines within the University serving a special education population.
Minimum Acceptable Qualifications	The minimum acceptable qualifications for the position of Assistant Professor are prescribed in the Faculty Handbook. The ability to develop knowledge of, respect for, and skills to engage with those of other cultures or backgrounds is required.

Additional Qualifications

Requires terminal degree in Special Education or School Psychology with emphasis in a related field.

- ABD will be considered with expected completion by start date.
- Minimum of 3 years of experience in PreK-12 setting
- Applied experience involving methods of evaluating effects of interventions and evaluation of data
- Current research based practices in academic and behavior assessment across multi-tiered systems
- Knowledge of innovative methods of instruction including application of technology in 1:1 contexts
- Demonstrates expertise in instruction with specialized populations.
- Successful candidate will be expected to teach undergraduate and graduate courses in methods of instruction and assessment, supervise undergraduate and graduate students in field experiences (e.g., student teaching, practicum, internships, etc.), mentor undergraduate and graduate student research, serve as an advisor to graduate Special Education majors, and collaborate with and establish a collegial relationship with school districts, community agencies, and other related disciplines.

Link to Job Description

<http://www.missouristate.edu/human/jobdescriptions/21377.htm>

Open Date

09/07/2018

Close Date (If Close Date is blank then the posting is considered open until filled)

Special Instructions to Applicants

First date of consideration is October 11, 2018, and review of applications will continue until position is filled. For additional information contact
 Dr. Reesha Adamson, Chair of Search Committee
 Missouri State University
 (417) 836-6284
RAdamson@MissouriState.edu

EO/AA and Diversity Statement**Non Discrimination Statement**

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, national origin (including ancestry, or any other subcategory of national origin recognized by applicable law), religion, sex (including marital status, family status, pregnancy, sexual orientation, gender identity, gender expression, or any other subcategory of sex recognized by applicable law), age, disability, veteran status, genetic information, or any other basis protected by applicable law in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972.

This policy shall not be interpreted in a manner as to violate the legal rights of religious organizations or military organizations associated with the Armed Forces of the United States of America.

The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity/Affirmative Action/Minority/Female/Veterans/Disability/Sexual Orientation/Gender Identity employer. Inquiries concerning the complaint/grievance procedure related to sex discrimination, including sexual harassment and sexual assault, should be addressed to the Title IX Coordinator, Carrington Hall 205, 901 S. National Ave., Springfield, Missouri 65897, TitleIX@missouristate.edu, 417-836-8506, or to the Office for Civil Rights. All other inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to the Equal Opportunity Officer, Office for Institutional Equity and Compliance, Park Central Office Building, Suite 111, Springfield, Missouri 65897, equity@missouristate.edu, 417-836-4252, or to the Office for Civil Rights. (Res. Board Policies No. 70-11; Bd. Min. 10-28-11.)

Background Check Statement

Employment will require a criminal background check at University expense.

Posting Detail**Posting Number**

20180072FTF

Quicklink for Posting

<http://jobs.missouristate.edu/postings/41256>

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. * How did you hear about this vacancy?

- Missouri State University Website
- Web Postings
- Print Publications
- Diversity website posting
- INSIGHT into Diversity
- HigherEdJobs.com
- (HERC) Higher Education Recruitment Consortium
- Job Board (CareerBuilder.com, Monster, etc.)
- Other Professional Conferences or Meetings
- Personal Contacts / Networking
- Newspapers
- Other

Applicant Documents

Required Documents

1. Cover Letter
2. Unofficial Transcripts - 1
3. Curriculum Vitae
4. Statement of Teaching Philosophy
5. Statement of Research Interest
6. Publication (Writing Sample) -1
7. Evidence of Teaching Effectiveness -1

Optional Documents

1. Publication (Writing Sample) -2
2. Publication (Writing Sample) -3
3. Unofficial Transcripts -2
4. Unofficial Transcripts -3

Sacred Heart University

Special Education Faculty

About Sacred Heart University:

Sacred Heart University, the second-largest independent Catholic university in New England, offers more than 80 undergraduate, graduate, doctoral and certificate programs on its main campus in Fairfield, Conn., located less than 60 miles from Manhattan and approximately 150 miles from Boston. With its five miles of shoreline, marinas, parks, open space and plenty of shopping and fine dining, Fairfield is consistently recognized as a top community in the Northeast in which to live. In 2018 the town earned an A+ in a 'report card' by Niche on "Best Places to Live" in Connecticut. Sacred Heart also has satellites in Connecticut, Luxembourg and Ireland. It comprises more than 300 acres of land, including an 18-hole golf course and the former global headquarters of General Electric. Rooted in the 2000-year-old Catholic intellectual tradition and the liberal arts, Sacred Heart embraces a vision for social justice and educates students in mind, body and spirit to prepare them personally and professionally to make a difference in the global community. More than 8,500 students attend the University's six colleges: Arts & Sciences; Health Professions; Nursing; the Jack Welch College of Business; the Isabelle Farrington College of Education; and St. Vincent's College. Consistently recognized for excellence, The Princeton Review includes SHU in its guides, Best 382 Colleges-2018 Edition, "Best in the Northeast" and Best 267 Business Schools-2018 Edition. It also placed SHU on its lists for "Best College Theater" and "Most Engaged in Community Service," each of which comprises only 20 U.S. schools. U.S. News & World Report ranks SHU in its Best Colleges 2018 guidebook and calls SHU the fourth "Most Innovative School" in the North. The Chronicle of Higher Education also names SHU one of the fastest-growing Roman Catholic universities in its 2016 almanac. Sacred Heart has a Division I athletics program.

www.sacredheart.edu

Category: Faculty
Department: Teacher Education [EDU]
Locations: Fairfield, CT
Posted: Sep 05, '18
Type: Full-time

Share

Job Description:

Sacred Heart University invites applications for the position of assistant or associate professor of special education. The position may be tenure or clinical track depending upon the successful candidate's qualifications. [The Farrington College of Education](#) is in the process of expanding its programming in comprehensive special education. Responsibilities include program leadership and development, teaching undergraduate and graduate courses, advising candidates, providing clinical integration with local school districts, and providing service to university and professional communities. Candidates must demonstrate a record of excellence in teaching and a record of, or potential for, scholarly publications.

Requirements:

Minimum Qualifications:

- Earned doctorate in special education or related field (ABD considered)
- Demonstrated commitment to diversity and equity in education
- Three years of PK-12 classroom experience working with individuals with exceptionalities
- Possession of, or ability to secure, Connecticut certification in comprehensive special education
- A record of scholarly productivity or potential in the education of students with exceptionalities

Preferred Qualifications:

- Earned doctorate in special education
- Demonstrated understanding of current trends, challenges, legislation, and legal dimensions in special education
- An ongoing program of scholarly research and publications in the education of students with exceptionalities

- Teacher preparation program leadership in special education
- Experience integrating PK-12 fieldwork in the preparation of special educators
- Successful teaching experience in higher education
- Facility with digital and other assistive technologies
- Experience with and understanding of state and national standards, including accreditation
- Experience with edTPA

Additional Information:

Anticipated start date will be either spring 2019 or fall 2019.

Application Instructions:

Applicants should upload a letter of interest that relates qualifications to the requirements of the position, curriculum vitae, three letters of reference, a writing sample, and unofficial transcripts to the SHU online Application Portal. The search committee will only consider online submissions.

Sacred Heart University, rooted in the Catholic Intellectual Tradition and the Liberal Arts, embraces a vision for social justice, educates students in mind, body, and spirit to prepare them personally and professionally to make a difference in the global community. Sacred Heart University aspires to achieve prominence through innovative teaching and learning while cultivating a campus community that is recognized as caring and creative.

As an Equal Opportunity Employer, Sacred Heart University encourages qualified members of underrepresented groups to apply.

[Job search](#)[Sign in](#)

Lubbock

Assistant Professor of Special Education

15138BR

EDUC Educational Psych Leadrshp Gen

Major/Essential Functions

Texas Tech University seeks a tenure-track Assistant Professor of Special Education starting in August 2018 or January 2019. The Educational Diagnostician Specialization of the Special Education Program is seeking a qualified individual to join a productive faculty that includes scientist practitioners of Special Education.

The Educational Diagnostician Specialization of the Special Education Program emphasizes formal and informal assessment to identify and develop educational plans for students with special education needs for P – 12 students. The Educational Diagnostician program fulfills the supervisory requirements of the Texas Education Agency requirements for practicum and internship. The Master's and PhD programs are fully online and contain both synchronous and asynchronous components.

Responsibilities:

- Teaching Special Education assessment, internship and generic graduate courses
- Supervision of practicum students
- Advising graduate students
- Serving on and chairing Master's/Doctoral committees
- Obtaining external funding to support research and practice
- Contributing to the advancement of specialization and program goals through service
- Providing service to the Special Education Program, College of Education, Texas Tech University and to the profession at large

The College of Education at Texas Tech University is comprised of the Department of Curriculum and Instruction and the Department of Educational Psychology and Leadership. The College of Education houses 11 graduate programs between the two departments that prepare both applied and basic researchers who possess the skills to work with diverse populations. Texas Tech University, a member of the Big 12 Conference, is located in Lubbock, Texas (population 257,000). Texas Tech University is a comprehensive university with an enrollment of over 32,000 and is the only campus in Texas where both the law school and medical school are housed at the same location. The University has a wide range of undergraduate and graduate NCATE accredited programs. Texas Tech University is an Affirmative Action/Equal Opportunity Employer. We strongly encourage applications from women, minorities, persons with disabilities, veterans, and we consider the needs of dual-career couples.

Candidates who have very strong records of scholarship supported by extramural funding and who have the proven capacity or clear potential to bring externally sponsored research to Texas Tech University are encouraged to apply. Service duties include program-building, as well as commitment to extra-curricular activities. Service to the department, college, university, and community is expected.

Org Level 1

Texas Tech University

Position Description

Contributes to the university's mission through teaching, research and service, some variation by academic unit.

Required Qualifications

Academic degree as defined by the academic unit and as appropriate for the position held. Demonstrated record of effectiveness as a teacher, a record of peer reviewed publication and/or peer-reviewed creative activity which has contributed to the discipline or field of study, to the candidate's intellectual and artistic development, and to the quality of the academic enterprise; a record of professional service appropriate to the discipline; promise of growth in teaching and research or artistic and creative activity

Preferred Qualifications

Qualifications: The successful candidate will have:

- Earned doctorate in Special Education, or closely related field;
- Certification as an Educational Diagnostician in the State of Texas;
- Minimum of three years of classroom teaching experience (P-12);
- Experience as an Educational Diagnostician;
- Demonstrated ability to conduct research in special education; and
- Commitment to serving diverse populations.

Preferred:

- Experience developing and teaching Special Education Assessment Master's and Doctoral level courses for online delivery;
- Activity in professional organizations pertaining to assessment of populations with various disabilities;
- Research agenda or focus related to persons with disabilities and/or assessment;
- Demonstrated potential or track-record of obtaining external funding;
- Effective communication and collaboration skills; and,
- Experience with a variety of distance education delivery models.

Does this position work in a research laboratory?

No

Required Attachments

Cover Letter, Professional/Personal References, Resume / CV, Transcript

Job Type

Full Time

Pay Basis

Monthly

Pay Statement

Compensation is commensurate upon the qualifications of the individual selected and budgetary guidelines of the hiring department, as well as, the institutional pay plan. For additional information, please reference the institutional pay plan on the Human Resources webpage.

Travel Required

Up to 25%

Shift

Day

Grant Funded?

No

Job Group

Faculty

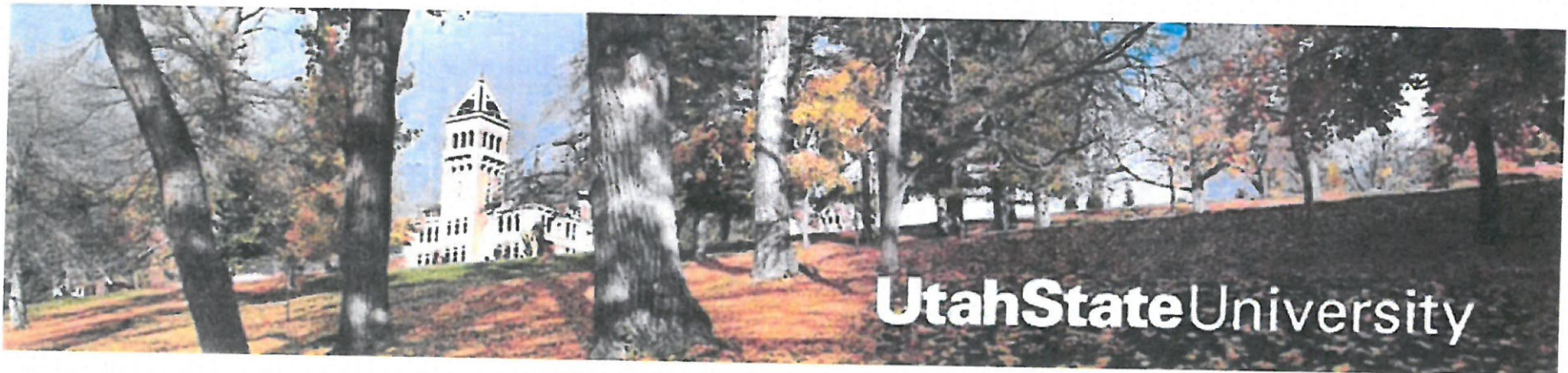
EEO Statement

As an Equal Employment Opportunity/Affirmative Action employer, Texas Tech University is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment. We actively encourage applications from all those who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community at Texas Tech University. The university does not discriminate on the basis of an applicant's race, ethnicity, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information or status as a protected veteran. Texas Tech welcomes consideration of dual career and professional couple accommodations.

Salary Grade

800

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Job Details

Title:

Assistant or Associate Professor in Special Education with Emphasis in Applied Behavior Analysis

Requisition:

F1800386

Open Date:

08/31/2018

Review Date:

10/15/2018

Job Category:

Faculty

Department:

Special Education & Rehabilitation

College/Unit:

E Eccles Jones Coll of Ed & Hum Svs

Location:

Logan Campus

Posting Duration:

Open Until Filled

Position Summary:



New Employee/Prospective
Employee Benefits

Find student, part-time, and
temporary positions on Aggie
Handshake



Job Details: Assistant or Associate Professor in Special Education with Emphasis in Applied Behavior Analysis

The Department of Special Education and Rehabilitation (sper.usu.edu/) is seeking outstanding candidates to fill a tenure track Assistant or Associate Professor position in Special Education with an emphasis in Applied Behavior Analysis.

This is a full-time 9-month academic year position. Review of applicants will begin October 15, 2018 and continue until the position is filled. The anticipated start date is August 2019.

Responsibilities:

Serve as a member of the Department of Special Education and Rehabilitation faculty including:

1. Carry out an active line of research and publication,
2. Teaching on-campus and distance undergraduate and/or graduate classes in applied behavior analysis and special education,
3. Supervising undergraduate and graduate student field experiences.
4. Advising and mentoring graduate students,
5. Collaborating in department and university program development and committees, and
6. Seeking extramural funding to support graduate students and research.

Dept/College Highlights:

The Department

The Department of Special Education and Rehabilitation is recognized nationally for both personnel preparation and research. The Department offers special education degree programs at the bachelors, masters, and doctoral levels. The bachelor's program prepares graduates to teach students with mild/moderate disabilities, severe disabilities, and/or young children with disabilities. The department offers three master's programs: a Master of Science, that includes a Behavior Analyst Certification Board (BACB) approved course sequence, a Master of Education in Special Education, and a Master of Rehabilitation Counseling.

The department also sponsors a unique interdisciplinary doctoral (Ph.D.) program in Disability Disciplines which includes specializations in (1) special education, (2) applied behavior analysis,

(3) rehabilitation counseling, (4) speech and language pathology, (5) audiology, (6) pathokinesiology, and (7) disability studies. Department faculty, along with colleagues from the university-affiliated Center for Persons with Disabilities, have a well-established record of obtaining research and training grants, national and international consulting, editorial work on national journals, and leadership in professional organizations. More information on the Department can be found on our website at: (sper.usu.edu/).

The College and University

Utah State University (USU), a land-grant university, is ranked by the Carnegie Foundation for the Advancement of Teaching as a research university with "high research activity." It is in the top 3% of higher education institutions in the country. Enrollment (undergraduate and graduate students) exceeds 27,000. There are 41 schools and departments in eight academic colleges and a School of Graduate Studies that offers 38 doctoral degrees and 96 master's degrees. USU has a national and international reputation for its academic programs in education, agricultural, aerospace-engineering, and natural resources.

The Emma Eccles Jones College of Education and Human Services is ranked 26th in the nation by US News and World Report (2017), and 6th nationally in external funding with more than \$46 million in external grants and contracts. It is one of the largest colleges of education in the nation, with seven departments, an elementary laboratory school, over 120 tenure-track faculty, and hundreds of research-supported employees. USU is especially well known for disability-related research and development that reflects work within several academic departments and the Center for Persons with Disabilities.

The college also houses the Sorensen Legacy Foundation Center for Clinical Excellence (<https://cce.usu.edu/>). This newly opened center is the first of its kind in the Mountain West, providing comprehensive clinical services across the human lifespan and unique interdisciplinary training and research opportunities for USU students and faculty. The center includes three Special Education and Rehabilitation departmental programs: 1) ASSERT-an early intensive behavioral intervention, training, and research center for young children with autism, 2) The

Utah Behavior Support Clinic-an outpatient assessment, treatment, and research center for individuals with severe behavior disorders, and 3) Aggies Elevated-a federally designated Comprehensive Transition Program (CTP) at Utah State University that offers a two-year certificate program for young adults with intellectual disabilities.

Location

Northern Utah consists of mountains and rolling hills in a relatively arid environment. Utah State University is located in beautiful Logan, Utah, and is situated near the mouth of Logan Canyon (a National Scenic Byway). At an elevation of 4700 feet, the campus is surrounded by 10,000 foot peaks on the western edge of the Rocky Mountains. See <http://www.usu.edu/webcams>.

Within minutes of campus are mountain glades, clear mountain streams, picnic areas and campgrounds, and verdant meadows with carpets of wildflowers. A downhill ski area, Beaver Mountain, is 26 miles from campus and world-renowned ski areas are within a 2-hour drive. Northern Utah boasts fly fishing, boating, camping, hiking, biking, cross-country skiing, snowmobiling, and many other opportunities. Bear Lake (a large, multiuse recreational lake on the Utah / Idaho border) is just 40 miles away through Logan Canyon. The campus is situated within a day's drive from Utah's five national parks, near numerous state parks, and is just hours from Yellowstone and the Grant Tetons. Salt Lake City and surrounding cities (over 1 million in population) are 80 miles away.

Logan and surrounding Cache Valley have slightly more than 100,000 residents. Logan is a college town – there is a strong feel of support for students, athletics, and the vibrancy of campus life. Crime rate is very low. Cost of living is below average. School quality is above average.

Qualifications:

Minimum Qualifications

All Ranks (Assistant and Associate Professor)

1. Doctorate (ABD will be considered) in special education, behavior analysis, or related field (e.g., psychology).
2. BCBA-D certification by the Behavior Analyst Certification Board (or eligibility for certification by the end of the first semester of employment).
3. Expertise in applications of behavior analysis in school settings
4. Direct service experience with individuals with disabilities.
5. A history of positive working relationships with teachers, clinicians, administrators, and faculty.
6. Evidence of the potential to be a productive scholar and researcher.
7. Evidence of the potential to be an excellent college-level teacher.
8. Evidence of potential to secure external funds.

Additional Minimum Qualifications for Associate Professor Rank

1. Established record of successful teaching and mentoring in special education or behavior analysis programs.
2. Established record of successful research and service related to school-based applications of behavior analysis.

Preferred Qualifications**All Ranks (Assistant and Associate Professor)**

Preference will be given to candidates who have one or more of the following qualifications:

1. Expertise in assessment and treatment of severe problem behavior
2. Experience coordinating a BACB-approved course sequence.
3. Expertise in the application of behavior analysis to novel, socially important problems that relate to improving the educational outcomes for individuals with disabilities and their

families

4. Expertise in explicit and systematic instruction,
5. Expertise in schoolwide positive behavior interventions and supports,
6. Public school special education teaching experience,
7. Expertise in single subject research design.
8. Experience in technology-enhanced college teaching and distance education (both synchronous and asynchronous modalities),
9. Expertise in multicultural competencies.

Additional Preferred Qualifications for Associate Professor Rank

Additional quantity and quality of experience and success in one or more of the preferred qualifications listed above.

Opportunity Type: Full-Time w/benefits package

Percent of Time or Hours per Week: 100%

Advertised Salary:

- Salary is competitive based on qualifications. An excellent fringe benefit package is provided that includes medical and disability insurance and retirement benefits that amount to approximately one third of the salary.

Required Documents Cover Letter, Resume/CV
(The names and contact information of 3 references will be collected during the application process):

Other Required document types/Special Instructions to Applicants:

Along with the online application please attach:

1. A letter of application that specifically addresses your qualifications for this position,
2. A current vita, and
3. A list of names and contact information of three professional references (captured during the application process).
4. If available, copies of course evaluations (use the Optional Document 1 document type).

Job Details: Assistant or Associate Professor in Special Education with Emphasis in Applied Behavior Analysis

****Your references will be sent an email from USU asking them to upload a letter of recommendation on your behalf.****

Continuous Functional Requirements (75%+ time):

Routine visual requirements (e.g. reading with attention to details; seeing activities near and far), Routine hearing ability (e.g. whispers at close range; voices at 15 feet; converse by telephone)

Continuous Environmental Factors (75%+ time):

Inside

ADA Cognitive Requirements:

Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Comprehend complex, hard-to-understand concepts.

ADA Math Requirements:

Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.

ADA Communication Requirements - Speech:

Expression of a level comparable to 5, plus highest order verbal skills such as ability to lecture to large groups, ability to speak on complex issues without prepared notes.

ADA Comm Requirements - Comprehension:

Comprehensive and expression of a level comparable to 5, plus highest order of composition skills such as ability to do this as primary function of the job, to draft and edit publication-quality papers, to prepare highly complex documents such as wills and contracts. May involve a large volume of such composition.

ADA Travel Requirements:

Minimal travel required – ability to travel infrequently (i.e., annually) for activities such as developmental sessions at a centralized training center.

[Back to Job Board](#)

Appendix I – Education Ph.D. Graduates and Positions Held

These students were awarded the Education, Ph.D., with a concentration in Special Education and Disability Leadership.

<u>Graduate Name</u>	<u>Year</u>	<u>Current Position</u>
Irina Cain	2017	Postdoctoral research fellow at The Lurie Institute for Disability Policy at Brandeis University
Patricia Onorato	2017	English as a Second Language Specialist – Chesterfield County Public Schools
Serra De Arment	2016	Assistant Professor – Virginia Commonwealth University
Katie Best	2016	Director of Curriculum for a Private School
Kenya Williams	2016	Special Educator – Prince George’s County Public Schools
Cecilia Batalo	2014	Interim Director of Licensure and Accreditation – Virginia Commonwealth University
Edwin Achola	2013	Assistant Professor at California State University – Long Beach
Joy Engstrom	2013	Special Education Supervisor for Autism – Loudon County Public Schools
Samantha Hollins	2013	Director, Department of Special Education – Chesterfield County Public Schools
Kira Austin	2013	Assistant Professor – Whitworth College, WA
Mary Ellen Huennekens	2013	Assistant Professor – Virginia Commonwealth University
Karren Streagle	2011	Assistant Professor – Idaho State University
Belinda Hooper	2011	Assistant Professor – John Tyler Community College
Abigail Vo	2011	Assistant Professor, School of Medicine – Virginia Commonwealth University
Roberta Gentry	2011	Coordinator of Assessment – Chesterfield County Public Schools
Carole Ivey	2011	Assistant Professor, Occupational Therapy Dept – Virginia Commonwealth University

Laura Kutí	2011	English for Speakers of Other Languages Specialist – Chesterfield County Public Schools
Maha Al-Hendawi	2010	Director of Foundation Program, Director of Core Curriculum, Associate Professor – University of Qatar
Margaret Sander	2010	Attorney with Reed-Smith LLP, a private law firm in Richmond, VA (Also graduated with a joint PhD-JD from University of Richmond)
Dawn Hendricks	2009	Early Childhood Specialist – Virginia Department of Education
Elin Doval	2008	Visiting Scholar at Yale-Hastings Program in Ethics and Health Policy – Hastings Center
Mark Richardson	2008	Assistant Professor, Special Education – Virginia State University
Sandra Fritton	2007	Director of Disability Resources – University of Mary Washington
Christina Bartholomew	2007	Richmond Teacher Residency – Virginia Commonwealth University

Appendix J – Student Demand Survey

**Special Education and Disability Policy, Ph.D.
Student Demand Survey Questions**

1. If VCU offered the Special Education and Disability Policy, Ph.D., would you enroll?
 - a. Definitely
 - b. Very Likely
 - c. Likely
 - d. Somewhat Likely
 - e. Not at All Likely
2. If you answered “Not at all likely” or Somewhat likely”, please let us know your concerns:
3. What academic year do you think you would enter the Special Education and Disability Policy, Ph.D. program (assuming the program was open for enrollment)?
 - a. 2018
 - b. 2019
 - c. 2020
 - d. 2021
 - e. Other
4. Which one of the following concentrations in the M.Ed. in special education are you currently pursuing?
 - a. Early childhood
 - b. General education
 - c. Severe disabilities
 - d. None of the above
 - e. Other
5. What year do you expect to receive the degree you are currently pursuing? (If you graduated recently, select Other.)
 - a. 2018
 - b. 2019
 - c. 2020
 - d. Other
6. What is your gender?
 - a. Female
 - b. Male
 - c. I prefer not to say

7. What is your ethnicity? (Select all that apply.)

- a. American Indian or Alaskan Native
- b. Asian
- c. Black or African American
- d. Hawaiian or Pacific Islander
- e. Hispanic or Latino(a)
- f. White
- g. I prefer not to say
- h. Other

**Special Education and Disability Policy, Ph.D.
Student Demand Survey Results**

Mailing: January 16, 2018

Follow-Up: April 3, 2018

Report: April 22, 2018

Target: Graduate students enrolled in the Master of Education in Special Education degree program in the School of Education at Virginia Commonwealth University.

Population: 62

Respondents: 24

1. If VCU offered the Special Education and Disability Policy, Ph.D., would you enroll?

		Frequency	Valid Percent
Valid	Definitely	4	17.4
	Very likely	3	13.0
	Likely	5	21.7
	Somewhat likely	7	30.4
	Not at all likely	4	17.4
	Total	23	100.0

2. What academic year do you think you would enter the Special Education and Disability Policy, Ph.D. program (assuming the program was open for enrollment)?

		Frequency	Valid Percent
Valid	2018	1	4.5
	2019	5	22.7
	2020	6	27.3
	2021	5	20.8
	Other	5	22.7
	Total	22	100.0

4. Which one of the following concentrations in the M.Ed. in special education are you currently pursuing?

	Frequency	Valid Percent
Valid Early childhood	4	18.2
General education	14	63.6
Severe disabilities	2	9.1
None of the above	1	4.5
Other	1	4.5
Total	22	100.0

5. What year do you expect to receive the degree you are currently pursuing? (If you graduated recently, select Other.)

	Frequency	Valid Percent
Valid 2018	17	73.9
2019	4	17.4
Other	2	8.7
Total	23	100.0

6. What is your gender?

	Frequency	Valid Percent
Valid Female	19	82.6
Male	4	17.4
I prefer not to say	0	--
Total	23	100.0

7. What is your ethnicity? (Select all that apply.)

American Indian or Alaskan Native	0
Asian	1
Black or African American	6
Hawaiian or Pacific Islander	0
Hispanic or Latino(a)	0
White	17
I prefer not to say	0
Other	0
Total Checked	24

Appendix K – Library Resources

Library Resources in Special Education and Disability Policy as of October 2018

Virginia Commonwealth University (VCU) Libraries administers the research libraries on both the Medical College of Virginia (MCV) and Monroe Park campuses. The education collection, which includes resources related to special education and disability policy, is mainly housed on the Monroe Park Campus at the James Branch Cabell Library. Students and faculty have access to all libraries that are part of Virginia Commonwealth University.

Databases

The Libraries has 478 databases and electronic resources (<https://apps.library.vcu.edu/dblist/list>). Listed below are those most pertinent to the proposed program.

ABI/INFORM Complete: Abstracts and full-text articles on business, management, finance

Academic Search Complete: Comprehensive, scholarly multi-disciplinary full-text database. Includes over 5,500 full-text periodicals; indexing/abstracting for over 9,500 journals

Access World News: Major national and international newspapers, local and regional titles, newswires, blogs, and more. Includes the Richmond Times-Dispatch (1985-current)

America: History and Life: Abstracts and citations of reviews and dissertations covering the United States and Canada from prehistory to the present

AP Images: More than 3.5 million historical and contemporary news photographs with thousands more added daily. Also includes over 100,000 graphics, containing logos, graphs, maps, and timelines, as well as audio clips and news stories

AP Stylebook Online: Guidelines on spelling, grammar, punctuation, and usage.

ArticleFirst: Citations for items listed in the table of contents of over 12,000 journals

ASSIA: Applied Social Sciences Index and Abstracts: Covering health, social services, psychology, sociology, economics, politics, race relations and education

Associates Programs Source: 1,000 full-text journals and 100 full-text books covering a range of disciplines

Biography and Genealogy Master Index: Indexes more than 15 million biographical sketches

Book Review Digest Plus: Citations for more than one million reviews of fiction and non-fiction books. Includes more than 200,000 review excerpts and full-text reviews

Books in Print with Reviews

Browzine: Access to journals from VCU Libraries via iPad or Android tablet

Business Source Complete: Abstracts and full-text articles on business, management, finance

Cabell's Directory of Publishing Opportunities: Search and select journals most likely to publish your manuscript. Includes submission guidelines, circulation, contacts, and acceptance rates

Catalog of U.S. Government Publications: Indexes over 500,000 historic and current government publications. Provides direct links to online publications where available

Center for Research Libraries Catalog: U.S. and international newspapers, journals, government documents, foreign dissertations, archives and other primary source materials available through interlibrary loan and digital delivery

Chicago Manual of Style Online: Searchable version of the style used by many university press publishers

Child Development & Adolescent Studies: Covers the current and historical literature related to the growth and development of children through the age of 21

Conference Proceedings Citation Index—Social Sciences & Humanities: Covers published literature from the most significant conferences, seminars, symposia, workshops, colloquia, and conventions worldwide from 1900-present

Contemporary Women's Issues: Citations and abstracts of global information on women from journals, newsletters, and research reports

COS Pivot: Single platform to search COS Funding Opportunities and COS Scholar Universe

Counseling and Therapy in Video: Hundreds of therapy sessions, case consultations, lectures, and interviews

CQ Almanac: Reports on the activities of the U.S. Congress during each session back to 1945. Policy Tracker feature traces major issues across several years

CQ Library: Full-text articles from the Congressional Quarterly Weekly Report and the CQ Researcher

Data Citation Index: Provides a single searchable interface to discover and properly cite scholarly research data from a variety of repositories worldwide

Data-Planet: Repository of publicly, privately, and commercially sourced statistical data

Directory of Open Access Journals

Dissertations and Theses Full-Text

Dow Jones Factiva: Comprehensive, full-text up-to-the minute news and business source from Dow Jones and Reuters

Ebook Central: Thousands of recent electronic books from university presses and other scholarly publishers covering all disciplines

eBook Collection from EBSCOhost: A collection of thousands of electronic books from leading university, trade and professional publishers

Education in Video: Teaching demonstrations, lectures, documentaries, and primary source footage of students and teachers in actual classrooms. Covers hundreds of special topics and themes

Education Research Complete: Comprehensive collection of full text education journals covering administration and all levels of education from early childhood to higher education, testing, curriculum instruction, multilingual education, and health education; Includes full-text for almost 1,300 journals, more than 550 books, and many education-related conference papers; indexing and abstracting for over 2,100 journals

ERIC (Education Resources Information Center): ERIC provides unlimited access to more than 1.3 million bibliographic records of journal articles and other education-related materials, with hundreds of new records added multiple times per week. If available, links to full text are provided

Ethnic Newswatch: Full-text newspapers, magazines, and journals of the ethnic, native, and minority press

GenderWatch: Database of publications on the evolution of gender roles as they affect both men and women. Includes coverage of GLBT studies, family studies, gender studies, and women's studies

Google Scholar: Scholarly literature crawled by Google

Government Printing Office Monthly Catalog: Citations for publications of the U.S. Government

HathiTrust Digital Library: Vast repository of digital content. Searchable access to millions of books, journals, and other serials covering all subjects and many languages

Health and Psychosocial Instruments (HAPI): Information on measurement instruments (e.g., questionnaires, interview schedules, checklists, index measures, tests, etc.) in the health fields, psychosocial sciences, and organizational behavior

health.gov: Portal to the websites of a number of multi-agency health initiatives and activities of the U.S. Department of Health and Human Services and other federal departments and agencies

HeinOnline: Full text legal journals, Congressional Record Bound volumes, U.S. Reports back to 1754, United Nations and League of Nations Treaty Series, all U.S. Treaties, Federal Register, CFR, texts, cases, statutes, and more

Historical Statistics of the United States Millennial Edition

Inter-university Consortium for Political and Social Research: Archive of social science data; topics include health, aging, criminal justice, education, substance abuse, and many others

iPOLL: Nearly 500,000 questions from surveys conducted since 1935 by over 150 academic, commercial, and media survey organizations such as Gallup, CNN, Pew Research Associates, the Wall Street Journal and others

Journal Citation Reports on InCites

JSTOR: Full-text backfiles of core journals in the humanities, social sciences, and sciences

Kanopy Streaming: Streaming documentaries, feature films, shorts, and more

Legal Collection: Scholarly publications, including law journals, documents, and case studies. Includes criminal justice, international law, federal law, organized crime, and ethics

lynda.com: Online library of video tutorials teaching software, technology, and creative skills

MasterFILE Premier: Full-text for over 1750 periodicals and nearly 500 reference books covering business, health, education, and science

Mental Measurements Yearbook: Information about and reviews of standardized tests principally in the fields of education and psychology. Information for each test includes author, scoring information, overview, description, and one or more reviews

Newspapers Source Plus: Full-text for more than 130 national and international newspapers

New York Times

Oxford Reference Online: Provides access to more than 140 dictionaries and reference works published by Oxford University Press. Covers virtually all subjects in the humanities, social sciences, business, the sciences, language, and general reference

PAIS International: Abstracts from the international literature on public affairs, public and social policies, and international relations

Physical Education Index: Includes wide variety of content, ranging from physical education curricula to sports medicine to dance

Project Muse: Over 200 scholarly full-text journals from a variety of disciplines

ProQuest Government Periodicals Index: Citations for articles on a variety of topics published in U.S. Government magazines/newsletters

PsycArticles: Scholarly full-text articles from over 60 journals published by the APA and allied organizations

PsycBOOKS: Full-text database of scholarly books published by the APA and others

PsycCRITIQUES: Up-to-date reviews of very current books and films in psychology, behavioral sciences, and health

PsycEXTRA: Gray literature database including newsletters, magazines, newspapers, technical and annual reports, government reports, consumer brochures, and more

Psychology and Behavioral Sciences Collection: Comprehensive database covering topics related to emotional and behavioral characteristics, psychiatry and psychology, and mental processes

PsycINFO: APA database of abstracts of psychological literature

Rehabilitation Reference Center: Evidence-based reference tool for rehabilitation specialists

Sage Research Methods: Over 1,000 books, reference works, journal articles, and instructional videos on every step of the research process for beginner to expert researchers

ScienceDirect: Portal to electronic collection of journals published by Elsevier

SimplyAnalytics: A web-based analytics and data visualization application that makes it easy for anyone to create interactive maps, charts, and reports

Social Explorer: Access to current and historical census data and demographic information

Social Science Electronic Data Library: Access to over 680 health and social sciences data sets from more than 285 studies funded by the National Institutes of Health and National Science Foundation

Social Sciences Abstracts

Social Sciences Index

Social Services Abstracts: Current research focused on social work, human services, social welfare, social policy, and community development

Social Work Abstracts: Abstracts of articles from social work and other related journals on a variety of social work topics

Social Work Reference Center: Provides evidenced based information and current best practices. Includes clinical assessment tools, practice guidelines, drug information, continuing education modules, and patient education information

SocINDEX with Full Text: Covers sociology, abortion, criminology, demography, ethnic and racial studies, gender studies, marriage and family, social psychology, socio-cultural anthropology, substance abuse, addictions, violence, and many other subjects

Sociological Abstracts: Abstracts of articles from international sociology journals, conference papers, books, and dissertations. Includes Social Planning/Policy and Development Abstracts, which focuses on policy issues

Special Ed Connection: Special education related case law, federal policy, statutes, and regulations. Tracks updates, changes, and trends in special education, including IDEA, FERPA, ADA, RTI, PBIS, transition services, early childhood, IEP best practices, and others

Sport Discus with Full Text: Abstracts of articles from the international literature on sport and recreation research, with full text coverage of 530 journals back to 1985

Statistical Abstract of the United States

Studies on Women and Gender Abstracts: Abstracts from international journals and books focusing on major areas of women's studies, including education, employment, health, socialization, social policy, social psychology, female culture, literary criticism, and historical studies

U.S. Congressional Serial Set, 1817-1980: Reports, documents and journals of the U.S. Senate and the House of Representatives

Web of Science: Citation databases, including Social Sciences Citation Index

WestlawNext Campus Research: Legal research, business information, and news. Full text access to federal and state case law, statutes, regulations, administrative codes, law reviews and journals

Women's Studies International: Women's studies and feminist research supporting curriculum development in sociology, history, political science and economy, public policy, international relations, arts and humanities, business, and education

WorldCat: Over 1 billion items (books, music, video, and articles) in more than 10,000 libraries worldwide

Monographs

VCU Libraries has 2,867,561 titles and 3,127,397 volumes. The Libraries has developed strong monograph collections in education, special education, and disability policy ranging over thousands of volumes. The Libraries also has substantial collections in supportive areas such as psychology, public policy, business, law, urban studies, social work, statistics, history, human relations, organizational behavior and management, public health, ethics, rehabilitation counseling, disability studies, social justice and social policy. Below is a representative list of recently published titles for the collection under these ranges:

LC 3950-4806

Ethics of Special Education (2018)
by Kenneth R. Howe
Teachers College Press

Eight Paths to Leadership: A Guide for Special Educators (2018)
by Belva C. Collins
Brookes Publishing Company

Redesigning Special Education Teacher Preparation: Challenges and Solutions
by Jennifer L. Goeke (2018)
Routledge

Special Needs in the Early Years: Partnership and Participation (2018)
by Rebecca Crutchley
Sage Publications

Special Educational Needs and Disability: The Basics (2018)

by Janice Wearmouth
Routledge

Analyzing Racial Disproportionality in Special Education Using Secondary Data (2017)
by North Cooc
Sage Publications

Teaching Exceptional Children: Foundations and Best Practices in Inclusive Early
Childhood Education Classrooms (2017)
by Mojdeh Bayat
Routledge

Educating Special Students: An Introduction to Provision for Learners with Disabilities
and Disorders (2017)
by Michael Farrell
Routledge

Play Development in Children with Disabilities (2017)
by Serenella Besio, Daniela Bulgarelli, and Vaska Popkostadinova
De Gruyter

Handbook of Special Education (2017)
by James M. Kauffman
Taylor and Francis

The Wiley Handbook of Diversity in Special Education (2017)
Wiley Blackwell

Journals

VCU Libraries provides access to thousands of journal titles, with the majority available online. The top ten core journals in support of the proposed program include (in ranked order):

Journal of Learning Disabilities
Exceptional Children
Remedial and Special Education
International Journal of Inclusive Education
Journal of Deaf Studies and Deaf Education
Journal of Positive Behavior Interventions
Teaching Exceptional Children
Education and Treatment of Children
Learning Disability Quarterly
Focus on Autism and Other Developmental Disabilities

Other relevant journals in VCU Libraries' collection include but are not limited to:

Research and Practice for Persons with Severe Disabilities: the Journal of TASH
 Journal of Special Education
 Journal of Emotional and Behavioral Disorders
 Teacher Education and Special Education
 Journal of Behavioral Education
 Topics in Early Childhood Special Education
 Journal of Research in Special Educational Needs: JORSEN
 European Journal of Special Needs Education
 Journal of Special Education Technology
 Journal of the Division for Early Childhood
 Journal of Early Intervention
 Issues and Research in Special Education
 Journal for Special Educators
 International Journal of Disability, Development, and Education
 Exceptionality
 Journal of Special Education Leadership
 Disability, Handicap & Society
 Disability & Society
 Augmentative and Alternative Communication
 The British Journal of Visual Impairment
 British Journal of Special Education
 Journal of Applied School Psychology
 Academic Therapy
 Intervention in School and Clinic
 Australasian Journal of Special and Inclusive Education
 Journal of International Special Needs Education
 Journal of the International Association of Special Education
 Research Connections in Special Education
 Journal of Disability Policy Studies
 National Disability Policy: A Progress Report

VCU Libraries obtains materials from other libraries for students, faculty and staff whenever necessary through the Libraries' interlibrary loan program.

Interlibrary Loan, and Cooperative Agreements

Local and national partnerships augment VCU Libraries' collection and expand the research universe for faculty and students. Consortia provide access to cost-effective cooperative purchases of licensed resources and expedited resource-sharing.

VCU Libraries Interlibrary Loan Services (ILL) provides access to materials not available or licensed through the VCU Libraries by maintaining an inter-institutional service between libraries. This ensures that we meet the research and education needs of VCU faculty, staff, and students. Patrons create an ILLiad (Inter Library Loan Internet accessible database) account and may place up to 30 requests at a time. There is no charge for loan borrowing; ILL is fully subsidized by VCU Libraries.

VCU Libraries is a member institution of VIVA, the Virtual Library of Virginia, a consortium of nonprofit academic Virginia Libraries (39 public and 32 nonprofit private

higher education institutions) and the Library of Virginia. “VIVA’s mission is to provide, in an equitable, cooperative and cost-effective manner, enhanced access to library and information resources for the Commonwealth of Virginia’s nonprofit academic libraries serving the higher education community.” Through VIVA over 350,000 Virginia students have 24/7 access to tens of thousands of electronic books and journals, research databases, and a wealth of academic and professional working papers, proceedings, and transactions. The VIVA Cooperative Borrowing Program allows students, faculty, and staff at VIVA institutions to request to borrow materials on-site from any participating library. VIVA is funded through support from the Virginia General Assembly, augmented by local institutional library budgets. The organization is led by a Steering Committee comprising 14 members representing the member institutions. (see

<http://www.vivalib.org/>)

VCU Libraries is a member of the Association of Research Libraries (ARL); see <http://www.arl.org/>. ARL is a nonprofit organization of 125 research libraries that advances the goals of member libraries and provides leadership in public and information policy to the scholarly and higher education communities. VCU Libraries is a member of ASERL, the Association of Southeastern Research Libraries. ASERL brings together leaders from research, federal, and state libraries in the region to foster a high standard of library excellence through inter-institutional resource sharing and other collaborative efforts. (see <http://www.aserl.org/>)

VCU Libraries is also a member of the Richmond Academic Library Consortium which promotes resource sharing through such activities as interlibrary lending, document delivery, direct borrowing by patrons, shared cooperative collection development and automated networking. Members of RALC maintain an inter-institutional loan agreement which is particularly useful for media resources. RALC provides limited reciprocal borrowing privileges for students, faculty, and staff in good standing of member libraries. RALC libraries do provide ancillary support through their own collection initiatives. (see <http://library.reynolds.edu/ralc/>)

Additional Resources

As research, teaching, and creation processes undergo change, VCU Libraries collections and services are adapting and expanding to meet the needs of faculty, students, and staff. Software, GPS devices, projectors, cameras, camcorders, and many other items have become part of a dynamic collection available to faculty, staff, and students. The Workshop (<https://www.library.vcu.edu/services/workshop/>), VCU Libraries’ innovative media studio, located in Cabell Library offers a comprehensive suite of multimedia resources and services. Experienced staff help patrons discover, learn, and create with state-of-the art audiovisual equipment and a cross-platform editing lab for video, sound, and graphics. Audio visual and multi-media equipment available for faculty, student, and staff use in The Workshop includes:

PC and Apple multimedia computer stations

Flatbed scanners

Document feeders

Microfilm readers/scanners

Audio and video capturing and scanning stations (all region Blu-ray/DVD)

3D printers

3D scanner
 Videocassette players (VHS and U-Matic) with closed captioning (PAL, SCCAM)
 Hi-8 player
 DV player
 Digital Video Disc (DVD) player and high resolution monitor
 Laserdisc Player
 Digital Audio Tape (DAT) players/recorders
 Compact Disc (CD) and phonograph players
 Audio Cassette players and recorders
 Video Game consoles
 3D television
 16mm film projectors
 35mm slide projectors
 filmstrip viewer

VCU Libraries Digital Collections present library materials to the global community. The content of these collections encompasses resources from VCU Libraries Special Collections and Archives as well as materials from the University and local and state communities. Subject matter of these collections has great range and includes comic and cartooning arts, the history of VCU, Richmond's past and present, African-American history in Virginia, oral histories, and catalogs of decorative art tiles.

VCU Libraries administers and oversees the Scholars Compass (<https://scholarscompass.vcu.edu/>), a repository and publishing platform for the intellectual output of VCU's academic, research, student, and administrative communities. Its goal is to provide broad and stable access to the work of the VCU community. Scholars Compass contains over 13,700 items, including electronic theses and dissertations, and as of October 2018 counted over 1.5 million downloads.

Access

In late 2015, 93,000 square feet of new construction and 63,000 square feet of renovated existing space in Cabell Library became available to faculty, staff, and students. The new space added 1,500 seats and workspaces for all types of research and learning activities. There is a 120 seat Graduate and Faculty Research Center, reception spaces and conference rooms, and a large area for silent study. The renovations include a large expansion of the space for Special Collections and Archives with enhancements for the use and care of materials.

During the fall and spring semesters Cabell Library operates on a 24/5 schedule with additional weekend hours. VCU students, staff, and faculty have access to Cabell Library's holdings 146 hours a week during the fall and spring academic semesters and 94.5 hours a week during the summer.

	Monday - Thursday	Friday	Saturday	Sunday
Cabell Fall and Spring Semesters	24 hours	Closes at 10 p.m.	9 a.m. – 10 p.m.	Opens at 9 a.m.

Cabell Summer Hours	7:30 a.m. -10 p.m.	7:30 a.m.-8 p.m.	10 a.m.-10 p.m.	10 a.m. -10 p.m.
The Workshop	9 a.m. – 11p.m.	9 a.m. – 6 p.m.	12 p.m. – 6 p.m.	12 p.m. – 11 p.m.
Special Collections and Archives	9 a.m. – 5 p.m.	9 a.m. – 5 p.m.	Closed	Closed

Patrons are able to search VCU Libraries holdings at all times from the library website and can also access all electronic materials remotely, including electronic books, journals and databases. VCU Libraries Search gives patrons the ability to search simultaneously for articles, journals, books, media, and more. Records for almost all of the items in VCU Libraries collection are available in VCU Libraries Search.

VCU Libraries offers a chat service for in-depth online assistance. During the fall and spring academic semesters chat is available from 10 a.m.-9 p.m. Monday through Thursday, 10 a.m. – 4 p.m. Friday, and 5 p.m. to 9 p.m. on Sunday. Patrons with questions may text them to library staff during building hours or ask questions via the “Ask Us” form, through email, by phone or by stopping by the service desk in Cabell Library. One-on-one help, instruction, in-depth research assistance and other services are provided by either in-person or online meetings with subject liaisons.

VCU Libraries has wireless Internet throughout its buildings. Cabell Library maintains over 200 computers for patron use, including 12 Macintosh computers and has an additional 60 laptops available for loan. Self-service printing and scanning are available with overhead scanning capabilities in Special Collections. There are two library classrooms with computers for student use and group study rooms offering collaborative technology capabilities. The majority of the computers in Cabell Library include Microsoft Office 2016, Skype, GIMP image editor, Audacity, Logger Pro, Microsoft Magnifier, and statistical and scientific software such as SAS, SPSS, Mathematica, STATA and JMP. The Assistive Technology Room has software for vision-impaired users.

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to approval to discontinue the Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling program (CIP code: 13.1102). The program is located in the School of Education.

Background

VCU has offered the Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling program since fall 2008 in the School of Education. Since its inception, the program has struggled to enroll students in sufficient number to meet the required State Council of Higher Education for Virginia (SCHEV) productivity and viability standards. In spring 2013, faculty in the program made a unanimous decision to permanently suspend admission into the program due to lack of enrollment. In the fall of 2019, closure of the program was approved by the School of Education.

Rationale for Intent to Discontinue

Enrollment in the Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling program never exceeded a total of four students. There is evidence to conclude that the certificate was not a desirable program for prospective students to seek as it is possible to obtain employment in student affairs without a post-baccalaureate certificate. Enrollment and graduation data indicates that the degree program will not meet SCHEV's productivity and viability standards when reviewed during the next review cycle. Discontinuing the degree program at this time will remove the program from VCU's degree program inventory.

Critical Shortage Area

The Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling is not in a critical shortage area.

Teach-Out Plan

There are currently no students enrolled in the Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling program. No teach-out plan is needed.

Stopped Out Students

There are no stopped out students in the Post-Baccalaureate Certificate (PBC) in College Student Development and Counseling program.

Virginia Commonwealth University Proposed Organizational Change Brief

Proposal

VCU Life Sciences requests permission to change the name of the Center for the Study of Biological Complexity to the Center for Biological Data Science.

Overview

The Center for the Study of Biological Complexity was initially established as research entity within VCU Life Sciences in 2001. A few years later the Center became an academic unit when undergraduate and masters programs in Bioinformatics were initiated within the Center. In the last year (2018-2019), a national search hired a new Director for the Center. With this new leadership and vision in the Center, it has become clear that the focus of the Center has drifted from its original mission, and that the current name fails to capture the present state of its research and training. In addition, as the field of bioinformatics research quickly evolves, the initial focus and name of the Center from almost 20 years ago is now non-competitive with similar and aspirational units nationally and internationally conducting similar research. A “rebranding” is required to appropriately recruit faculty and students, as well as funding.

In 2018, feedback was solicited from a range of stakeholders including faculty, staff, and students within VCU Life Sciences, as well as from administrators at the various colleges and schools within VCU. There was unanimous agreement among all stakeholders in support of a name change for the Center.

Method of Delivery

The proposed name change will not alter the method of delivery for degree programs that are housed in the Center, including the Bachelor of Science (B.S.) in Bioinformatics, the Master of Science (M.S.) in Bioinformatics, and the Professional Master of Science (P.M.S.) in Bioinformatics).

Target Implementation Date

Summer 2020

Demand and Workforce Development

Not applicable.

External Competition

Not applicable.

Target Population

Not applicable.

Impact on Existing Programs/Policies

There is no impact on existing programs and policies. The Center has previously operated under the VCU Life Sciences academic policies and will continue to do so.

Impact on Faculty

There is no impact on faculty.

Funding

The proposed name change will have no impact on university resources. No additional expenses are required to implement the name change. Center administration, administrative support, faculty, and space will not be changed by the proposed name change.

Benefit to the University

Renaming the Center for the Study of Biological Complexity to the Center for Biological Data Science will accurately reflect its focus, activities, and goals. The proposed name change will provide a more inclusive description of the Center's overall activities and programs and the stakeholders served. The proposed name is unique and forward looking. There does not appear to be another Center for Biological Data Science currently in existence. Furthermore, the proposed name change would put VCU and the Center in a position for competition with other similar-fashioned research units for funding. The proposed name change is also an important step towards recruiting undergraduate and graduate students to the university.

Next Steps

September 26, 2019	University Council on Academic Affairs and University Policy
October 4, 2019	University Council
October 14, 2019	President's Cabinet
December 13, 2019	Board of Visitors
December 18, 2019	State Council of Higher Education for Virginia (SCHEV)

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Institution

Virginia Commonwealth University

Nature of Proposed Change

Virginia Commonwealth University (VCU) requests permission to change the name of the Center for the Study of Biological Complexity to the Center for Biological Data Science. This change will be in title only and will not impact the organizational structure of the university or the school.

Background

The Center for the Study of Biological Complexity was initially established as research entity within VCU Life Sciences in 2001. A few years later the Center became an academic unit when undergraduate and masters programs in Bioinformatics were initiated within the Center. In the last year (2018-2019), a national search hired a new Director for the Center. With this new leadership and vision in the Center, it has become clear that the focus of the Center has drifted from its original mission, and that the current name fails to capture the present state of its research and training. In addition, as the field of bioinformatics research quickly evolves, the initial focus and name of the Center from almost 20 years ago is now non-competitive with similar and aspirational units nationally and internationally conducting similar research. A “rebranding” is required to appropriately recruit faculty and students, as well as funding.

Feedback was solicited from a range of stakeholders, both inside and outside of the unit, including faculty, staff, students, and administrators at numerous Schools and Colleges within VCU, and representatives from local government and industry. There was unanimous agreement in support of a name change and suggestion that the current name may actively alienate potential faculty recruits, students, and donors.

See Appendix A for the prior and the current mission statements for the Center.

Purpose of Proposed Change

The purpose of the proposed organizational change is to change the name of the Center to accurately reflect its focus, activities, and goals.

Mission

The mission of the Center aligns with the institution’s mission by providing “an engaged, learner-centered environment that fosters equity, discovery, and innovation.” The proposed name corresponds to the “comprehensive” nature of programming offered by the Center and the institution. The name reflects the “inclusive academic community” of faculty, programs, and students in the Center. The proposed organizational change will not alter the university’s mission.

Rationale for Proposed Change

The current name neither reflects the academic programs contained within the Center, the research being conducted within the Center, nor the future direction of the Center. The name confuses most potential stakeholders since the term “biological complexity” has become nebulous in meaning over time, and requires detailed explanation and definition. The proposed

name change will provide a more inclusive description of the Center's overall activities and programs and the stakeholders served.

Biological Data Science is a newer and more forward-looking term than related older terms such as *Computational Biology*, *Biostatistics*, *Biological Informatics*, or *Bioinformatics*, and can be viewed as encompassing each of these in some form (as well as other related informatics disciplines such as ecoinformatics, phyloinformatics, and biodiversity informatics), without carrying the historical baggage associated with these other names. Biological Data Science encompasses all of biology and the life sciences, not just the molecular or genetic subdisciplines, with which "informatics" is largely associated.

The proposed name is needed and will help the center in two ways.

Distinguishing and forward looking

The name is essentially unique. There does not appear to be another Center for Biological Data Science currently in existence, although there are many centers around the world with various forms of "informatics" in their titles, as well as a variety of "Data Science" centers which are not focused on biology or the life sciences. The phrase "Biological Data Science" has only previously been used in a limited number of instances that we can determine (e.g., a graduate minor at Oregon State University and a summer workshop at Cold Spring Harbor Laboratories); from a branding perspective. Thus, this change puts both VCU and our Center on the forefront, as the use of this term and concept are likely to become more common in the future. This name change will immediately put the Center in position for competition with other similar-fashioned research units for funding. For example, the majority of federal funding announcements from biological and life sciences from NIH and NSF target objective projects in "data science" and "big data", and not "biological complexity". The optics for our Biological Data Science name will resonate with these agencies much more.

Facilitate recruitment of faculty and students

The proposed name change is an important step towards faculty recruitment and retention. It is also a very important tool for recruiting students, both undergraduate and graduate, to our mission. For years the name of "biological complexity" has confused both potential faculty and students given the degrees, curriculum, and research more objectively focused on biological data analysis. Thus, the current name reflects an extremely narrow discipline, while the new vision is one of breadth and inclusivity. With the former name, prospective faculty applicants and students do not understand the mission nor are attracted to the Center. The proposed name will not restrict the hiring pool (the current name does) and will make the unit attractive to faculty across the biological analytical spectrum. Further, to ensure the sustainability of its mission, the Center will have a group of permanent, tenured faculty in addition to its dedicated teaching faculty who are all term professors, to guide its future development. The new name will impact the quantity and quality of faculty recruited for research, graduate programs, and leadership roles in the Center. As we expect to increase our student population to better train in STEM, a name change that is up-to-date and promotes inclusion is a top priority.

Academic Programs

The proposed name change will not impact curricular offerings in the center. The Center currently offers the Bachelor of Science (BS) in Bioinformatics, the Master of Science (MS) in Bioinformatics, and Professional Master of Science (PMS) in Bioinformatics.

All degree programs will continue to reside in the Center under the proposed new name. There will be no changes to these degree programs as a result of the proposed name change.

Resources/Budget

The proposed name change will have no impact on university resources. No costs are associated with the proposed name change for the Center. Costs associated with updating the website will be handled within the duties of current staff. Printed materials are not needed. No requests for funding will be made to the Commonwealth of Virginia to implement the proposed name change.

No additional expenses are required to implement the proposed name change. No new positions will be needed to implement the name change. Center administration, administrative support, faculty, and space will not be changed by the proposed name change. No new positions will be needed as a result of the change. VCU Life Sciences and the Center have adequate and sufficient resources to support the proposed name change. No new resources will be requested from the state to initiate or sustain the organizational change to rename the Center.

Appendix B presents the existing organizational structure of the VCU Life Sciences. Appendix C presents the organizational structure of the VCU Life Sciences after the Center name change.

Appendix A: Center Mission Statement

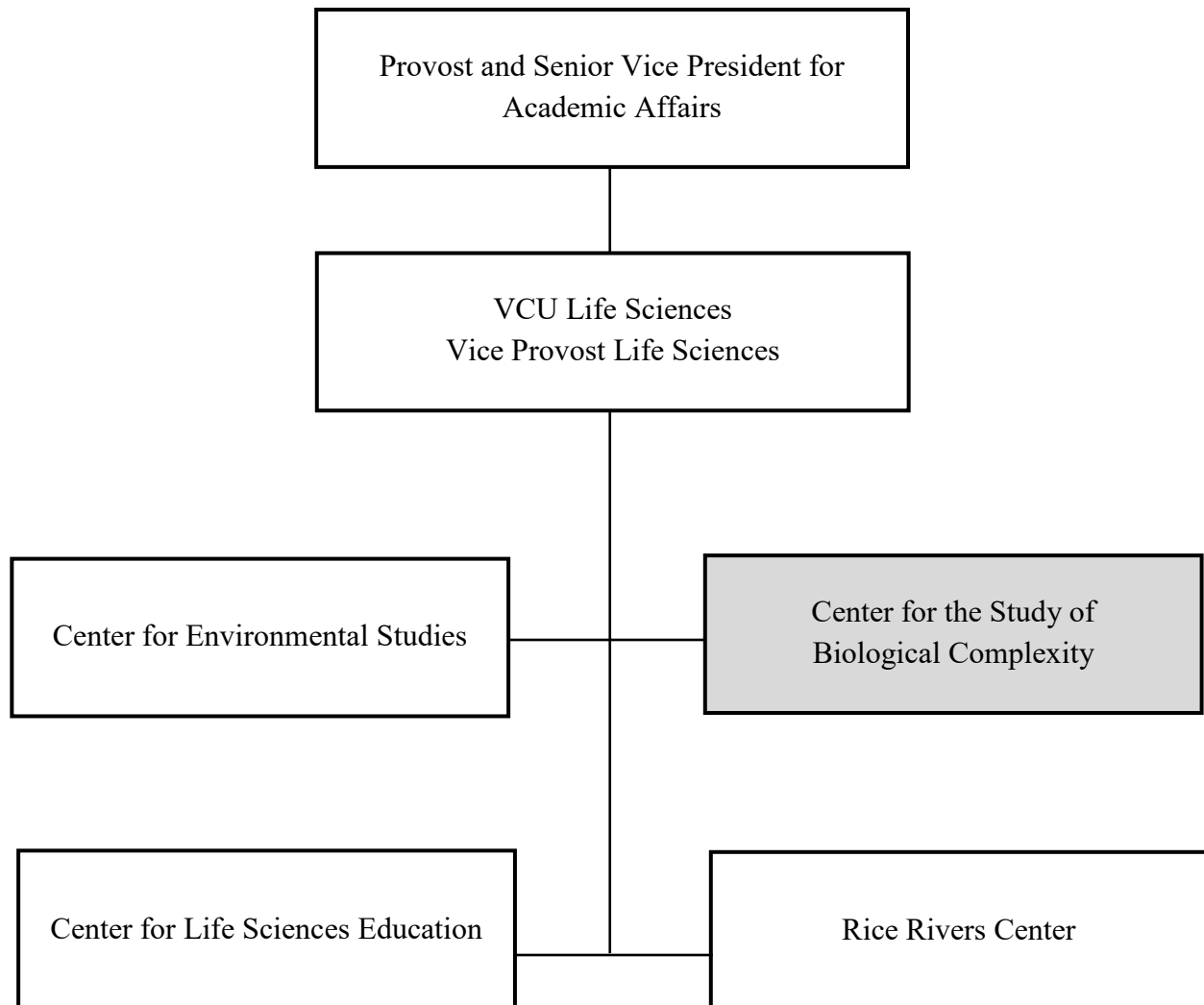
Prior Mission

The mission of the Center is to build an academic community centered on integrative discovery science, systems biology and the principles of complexity to address the challenges of the life sciences revolution of the 21st century. The Center develops and supports critical infrastructure and core capabilities at VCU in genomics, proteomics, and computational systems biology and bioinformatics. Center faculty and fellows apply the mathematical and computational principles of complexity to research, instructional and other scholarly activities in the life sciences.

Current Mission

The mission of the Center is to build an academic community centered on quantitative and computational discovery science and to promote collaborative and reproducible research and education in basic and applied life sciences across Virginia Commonwealth University. The center develops and supports critical infrastructure and core capabilities at VCU in bioinformatics, genomics, proteomics, and computational systems biology. Center faculty apply data science and informatics principles to research, instructional and other scholarly activities in the life sciences.

Appendix B: Current Organizational Structure of VCU Life Sciences



Appendix C: Proposed Organizational Structure of VCU Life Sciences

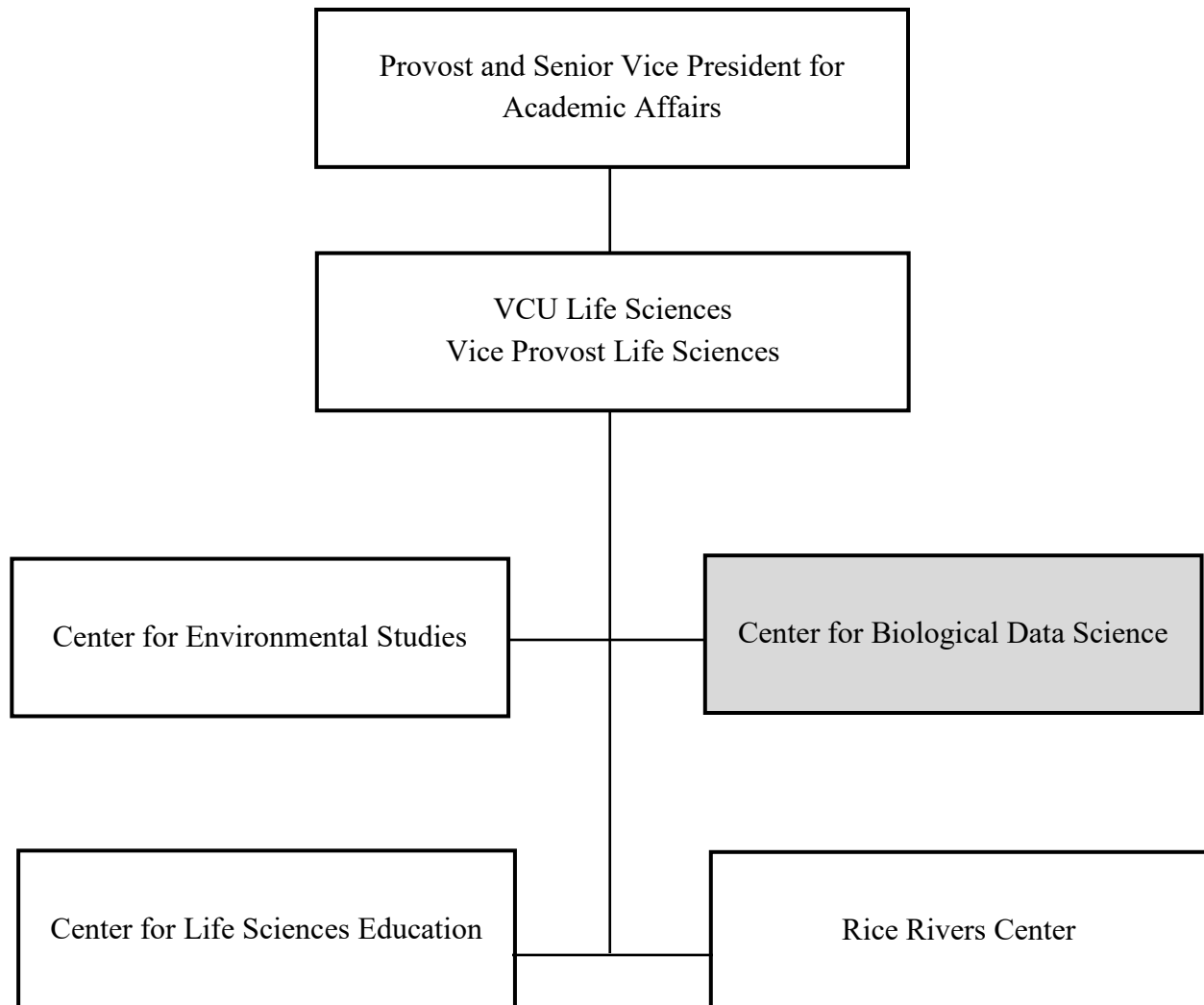


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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests approval to discontinue the Master of Bioinformatics (MBIN) degree program (CIP code: 26.1103). The program is located in VCU Life Sciences.

Background

VCU has offered the Master of Bioinformatics (MBIN, non-thesis) degree program since 2004 in VCU Life Sciences, concurrent with a Master of Science (MS BNFO, thesis-oriented) in Bioinformatics degree program. This discontinuation is only for the Master of Bioinformatics degree program. Since 2015 the MBIN degree program has struggled to enroll students in sufficient number to meet the required State Council of Higher Education for Virginia productivity and viability standards.

In fall 2015, VCU Life Sciences faculty discussed the curriculum requirements to determine whether changes would help attract students to the program. At that time, faculty and administration agreed unanimously to discontinue the MBIN degree program and to integrate components of the curriculum into the Master of Science in Bioinformatics program. In fall 2015, admission to the MBIN program was suspended.

Rationale for Intent to Discontinue

Enrollment in the Master of Bioinformatics (MBIN) degree program has steadily decreased. There is evidence to conclude that the program is not a desirable area of interest for students at VCU. The MBIN program has not received any applications since 2015. Enrollment and graduation data indicate that the degree program will not meet SCHEV's productivity and viability standards when reviewed during the review cycle. Discontinuing the degree program at this time will remove the program from VCU's degree program inventory.

Critical Shortage Area

The Master of Bioinformatics (MBIN) degree is not in a critical shortage area.

Teach-Out Plan

There are currently no students enrolled in the Master of Bioinformatics (MBIN) degree program. No teach-out plan is needed.

Stopped Out Students

Per the Office of Records and Registration, there are no stopped out students in the Master of Bioinformatics (MBIN) degree program.

Virginia Commonwealth University

Proposed Organizational Change

Proposal

The College of Health Professions requests permission to change the name of the Department of Radiation Sciences to the Department of Radiologic Sciences.

Overview

The purpose of the proposed organizational change is to change the name of the department to accurately reflect its focus, activities, and goals. The Department of Radiation Sciences administers the Bachelor of Science in Radiation Sciences with concentrations in radiography, nuclear medicine technology, radiation therapy, and diagnostic medical sonography.

During the 2016-2017 academic year, the administrative leadership recognized the need for the department name to accurately reflect the breadth of academic programs offered within the medical imaging and therapeutics professions. The departmental name of “Department of Radiation Sciences” no longer reflects the true nature of the department’s current responsibilities and expertise. On several occasions, faculty and administrators have discussed in depth the department’s activities, mission, and the future direction of the department. Faculty and administrators agreed that given its contribution to the college and the university, it is critical that an academic unit of such importance have a name that accurately reflects its activities and mission. In the spring 2018, feedback was solicited from a range of stakeholders including faculty, staff, and students, and all groups support the name change. The faculty vote of yes for the department name change was unanimous.

Method of Delivery

Not applicable. The renamed department administers the Bachelor of Science in Radiation Sciences with concentrations in (1) Radiography, (2) Nuclear Medicine, (3) Radiation Therapy, and (4) Diagnostic Medical Sonography.

Target Implementation Date

Immediate.

Demand and Workforce Development

Not applicable.

External Competition

Not applicable.

Target Population

Not applicable.

Impact on Existing Programs/Policies

The request for the name change will not impacting existing programs and policies at Virginia Commonwealth University.

Impact on Faculty

The department is currently home to eight faculty members. The name change will not have an impact on faculty in the department.

Funding

This organizational move entails minimal expenses for business cards and department signage. Administrative support for the department already exists and no additional staff are required.

Benefit to the university

The proposed name change will provide a more accurate description of the department's mission, overall activities, and developing research focus. The proposed name is emerging nomenclature across the nation. The proposed name change will help the department align with similar departments at VCU peer institutions as identified by the State Council of Higher Education for Virginia (SCHEV) and facilitate student recruitment. The proposed name will also help with developing the department's reputation among other academic units nationwide with the similar goals and programming.

Next Steps

September 26, 2019	University Council's Committee on Academic Affairs and University Policy
October 3, 2019	University Council
October 14, 2019	President's Cabinet
December 13, 2019	Board of Visitors

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Institution

Virginia Commonwealth University

Nature of the Proposed Change

Virginia Commonwealth University (VCU) requests permission to change the name of the Department of Radiation Sciences to the Department of Radiologic Sciences. The department is located in the College of Health Professions. This change will be in name only and will not impact the organizational structure of the university or the school.

Background

The Department of Radiation Sciences was initially established in the 1960s. At that time, all full-time faculty were teaching faculty with additional clinical responsibilities. The department's mission was to educate radiographers to serve the needs of the public, specifically the Medical College of Virginia. Since the 1990s the Department has evolved into a multidisciplinary unit which serves as a key contributor to the central Virginia radiologic sciences workforce. The Department of Radiation Sciences is comprised of concentrations in radiography, nuclear medicine technology, radiation therapy, and diagnostic medical sonography.

During the 2016-2017 academic year, the administrative leadership recognized the need for the department name to accurately reflect the breadth of academic programs offered within the medical imaging and therapeutics professions. The departmental name of "Department of Radiation Sciences" no longer reflects the true nature of its current responsibilities and expertise. On several occasions, faculty and administrators have discussed in depth the department's activities, mission, and the future direction of the department. Faculty and administrators agreed that given its contribution to the college and the university, it is critical that an academic unit of such importance have a name that accurately reflects its activities and mission. In the spring 2018, feedback was solicited from a range of stakeholders including faculty, staff, and students, and all groups support the name change. The faculty vote of yes for the department name change was unanimous.

Purpose of the Proposed Change

The purpose of the proposed organizational change is to change the name of the department to accurately reflect its focus, activities, and goals.

Mission

The proposed name change aligns with the institution's mission by providing a comprehensive health care unit "that strives to preserve and restore health for all people, to see the cause and cure of diseases through groundbreaking research and to education those who serve humanity." The name corresponds to the "comprehensive" nature of programming offered by the department and the institution. The proposed name change reflects the university's commitment to the success and well-being of the community through health sciences. The proposed name change will not alter the university's mission.

Rationale for the Proposed Change

The proposed name change will provide a more accurate description of the department's mission, overall activities, and developing research focus. The proposed name is emerging nomenclature

across the nation. However, nomenclature of Virginia Commonwealth University's peer institutions is inconsistent and, somewhat, inaccurate. The proposed name change is needed and will help the department in following ways:

Alignment with similar departments

The names of similar departments vary among VCU's peer institutions. While some of the departments have names that are similar to the existing Department of Radiation Sciences, most lack the full breadth of the medical imaging and therapeutic concentrations. When faculty reviewed the goals, current department mission, and activities of departments at peer institutions, they found that the proposed name would align best with the four varied concentrations offered at VCU. Of the six academic units of peer institutions having accredited medical imaging and therapeutic programs, only one department has similar goals and activities to that of VCU's department and includes "radiologic sciences" in the department name.

The proposed name will also help with developing the department's reputation among other academic units nationwide with the similar goals and programming. Through its activities and current mission, the department emphasized medical imaging using radiation and non-radiation technologies and radiation therapy at the community and population level similar to departments at VCU's peer institutions.

Professional communities

The proposed name "Radiologic Sciences" is a recognized entity within the professional medical imaging communities. The largest professional society in the United States (U.S.), the American Society of Radiologic Technologists, will recognize the name. This professional society will provide a venue for sharing the department's contributions in education and research and distinguish the strength of the department. The proposed name change will help the faculty and the College of Health Professions with advertising accurately the department as a multidisciplinary academic unit for educating the healthcare workforce.

Facilitate student recruitment

The proposed name change is an important step towards student recruitment. The concentration in Diagnostic Medical Sonography incorporates radiation-producing technologies and coursework in magnetic resonance imaging. The name change will enable interested parties (e.g., students, faculty, practitioners) to identify correctly the type and breadth of the concentrations offered by the VCU department.

Accreditor

The majority of the department's concentrations are accredited by the Joint Review Committee on Education in Radiologic Technology. The accreditation agency's name reflects the breadth of medical imaging and therapeutic professions they administer. The American Registry of Radiologic Technologists, leading U.S. credentialing organization, recognizes all four concentrations housed in the current VCU department. A VCU name change will reflect accurately the varied concentrations under the 'radiologic sciences' profession.

See Appendix A for a list of departments at SCHEV peer institutions

Academic Programs

The proposed name change will not impact curricular offerings in the department. No degree programs will relocate to the department as a result of the proposed name change.

The department currently offers the Bachelor of Science (BS) in Radiation Sciences.

Resources/Budget

There will be an initial expenditure of \$2,500.00 for the purchasing of stationery, business cards, signage (internal to the building), and other supplies. This cost will be funded by the College of Health Professions.

Signage	\$1,000.00
Printed materials (stationery, business cards)	\$1,500.00
Total	\$2,500.00

No additional expenses are required to implement the proposed name change. No new positions will be needed to implement the name change. Department administration, administrative support, and space will not be changed by the proposed name change. Virginia Commonwealth University and the College of Health Professions have adequate and sufficient resources for the proposed change to the department's name. No new resources will be requested from the state to initiate or sustain the organizational change to rename the Department of Radiation Sciences.

Appendix B presents the existing organizational structure of the College of Health Professions. Appendix C presents the organizational structure of the College of Health Professions after the department name change.

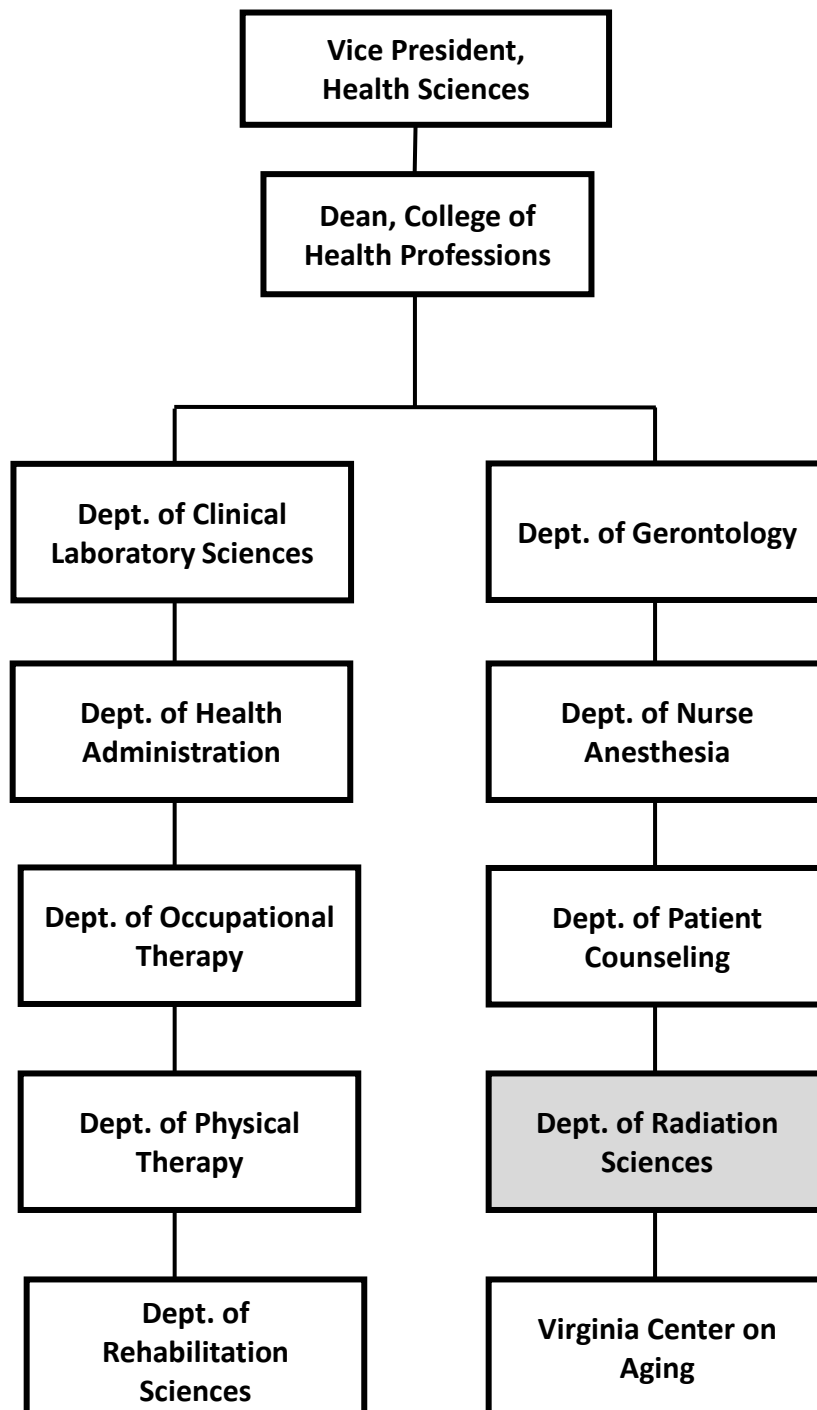
Appendices

Appendix A: Departments at VCU SCHEV Peer Institutions

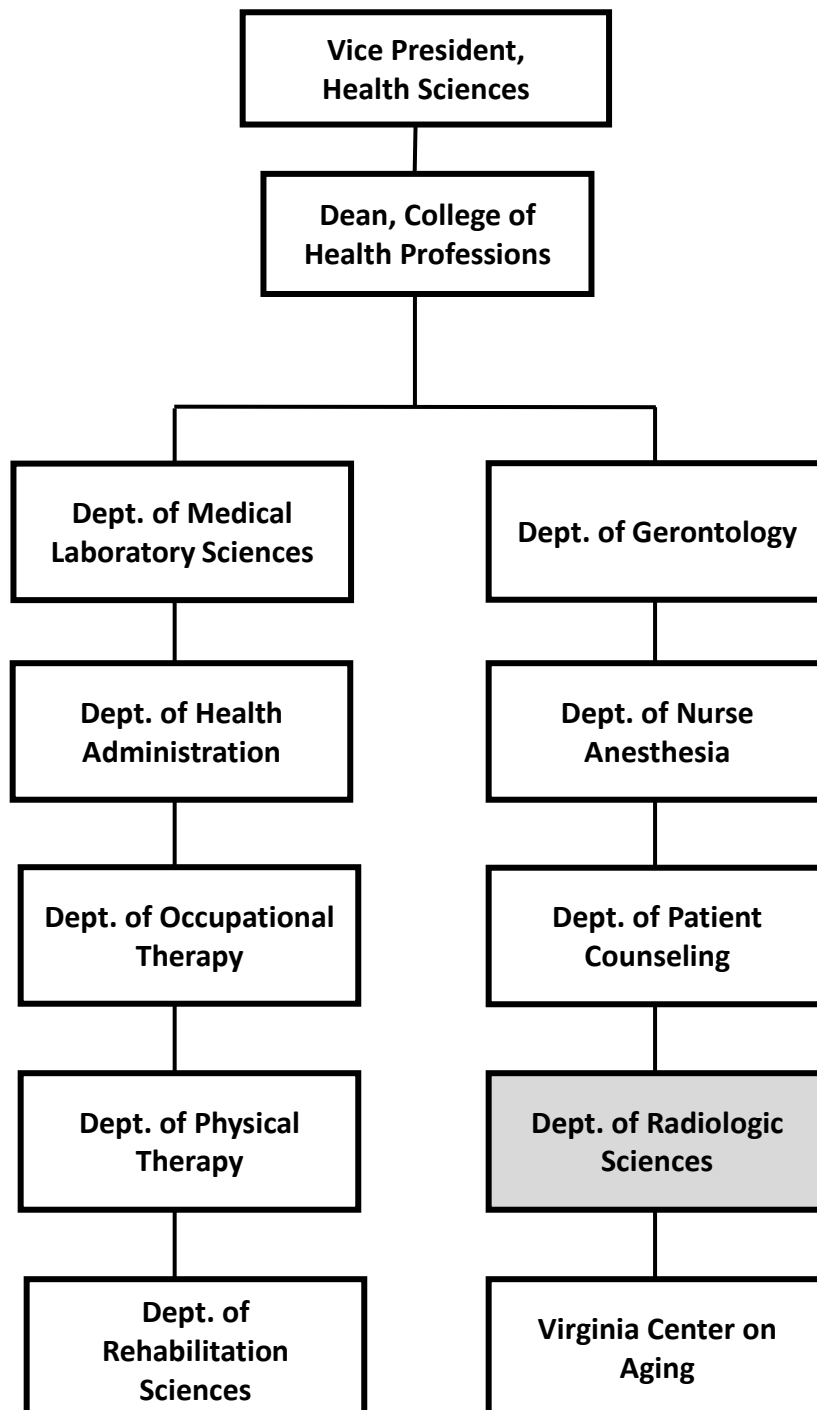
Institution and School/College	Department
Drexel University College of Medicine	Department of Radiologic Sciences
The Ohio State University School of Health and Rehabilitation Sciences	Division of Radiologic Sciences and Therapy
University of Cincinnati College of Allied Health Sciences	Department of Radiologic Technology
University of Colorado School of Medicine	Department of Radiology, Division of Radiological Sciences
University of Iowa College of Medicine	Department of Radiation Sciences
University of Missouri-Columbia	Department of Clinical and Diagnostic Sciences
Wayne State University College of Pharmacy and Health Sciences	Department of Health Care Sciences

Note: the list of VCU SCHEV Peer Institutions identifies those institutions having 2 or more imaging/therapeutic programs at the department level.

Appendix B: Current Organizational Structure of the College of Health Professions



Appendix C: Proposed Organizational Structure of the College of Health Professions



September 27, 2019
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Richmond, VA 23298

Dr. Legg,

I am writing to convey my support of the proposal to change the name of the Department of Radiation Sciences to the Department of Radiologic Sciences. This seems most appropriate given the recent addition of a diagnostic medical sonography concentration to the existing concentrations of radiography, radiation therapy, and nuclear medicine technology.

Sincerely,



Ann S. Fulcher, MD
Chair, Department of Radiology
Professor of Radiology

Virginia Commonwealth University Proposed Organizational Change

Proposal

The College of Health Professions requests permission to change the name of the Department of Clinical Laboratory Sciences to the Department of Medical Laboratory Sciences.

Overview

The purpose of the proposed organizational change is to change the name of the department to accurately reflect the current nomenclature used for the credentials of a certified medical laboratory scientist and reduce the confusion related to various names used for these professionals. The proposed name change will not impact curricular offerings in the department.

During the 2017-2018 academic year, the administrative leadership recognized the need to change the name of the department to reflect the current nomenclature in the field of medical laboratory science. On several occasions, faculty and administrators have discussed in depth the future direction of the department. In the spring 2018, feedback was solicited from a range of stakeholders including faculty, staff, and students, and all groups support the name change. The faculty vote of yes for the department name change was unanimous.

Method of Delivery

Not applicable. The department administers the Bachelor of Science Clinical Laboratory Sciences and the Master of Science in Clinical Laboratory Sciences.

Target Implementation Date

Immediate.

Demand and Workforce Development

Not applicable.

External Competition

Not applicable.

Target Population

Not applicable.

Impact on Existing Programs/Policies

The request for the name change will not impacting existing programs and policies at Virginia Commonwealth University.

Impact on Faculty

The department is currently home to six faculty members. The name change will not have an impact on faculty in the department.

Funding

This organizational move entails minimal expenses for business cards and department signage. Administrative support for the department already exists and no additional staff are required.

Benefit to the university

The proposed name change will provide a more accurate description of the current nomenclature used for the credentials of a certified medical laboratory scientist and reduce the confusion related to various names used for

these professionals. The proposed name will also help with developing the department's reputation among other academic units nationwide with the similar goals and programming.

Next Steps

October 31, 2019	University Council's Committee on Academic Affairs and University Policy
November 7, 2019	University Council
November 18, 2019	President's Cabinet
December 13, 2019	Board of Visitors

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Institution

Virginia Commonwealth University

Nature of Proposed Change

The Virginia Commonwealth University (VCU) requests approval to change the name of the Department of Clinical Laboratory Sciences to Department of Medical Laboratory Sciences. The department is located in the College of Health Professions. This change will be in name only and will not impact the organizational structure of the university or the college.

Background

The Department of Clinical Laboratory Sciences is one of 11 departmental units within the VCU College of Health Professions. Clinical laboratory scientists have been trained on the MCV Campus since 1927. The Department (formerly school) of Medical Technology was formally established in 1952. In 1974 the curriculum was expanded to the current two-plus-two year program in which students complete 60 semester hours of prerequisites followed by two years of professional course work. The graduate program in clinical laboratory sciences was started in 1967 to provide advanced education for certified medical technologists/clinical laboratory scientists. In 1994, the department name was changed to the Department of Clinical Laboratory Sciences to be current with nomenclature used at the national level. In 2009, two major certifying agencies (ASCP BOR and NCA) formed a single certification agency, Board of Certification. The certifications of the former agencies, Medical Technologist (MT) and Clinical Laboratory Scientist (CLS) changed to Medical Laboratory Scientist (MLS). Thus, at least 50% of the programs in the U.S. have undergone departmental name changes to reflect the current nomenclature in the field of medical laboratory science.

During the 2017-2018 academic year, the administrative leadership recognized the need to change the name of the department to reflect the current nomenclature in the field of medical laboratory science. On several occasions, faculty and administrators have discussed in depth the future direction of the department. In the spring 2018, feedback was solicited from a range of stakeholders including faculty, staff, and students, and all groups support the name change. The faculty vote of yes for the department name change was unanimous.

See Appendix A for Current Organizational Structure for the College of Health Professions.

Purpose of Proposed Change

The purpose of the proposed organizational change is to change the name of the department to accurately reflect the current nomenclature used for the credentials of a certified medical laboratory scientist and reduce the confusion related to various names used for these professionals. This proposed change does not alter the department's mission alignment with the university's mission to "advance knowledge and student success through its commitments to an engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting."

Mission

The proposed name change aligns with the institution's mission to "advance knowledge and student success through its commitments to an engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting." Further, the proposed name change reflects the university's commitment to the success and well-being of the community through health sciences "that preserves and restores health for all people." In alignment with the university's mission, the Department serves "the health care needs of the community by providing highly competent and professional clinical laboratory scientists who will be able to function effectively upon entrance into the field and be prepared to explore future scientific and technological advances in laboratory science." The name corresponds to the comprehensive nature of programming offered by the department and the institution. The proposed name change will not alter the university's mission.

See Appendix B for Proposed Organizational Structure for the College of Health Professions.

Rationale for the Proposed Change

The proposed name change will provide a more accurate description of the department's mission and the comprehensive nature of programming offered. The proposed name change will help the department in the following ways:

Certification Credentials

In 2009, two major certifying agencies (American Society for Clinical Pathology Board of Registry and National Credentialing Agency for Laboratory Personnel) formed a single certification agency. The certifications of the former agencies, Medical Technologist (MT) and Clinical Laboratory Scientist (CLS) changed to Medical Laboratory Scientist (MLS). This prompted educational institutions across the U.S. to revise their department/program names to "Medical Laboratory Science." This proposed change was unanimously supported by the faculty and the Dean in 2018.

Alignment with Similar Departments

The proposed name "Department of Medical Laboratory Sciences" aligns with department names of departments with similar program offerings among VCU's peer institution. Thus, at least 50% of the programs in the U.S. have undergone departmental name changes to reflect the current nomenclature in the field of medical laboratory science. Of the six programs in the Commonwealth of Virginia that offer an accredited program in laboratory science at the baccalaureate or post-baccalaureate level, four programs utilize the "medical laboratory science" nomenclature. Most recently, SCHEV approved a degree name change for Old Dominion University's program to Bachelor of Science in Medical Laboratory Science to be effective fall 2018.

See Appendix C for a list of departments at SCHEV peer institutions.

Academic Programs

The Department of Clinical Laboratory Sciences administers the Bachelor of Science Clinical Laboratory Sciences and the Master of Science in Clinical Laboratory Sciences. The proposed name change will not impact curricular offerings in the department. No degree programs will relocate to the department as a result of the proposed name change.

Resources

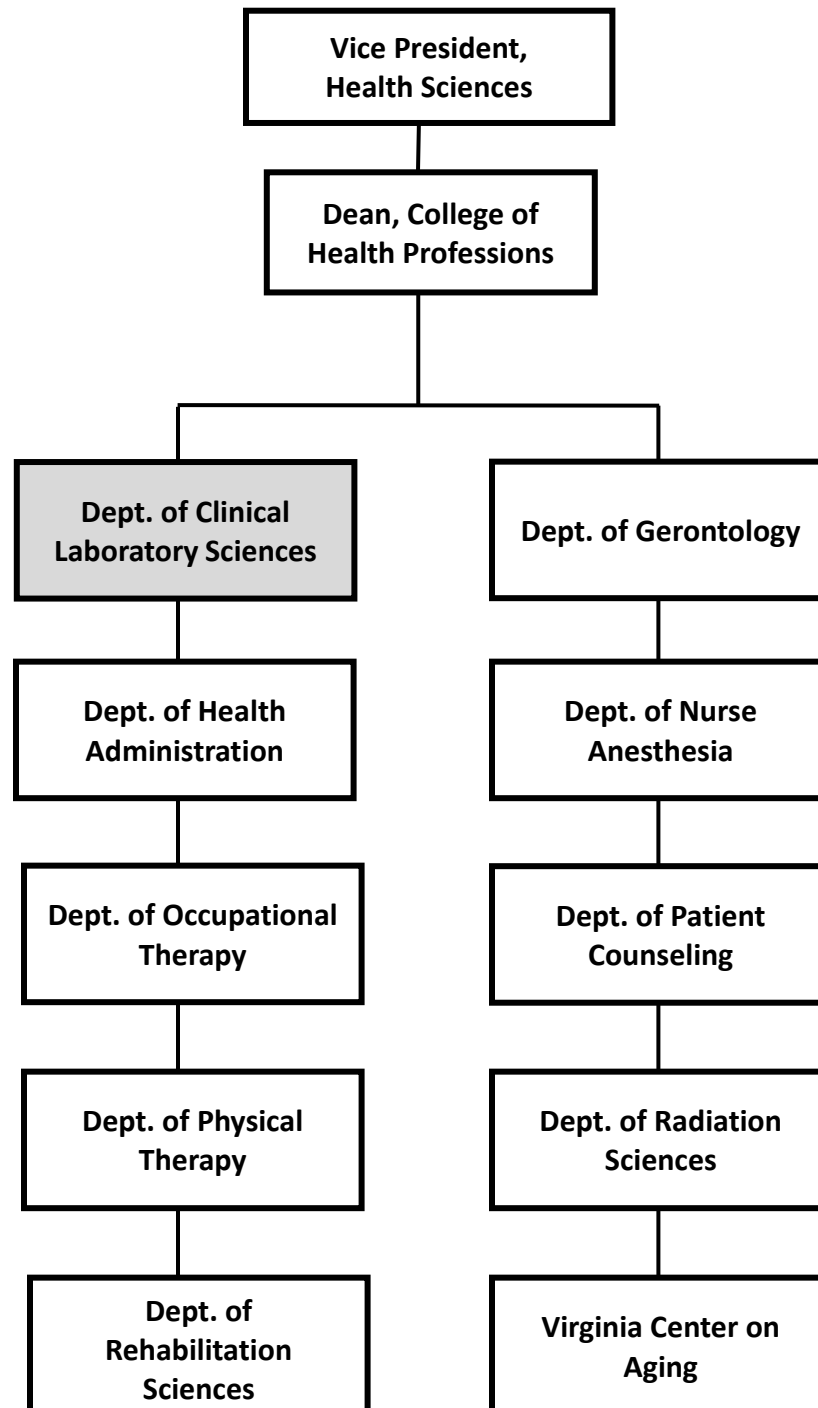
There will be an initial expenditure of \$8,500.00 to be utilized for the purchasing of stationery, brochures, business cards, signage (internal to the building), and other supplies associated with the proposed name change. This cost will be funded by the College of Health Professions.

Stationery	\$2,000.00
Brochures	\$5,000.00
Business cards	\$500.00
Signage	\$1,000.00
Total	\$8,500.00

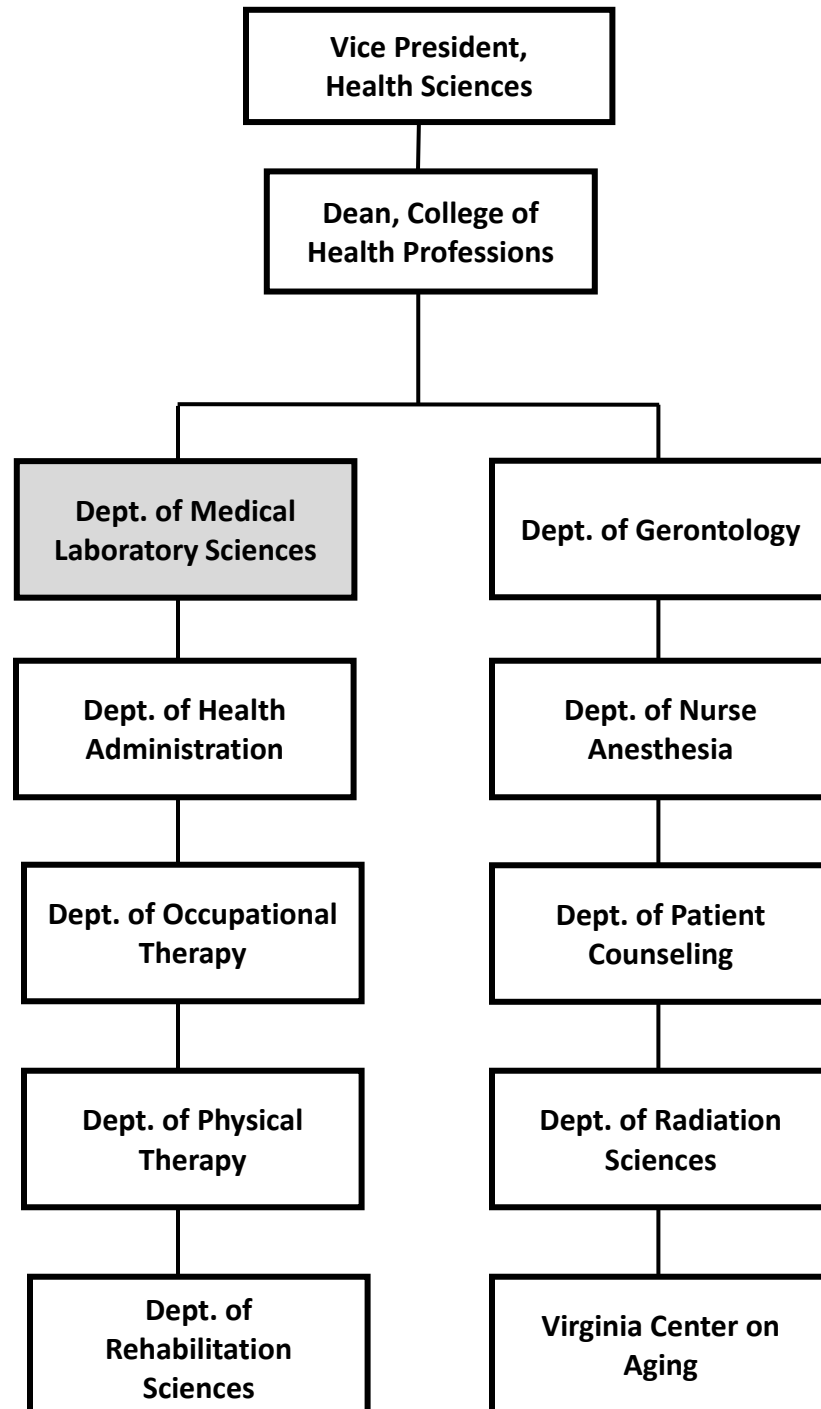
No additional expenses are required to implement the proposed name change. No new positions will be needed to implement the name change. Department administration, administrative support, and space will not be changed by the proposed name change. Virginia Commonwealth University and the College of Health Professions have adequate and sufficient resources for the proposed change to the department's name. No new resources will be requested from the state to initiate or sustain the organizational change to rename the Department of Medical Laboratory Sciences.

Appendices

Appendix A: Current Organizational Structure of the College of Health Professions



Appendix B: Proposed Organizational Structure of the College of Health Professions



Appendix C: List of Departments at VCU's SCHEV Peer Institutions

Institution and School/College	Department/Program
The Ohio State University School of Health & Rehabilitation Sciences	Medical Laboratory Science
SUNY at Buffalo	Department of Biotechnical and Clinical Lab Sciences
University of Alabama @ Birmingham School of Health Professions	Department of Clinical and Diagnostic Sciences
University of Cincinnati	Medical Laboratory Science Program
University of Illinois at Springfield	Department of Allied Health, Medical Laboratory Science Program
University of Kansas Medical Center School of Health Professions	Department of Clinical Laboratory Sciences
University of Kentucky College of Health Sciences	Medical Laboratory Science
University of Minnesota Center for Allied Health Programs	Medical Laboratory Sciences
University of New Mexico School of Medicine	Medical Laboratory Sciences Program
University of Utah Health Science Center	Department of Pathology, Medical Laboratory Sciences Program
West Virginia University School of Medicine	Department of Pathology, Anatomy and Laboratory Medicine

Accredited Programs in Virginia

Augusta Health School of Clinical Laboratory Science*
Fishersville VA 22939

Inova Fairfax Hospital Medical Laboratory Science Program *
Falls Church VA 22046

Jefferson College of Health Sciences Medical Laboratory Science Program
101 Elm Avenue, Roanoke VA 24013

Old Dominion University (Degree awarded is BS in Medical Laboratory Science)
School of Medical Diagnostics and Translational Sciences
Norfolk VA 23529

Sentara RMH School of Medical Laboratory Science*
Harrisonburg VA 22801

*Non-University, hospital-based program

Virginia Commonwealth University

Proposed Program Brief

Proposal

The VCU School of Nursing and the VCU da Vinci Center seek approval to create a 12-credit Graduate Certificate in Health Care Innovation.

Overview

The purpose and focus of the proposed graduate certificate program is to prepare students to become leaders in developing products and innovative solutions in the area of health care. Students will acquire skills and knowledge necessary to identify problems and implement solutions that foster high quality, safe and accessible health care. Graduates of this program will have specialized skills and knowledge to lead innovation health care teams. The desired initiation date is fall 2020. The certificate program will utilize established graduate online courses from the School of Nursing Master of Science with a concentration in Nursing Leadership and Organizational Science, and established classroom based courses at the da Vinci Center of Innovation Masters of Product Innovation program.

This certificate program targets healthcare professionals and individuals outside of healthcare fields who have innovative ideas for health care product development and solutions. This certificate program will provide students working in healthcare institutions and industry with the knowledge and experiences for developing and implementing new products and solutions to meet the challenges of today's healthcare environment. The Graduate Certificate in Health Care Innovation will hone skills in leadership and creativity, and the knowledge necessary to promote and develop innovative products and implement solutions that foster high quality, safe and accessible healthcare. Specifically, graduates will attain specialized skills and knowledge needed for leading innovation teams in problem identification, product development, creative design and research, stakeholder analysis, prototype testing, marketing and commercialization.

Method of Delivery

The certificate will be offered in traditional classroom and online formats. The university has adequate classroom and lab space. The university utilizes Blackboard to deliver content and Zoom Desktop Conferencing for face-to-face discussions and presentations. The university has sufficient resources to deliver this certificate program.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The need for innovative solutions to healthcare rising costs, inconsistent care, and suboptimal health outcomes nationally is real. According to the statistics provided by the Centers for Medicare and Medicaid Services, national health spending is projected to grow at an average rate of 5.5 percent per year for 2017-26 and to reach \$5.7 trillion by 2026. While the U.S. has seen improvements in several health outcomes in recent years, it still lags behind other comparable countries on several measures including higher rates of overall mortality, premature death, and preventable death amenable to healthcare. According to the U.S Department of Labor Bureau of Labor Statistics, healthcare workers are projected to be among the fastest growing occupational groups during the 2016-2026 projections and are predicted to contribute to about one-fifth of all new jobs by 2026 to meet the demands of the aging population, longer life expectancies, and growing rates of chronic conditions that will drive the demand for healthcare services. Locally, the healthcare and social assistance industries in Virginia are projected to employ 97,087 by 2024. It is imperative that frontline healthcare providers have knowledge and skills to design and implement innovative solutions to address the challenges of healthcare today and in the future.

As recently as 2010, Governor McDonnell appointed community leaders to the Virginia Health Reform Initiative (VHRI) Advisory Council. This effort has since been renamed as the Virginia Health Innovation Network, illustrating the growing impetus and continued focus on healthcare innovation in our state. As such, there is a need for supplemental specialized education surrounding the development and implementation of innovative solutions to healthcare rising costs and improving quality and access to care. This program puts VCU at the forefront of meeting this unmet educational need in the state of Virginia.

External Competition

Not applicable.

Target Population

The target population for the proposed program are health care professionals, individuals working within the health care arena, or individuals in the product development arena who want to enter the health care product space.

Impact on Existing Programs and Policies

No existing program will be impacted by the creation of the Graduate Certificate in Health Care Innovation.

Impact on Faculty

Faculty appointments in the certificate program are established by recommendation of the Associate Dean of Academic Affairs in the School of Nursing for the NURS courses and the Executive Director of the da Vinci Center for Innovation for the INNO courses. All faculty hold graduate degrees in their respective fields, i.e., nursing leadership, business, arts, product development and entrepreneurship. No adjunct faculty will be employed.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (e.g., advising, information technology, help desk, and library), faculty support services (e.g., copying), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the School of Nursing and the da Vinci Center will be the primary instructors in the proposed graduate certificate program. No new positions will be created to initiate and sustain this graduate certificate program. No new resources are needed to offer this program. The university has adequate resources to offer and sustain this graduate certificate program.

Benefit to the University

The Graduate Certificate in Health Care Innovation aligns with the VCU's initiative to support development of new innovations in health care and will provide students with knowledge skills to create innovative solutions to real world problems in health care.

Next Steps

September 26, 2019	University Council on Academic Affairs and University Policy
October 4, 2019	University Council
October 14, 2019	President's Cabinet
December 13, 2019	Board of Visitors
December 18, 2019	State Council of Higher Education for Virginia (SCHEV)

Name of Certificate: Graduate Certificate in Health Care Innovation

CIP Code: 30.9999

Initiation Date: Fall 2020

Description of Certificate

The purpose and focus of the proposed graduate certificate program is to prepare students to become leaders in developing products and innovative solutions in the area of health care. Students will acquire skills and knowledge necessary to identify problems and implement solutions that foster high quality, safe and accessible health care. Graduates of this program will have specialized skills and knowledge to lead innovation health care teams. The specialized knowledge and skills include problem identification, product development, user analysis, prototyping, testing, marketing, and commercialization opportunities.

Target Audience

The target population for the proposed program are health care professionals, individuals working within the health care arena, or individuals in the product development arena who want to enter the health care product space. The type of individual interested in enrolling in this certificate program are people who have an interest in learning the process of leading product development and implementation of innovative health care solutions.

Time to Complete

The proposed graduate certificate program is 12 credit hours. Full-time, non-degree seeking students can complete the certificate in two semesters, with a course load of six credits each in the fall and spring semesters. Part-time, non-degree seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester. Degree-seeking students can complete the certificate in two years (four semesters with a three-credit load each semester).

Admission

The admission requirements outlined below will apply to all students. All applicants to the graduate certificate program are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application form and application fee
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

The VCU School of Nursing and the VCU daVinci Center require students to have a Bachelor's degree with evidence of strong academic performance.

No transfer credit hours are accepted for this certificate program. Credits from a degree already awarded cannot be applied toward the certificate.

International students will submit an official transcript evaluation from a recognized foreign educational credential evaluation service accredited by the National Association of Credential

Evaluation Service (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the three following:

- A Test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score
- An International English Language Testing Systems (IELTS) score minimum of 6.5 on the academic exam
- A passing score on the VCU English Language Program Comprehension Test

Curriculum Requirements

Students will complete coursework to develop specific knowledge and skills in leadership and processes related to development and implementation of innovative solutions to health care issues such as rising costs, and improving quality and access to care. The curriculum focuses on merging principles of leadership in health care and principles of health care innovation. The curriculum emphasizes the analysis of organization and clinical processes for effective operations to improve quality and safety. Problem identification, product development, user analysis, prototyping, testing, marketing, and commercialization opportunities will be emphasized.

Program Requirements

Number of Credit Hours

12 credit hours of undergraduate level courses

New courses are denoted with an asterisk (*)

Students select 6 credits hour from the following:

- *NURS 515 Holistic Leadership in Health Care Delivery (3)
- *NURS 517 Organization Science Implications for Human and Material Resource Management (3)
- *NURS 603 Improvement Science and Outcomes Management (3)

Students select 6 credits from option A or B:

Option A:

- INNO 502 Business Principles for Product Innovation (3)
- INNO 600 Integrative Design Studio (3)
- INNO 691 Topics in Product Innovation (3)

Option B:

- INNO 651 Master's Project in Product Innovation (6) – students obtain all skills and knowledge needed to develop project within this course.

Faculty

Faculty appointments in the certificate program are established by recommendation of the Associate Dean of Academic Affairs of the School of Nursing for the NURS courses and the Executive Director of the da Vinci Center for Innovation's Master of Product Innovation program for the INNO courses. Nursing courses will be taught by faculty in the School of Nursing; INNO courses will be taught by faculty associated with the daVinci center.

Course Delivery Format

This program is conducted in both traditional classroom and online formats. The university has adequate classroom and lab space. The university utilizes Blackboard to deliver content and Zoom Desktop Conferencing for face-to-face discussions and presentations. The university provides help desk service 24/7 for all online programs. The university has sufficient resources to deliver the certificate program.

Resources

The University needs no additional resources to offer this Graduate Certificate. Resources required to support the program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library, etc.) faculty support services (e.g., copying, contracts, etc.), and general administration (e.g., budgeting and forecasting, etc.) No new positions will be created to initiate the certificate. All nursing courses will be offered as part of the VCU Master of Science (M.S.) with a Concentration in Nursing Administration and Leadership, or the VCU da Vinci Master of Product Innovation program. The university has adequate resources to offer and sustain this certificate program.

Gainful Employment

This certificate program meets the statutory definition for Gainful Employment. VCU has processes in place to meet U.S. Department of Education reporting requirements regarding Gainful Employment.

Course Descriptions

New courses are denoted with an asterisk.

***NURS 515 Holistic Leadership in Health Care Delivery (3)**

Leadership concepts are advanced from a self- to organizational and societal perspective. How leaders evolve and maintain critical perspectives based on organizational mission, purpose and goals are critically analyzed. Political, legal, ethical, diversity and cultural perspectives are explored as a basis for leadership expression. Emphasis will be placed on communication and decision making skills.

***NURS 517 Organization Science Implications for Human and Material Resource Management (3)**

Classical, modern, and postmodern theories of organizations are examined as the scientific foundation for leadership and administration in health care organizations. Human capital is presented as a foundation for examining individual and group thinking and decision-making. How groups and organizations form and evolve are explored through classic and current research. Foundations in human resource management and law, evaluating performance, job analysis and design, managing conflict, and influencing a culture of diversity and inclusion will be applied to current practice issues. Supply chain logistics and management, including product evaluation and decision-making related to sustainability are studied.

***NURS 603 Improvement Science and Outcomes Management (3)**

With an emphasis on the foundations of quality and safety science, the techniques and tools for analyzing organizational and clinical processes for efficacy, root cause analysis when examining medical errors, and developing or using valid and reliable metrics to measure outcomes is presented. The case for building a culture of quality and safety is reinforced, along with the role of regulators and regulations to monitor safety.

INNO 502 Business Principles for Product Innovation (3)

This course presents an overview of business organizations and processes. Major functional responsibilities of the modern organization are introduced. Mechanisms such as strategic planning and project management are used to establish connections between business functions, the work that comprises them, and their purpose. An emphasis is placed on business topics relevant to individuals interested in innovation and product development. Understanding the framework within which business decisions are made, and considering the outcomes of selected courses of action, is essential to being part of an organization.

INNO 600 Integrative Design Studio (3, Italy)

Integrates the theory and practice of product innovation across the arts, business and engineering disciplines. Students are exposed to and apply a broad set of skills and tools to aid in understanding, envisioning and communicating product innovation. Working in interdisciplinary teams, students will hone team working skills and collectively address contemporary issues associated with product innovation, such as sustainability. Taught in English.

INNO 691 Topics in Product Innovation (3)

Study of current and emerging topics in the field of product innovation. Topics may vary by semester. See the Schedule of Classes for offerings each semester.

INNO 651 Master's Project in Product Innovation (6), needs special permission to enroll.

This capstone experience requires that an interdisciplinary team engage in various facets of a real product development initiative. The project may be company-sponsored or an approved student-originate effort. Applying arts, business and engineering skill sets gained from previous course work, students will identify a potential opportunity and conceive viable product concepts to be pursued across the three project stages of concept generation, concept development and refinement and concept finalization. The semester will culminate with each team producing a set of prototypes and initial business cases for preferable concepts, with at least one viable concept supported by a viable business case as an expected class deliverable. Graded as S/U/F.

Virginia Commonwealth University

Proposed Program Brief

Proposal

The VCU C. Kenneth and Dianne Wright Center for Clinical and Translational Research requests approval to create a Post-Baccalaureate Certificate in Clinical Research.

Overview

The purpose of the proposed Post-baccalaureate Certificate in Clinical Research is to train students to conduct high quality clinical research in an ethical and responsible manner. Graduates will possess the basic knowledge and skills necessary to conduct ethical clinical research applying Good Clinical Practice guidelines, applicable federal regulations, and sound clinical research study design. Completion of the certificate will prepare graduates for employment within the clinical research professional ecosystem or advance their career as a clinical research professional (e.g., Clinical Scientist, Clinical Research Coordinator, Clinical Research Nurse, Clinical Research Regulatory Affairs/Quality Assurance Specialist). Graduates will also be well positioned to obtain professional organization certification as a clinical research professional (e.g., Society of Clinical Research Associates, Association of Clinical Research Professionals).

Method of Delivery

All required courses for the certificate program will be conducted in a traditional, face-to-face classroom setting with the exception of two elective course offerings (EPID 580 and HADE 646) which are offered in a blended/hybrid format.

Target Implementation Date

Fall 2020

External Competition

None

Target Population

The certificate is intended for individuals with a health-related bachelor's degree and health related work experience who aspire to gain entry into the clinical research professional field and for those seeking additional education to facilitate career progression or movement into a different area within clinical research.

Impact on Existing Programs/Policies

None

Impact on Faculty

Existing faculty will teach certificate courses. Faculty members teaching in the post-baccalaureate certificate program will come from the Department of World Studies, the Wright Center for Clinical and Translational Research, the Office of Research and Innovation, and the Department of Biostatistics. No new positions will be created to initiate the certificate program.

Funding

The VCU C. Kenneth and Dianne Wright Center for Clinical and Translational Research has the resources to initiate and sustain the certificate program.

Next Steps

October 31
November 7

University Council Committee on Academic Affairs and University Policies
University Council

November 18	President's Cabinet
December 10	Board of Visitors

Full Proposal

The full proposal is attached.

Name of Certificate: Post-baccalaureate Certificate in Clinical Research

CIP Code: 26.0102

Initiation Date: Fall 2020

Description of Certificate:

The purpose of the proposed Post-baccalaureate Certificate in Clinical Research is to train students to conduct high quality clinical research in an ethical and responsible manner. Graduates will possess the basic knowledge and skills necessary to conduct ethical clinical research applying Good Clinical Practice guidelines, applicable federal regulations, and sound clinical research study design. Completion of the certificate will prepare graduates for employment within the clinical research professional ecosystem or advance their career as a clinical research professional (e.g., Clinical Scientist, Clinical Research Coordinator, Clinical Research Nurse, Clinical Research Regulatory Affairs/Quality Assurance Specialist). Graduates will also be well positioned to obtain professional organization certification as a clinical research professional (e.g., Society of Clinical Research Associates, Association of Clinical Research Professionals).

Target Audience:

The certificate is intended for individuals with a health-related bachelor's degree and health related work experience who aspire to gain entry into the clinical research professional field and for those seeking additional education to facilitate career progression or movement into a different area within clinical research.

Time to Complete:

Students can take courses at any time during the program. It is anticipated that students who are enrolled full-time can complete the program in one (1) year (2 semesters). Students attending part-time, maintaining a course load of three credit hours per semester may complete the program in two (2) years (4 semesters).

Admission:

The admission requirements outlined below apply to all students. All applicants to the Post-baccalaureate Certificate in Clinical Research program are required to:

- Submit a completed application and the application fee
- Have earned an undergraduate degree preferably in a life science, health care discipline, social/behavioral science, or mathematics/statistics from an US regionally accredited university or college (or its equivalent from a foreign institution based upon a four year program) with a minimum cumulative 2.5 GPA
- Provide three (3) letters of recommendation (at least one from a current or former employer)
- Provide an official undergraduate transcript(s) from all schools attended
- Provide documentation of a minimum of one (1) year of health-related work experience

- Submit a current resume or CV (including relevant work experience)
- Submit a statement of purpose outlining their career goals (less than 500 words)
- Have completed the CITI (Collaborative Institutional Training Initiative) Program Basic Human Subjects Protection Module and Good Clinical Practice Module (either Social/Behavioral Clinical Trials or Biomedical Clinical Trials)

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
- An International English language Testing System (IELTS) score minimum of 6.5 on the academic exam.

Curriculum Requirements:

The curriculum will prepare graduates for employment within the clinical research ecosystem. Students will complete nine (9) required credit hours focusing upon federal clinical research regulations, basic principles of clinical trial design and data management, ethical conduct of research, and multicultural communication skills with an additional three (3) elective credit hours from a set of pre-determined courses. The curriculum focuses on educating students in the basic core competency domains for the conduct of clinical research as outlined by the Joint Task Force (JTF) for Clinical Trial Competency, including: scientific concepts and research design; ethical and participant safety considerations; investigational products development and regulation; clinical study operations (Good Clinical Practice); study and site management; data management and informatics; and communication and teamwork.

Program Requirements

Number of Credit Hours:

12 credit hours of coursework beyond the bachelor's degree.

Required Courses: 9 credit hours. All courses are existing.

WRLD302: Communicating Across Cultures (3)

CCTR 520: Fundamental of Research Regulation (2)

BIOS 571: Clinical Trials (3)

OVPR 601: Responsible Conduct of Research (1)

Elective Courses: Students must select elective course(s) from the following to fulfill the three (3) credit hours requirement. All courses are existing.

ALHP 410: Professional and Clinical Ethics (3)

EPID 580: Public Health Ethics (1)

SBHD 605: Introduction to Social and Behavioral Health (3)
SBHD 608: Health Communication (3)
FMBA 616: Health Care Management III – Industry Perspectives (3)
CCTR 640: Team Science – Theories and Practice (2)
HADE 646: Health Care Organization and Leadership (3)

Faculty:

Faculty members teaching in the post-baccalaureate certificate program will come from the Department of World Studies, the Wright Center for Clinical and Translational Research, the Office of Research and Innovation, and the Department of Biostatistics. All faculty teaching in the post-baccalaureate certificate program will meet the minimum requirements for faculty as determined by the home departments, including advanced degrees in the discipline. The Program Coordinator is a full-time staff member within the Wright Center for Clinical and Translational Research.

Course Delivery Format:

All required courses for the certificate program will be conducted in a traditional, face-to-face classroom setting with the exception of two elective course offerings (EPID 580 and HADE 646) which are offered in a blended/hybrid format. Physical space to facilitate class sessions is available and will be used. The university has adequate resources to deliver this certificate program.

Resources:

Resources required to support the program include existing resources to support current programs such as student support services (e.g., advising, enrollment, help desk, library, Blackboard Learning Management System); faculty support services (e.g., copying, contracts), and general administration (e.g., budgeting and forecasting, enrollment management). The Post-baccalaureate Certificate in Clinical Research program will have a Program Coordinator who is a full-time staff member within the Wright Center for Clinical and Translational Research. Existing faculty will teach certificate courses. No new positions will be created to initiate the certificate program. The University has adequate resources to offer and sustain this certificate program.

Gainful Employment:

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

Course Descriptions:

Required Courses (9 credits):

WRLD 302. Communicating Across Cultures. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Designed to increase understanding of the foundational concepts of communication and intercultural dialogue. Examines (among others) such concepts as individualism, collectivism, ethnocentrism, xenophobia, uncertainty avoidance, nonverbal communication and stereotyping.

CCTR 520. Fundamentals of Research Regulation. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Focuses on the regulations that govern translational and clinical research. There will also be a series of discussions on the influence of international policies and research guidelines on the conduct of research. Topics include, but are not limited to, the history and current role of the FDA and the OHRP within the research arena; informed consent regulations relevant to federally funded research i.e., the common rule; informed consent regulations relevant to investigations conducted in support of a new drug application or an expanded marketing indication; good clinical practice guidelines; international conference on harmonization (ICH) conduct of research guidelines; HIPPA rules and regulations relevant to the conduction of research on human subjects; fiscal accountability/responsibility; and clinical trial registration and results reporting guidelines.

BIOS 571. Clinical Trials. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Concepts of data management and statistical design and analysis in single-center and multicenter clinical trials. Data management topics include the collection, edition, and validation of data. Statistical design topics include randomization, stratification, blinding, placebo- and active-control groups, parallel and crossover designs, and power and sample size calculations. Statistical analysis topics include sequential and group sequential methods.

OVPR 601. Scientific Integrity. 1 Hour.

Semester course; 1 lecture hour. 1 credit. A survey of contemporary issues relating to responsible conduct in research. Topics include academic integrity, mentoring, authorship and peer review, use of humans and animals in biomedical research, ownership of data, intellectual property, conflict of interest, scientific record keeping, collaborative research, research misconduct, and genetic technology. Graded as pass/fail.

Elective Courses (3 credits required):

ALHP 410. Professional and Clinical Ethics. 3 Hours. (College of Allied Health Professions)

Semester course; 3 lecture hours. 3 credits. Emphasizes the ethical responsibility of health care providers and health services professionals. Reviews the code of ethics for professional and personal integrity. Applies the principles of ethics toward informed decision-making.

EPID 580. Public Health Ethics. 1 Hour.

Semester course; 1 lecture hour (hybrid online/face-to-face). 1 credit. The class examines, from an ethical perspective, federal and state public health practices, privacy and confidentiality issues; the Public Health Code of Ethics; legal power given to public health, ethics in responding

to typical public health scenarios, the impact of public health ethics on public health decision-making; barriers to the ethical practice of public health; and responding to unethical events. Through exploration of principles of public health ethics, students in the course will examine current and past ethical issues in public health, drawing from case studies and current events. Included are issues such as immunization, social justice, distribution of limited resources and the evolution of the discipline of public health ethics.

SBHD 605. Introduction to Social and Behavioral Health. 3 Hours.

Semester course; 3 lecture hours. 3 credits. This course addresses the influence of social and behavioral factors impacting public health, covering both historical perspectives and current issues. Topics covered include the theoretical foundations of social and behavioral health; the sociocultural context of health, health promotion and disease prevention interventions; and special populations and topics.

SBHD 608. Health Communication. 3 Hours. (Social and Behavioral Health)

Semester course; 3 lecture hours. 3 credits. Basic course for students in public health with limited experience conducting public health research. Focuses on the history and theories of health communication, social marketing and media advocacy, audience research and segmentation, entertainment education, e-health, provider/patient communication, technology transfer to service providers, media relations and media monitoring, emergency risk communication, and evaluating communication campaigns. Students plan an entire social marketing campaign.

FMBA 616. Health Care Management III: Industry Perspective. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Students will develop an understanding of the unique economic issues of health care, the importance of process improvement and compliance for health care organizations and the effect of costs. Course focuses on the roles of innovation and marketing in the health care industry.

CCTR 640. Team Science: Theories and Practice. 2 Hours.

Semester course; 2 lecture hours. 2 credits. In this seminar-style course, students will keep current by participating in presentations, discussion and writing on the topic of the science of team science. This course is designed to introduce students to research in the social sciences and to help build skills in critical-thinking, leading discussions, writing and providing succinct presentations. Teamwork is difficult and it is pervasive. Whether engaging in collaborative research or collaborating with others within a chosen profession, students will better understand how to be more effective at being team members as well as leading a team. Graded as pass/fail.

HADE 646. Health Care Organization and Leadership. 3 Hours.

Semester course; blended on-campus/online format. 3 credits. Explores the challenges of managing and leading health care organizations in the 21st century. Introduces concepts, vocabulary and ways of thinking to enable students to be more effective and insightful participants in organizational life in health care.

The Academic and Health Affairs Committee Dashboard will be distributed at the meeting.



VCU

Provost Report: Enrollment and Budget

Introduction

The following documents serve as preliminary reading materials that will be referenced during the Enrollment and Budget presentation at the December 2019 Board of Visitors meeting:

- The Chronicle of Higher Education (2019). *The Looming Enrollment Crisis: How colleges are responding to shifting demographics and new student needs.*
- The Chronicle of Higher Education (September 2019). *The Great Enrollment Crash.*
- The Chronicle of Higher Education (October 2019). *Where Did All the Students Go: Five views on the great enrollment crash.*

Overview of the Provost Report: Enrollment and Budget Presentation

The Enrollment and Budget Presentation will serve as a follow up to the September 2019 Strategic Enrollment Management BOV discussion. The presentation will briefly review pre-read material on the national and/or state enrollment trends, provide the fall 2019 enrollment and budget impact followed by a brief discussion.

Provost Report: Enrollment and Budget

Board of Visitors
Academic and Health Affairs Committee



VCU

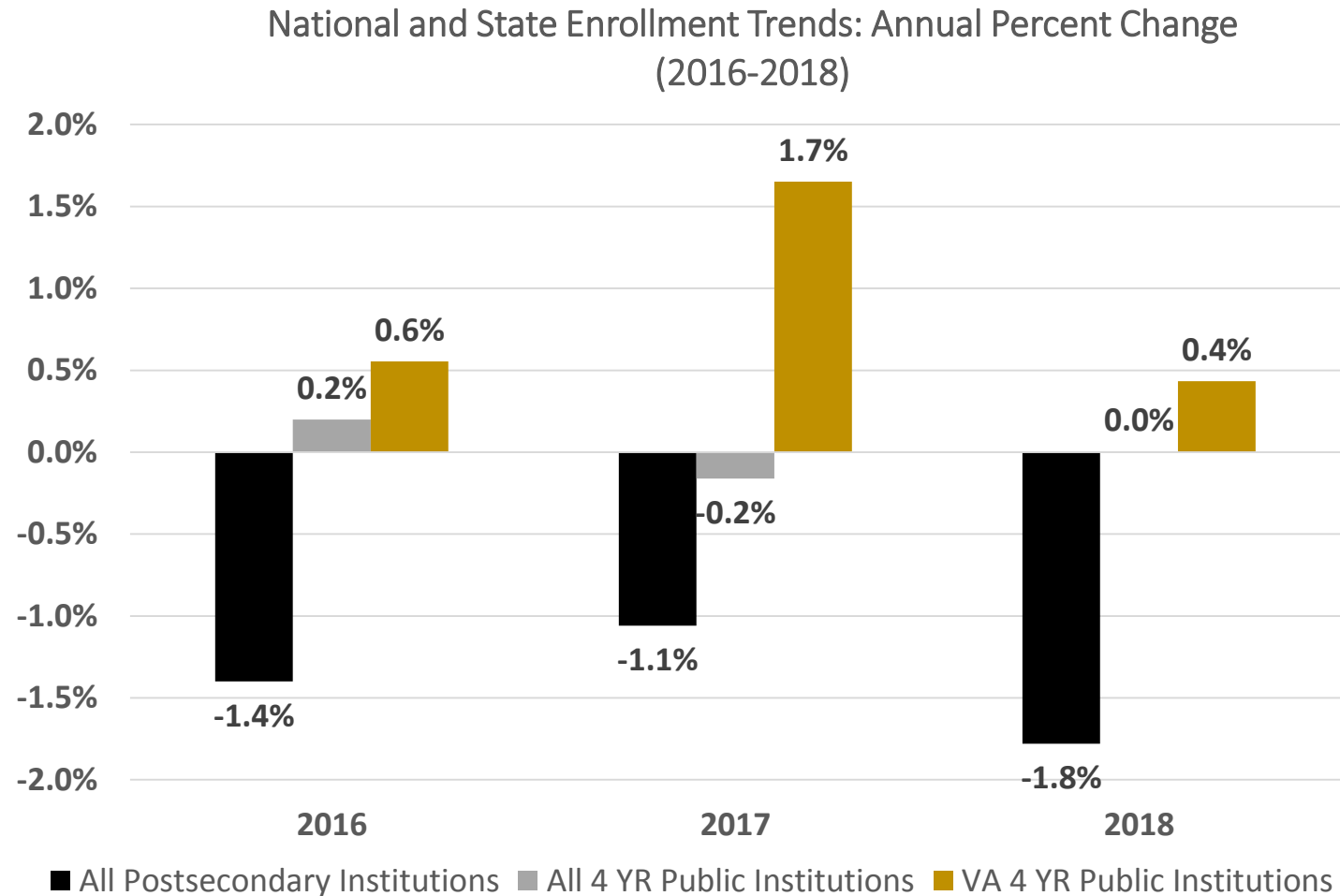
Dr. Gail Hackett, Provost and Sr. Vice President of Academic Affairs
Dr. Tomikia P. LeGrande, Vice Provost Strategic Enrollment Management

A New Higher Education Landscape

- Declining birthrates, financial concerns, and questions about the value of college are widely expected to lead to an enrollment crisis.
- The pool of likely students is expected to become much smaller and more racially diverse.
- Some colleges will have to make difficult choices about their enrollment practices, academic offerings, and makeup of their student body.
 - The most-selective private colleges and public flagships are expected to fare the best.
- Colleges cannot control demographics but can improve retention and graduation rates

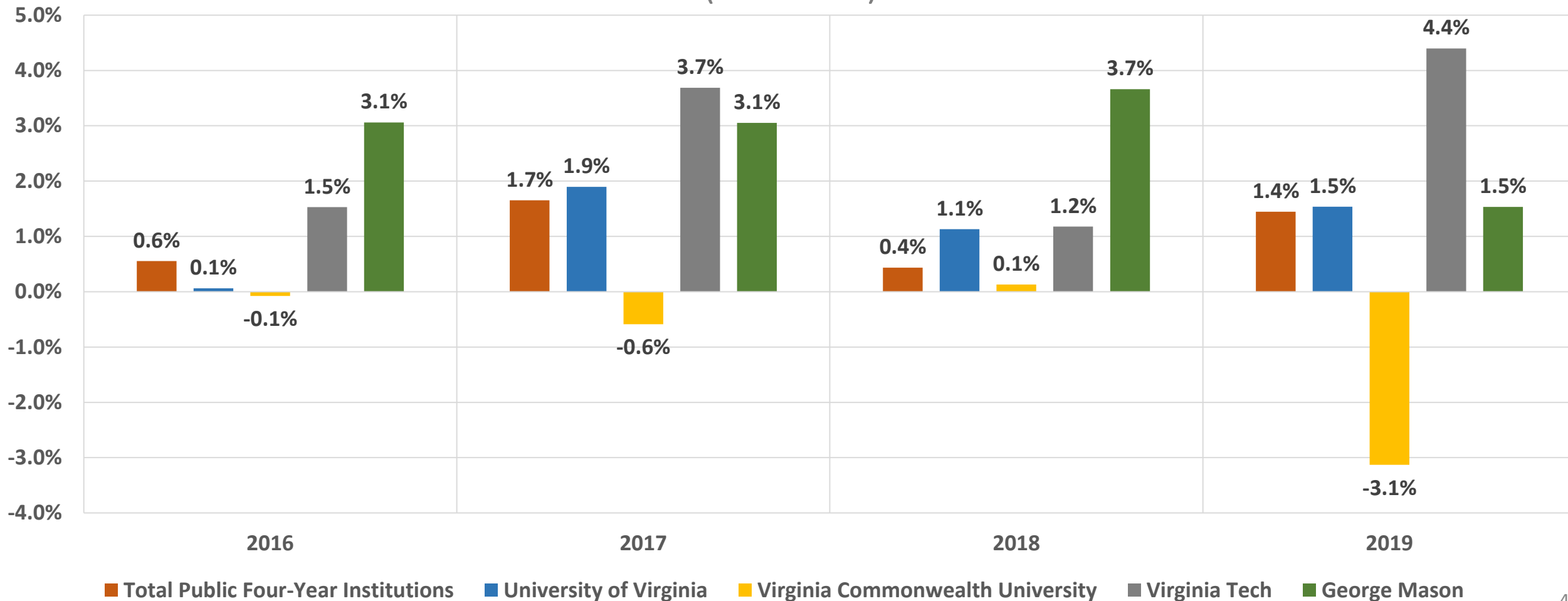
National and State Overall Enrollment Trends

- The declining trend in Postsecondary enrollment is largely impacted by the decline in for-profit and 2 YR public institutions.
- Virginia 4 YR public enrollment has trended more positively than national trends for the sector.
- Future enrollment projections suggest that Virginia enrollment trend is not sustainable.



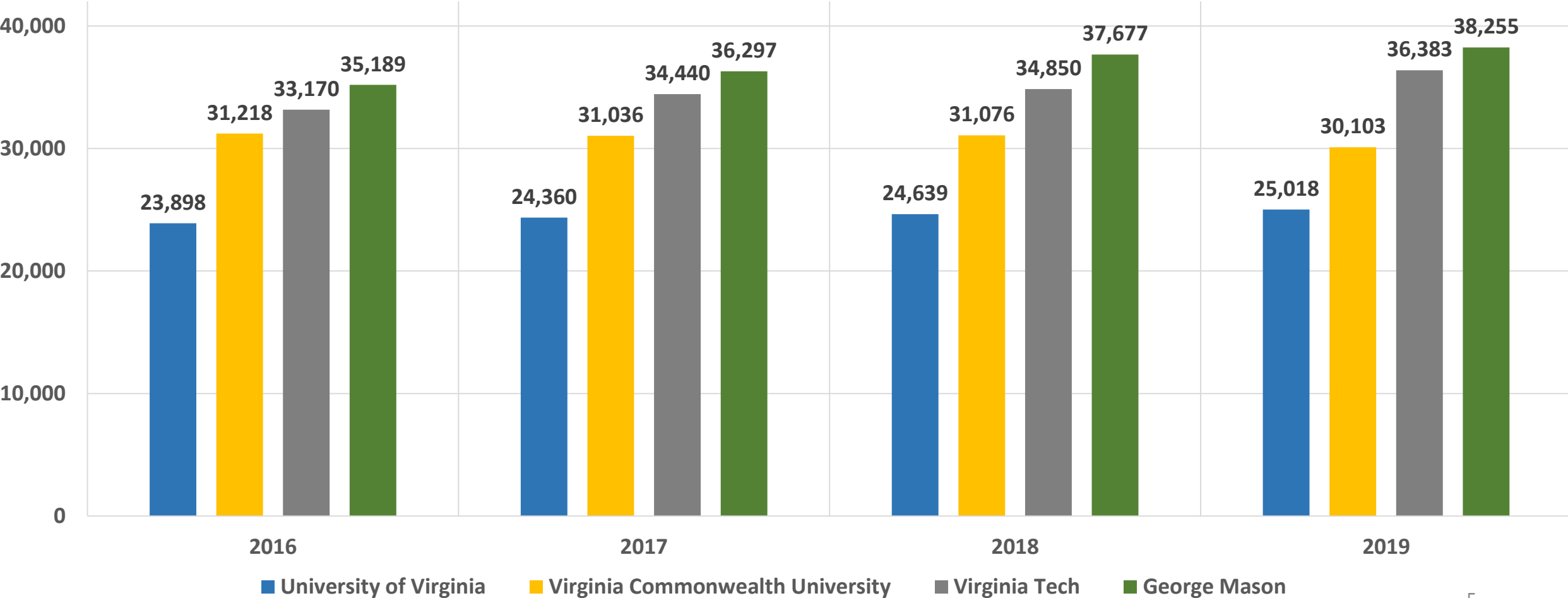
Research University Peers Overall Enrollment

Research Peers Overall Enrollment: Annual Percent Change
(2016-2019)



Research University Peers Overall Enrollment

Research Peers Overall Headcount
(2016-2019)



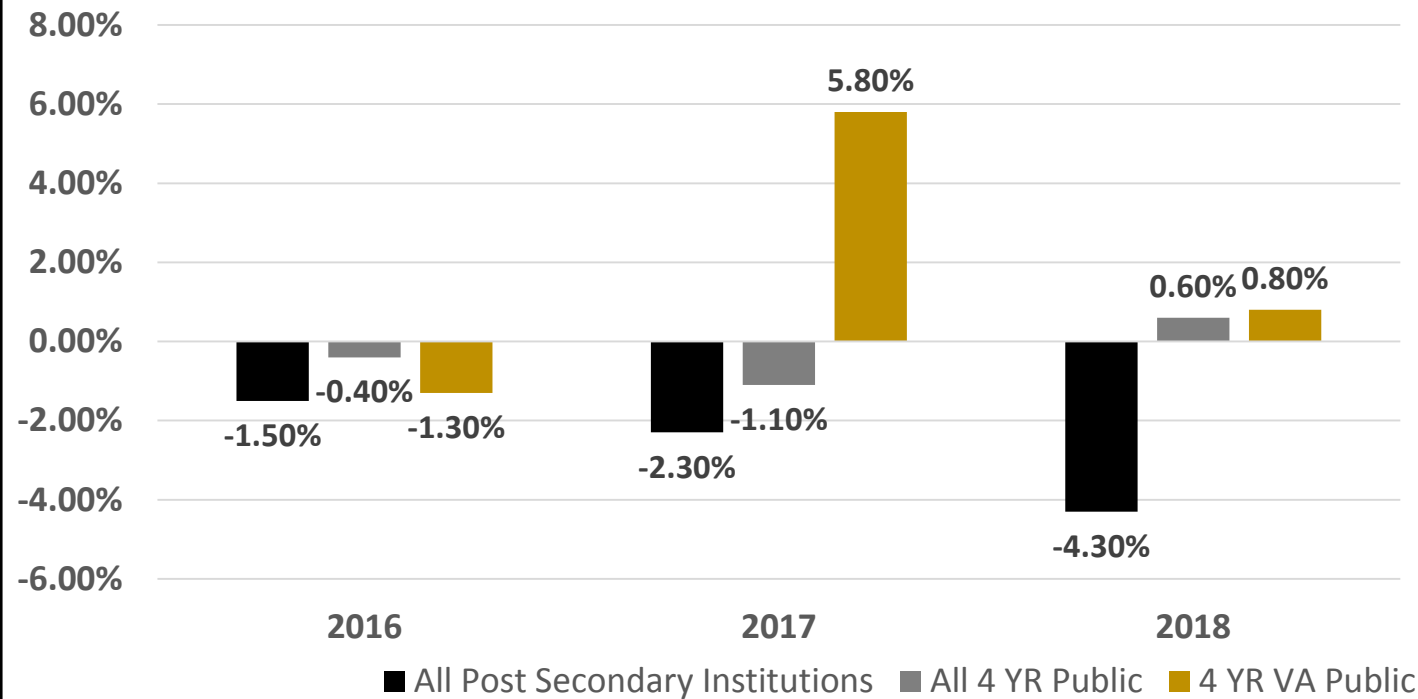
Source: [State Council of Higher Education for Virginia E02: Fall Headcount Enrollment \(1992 thru Current Year\)](#)

Undergraduate Enrollment

National, State and Local Trends

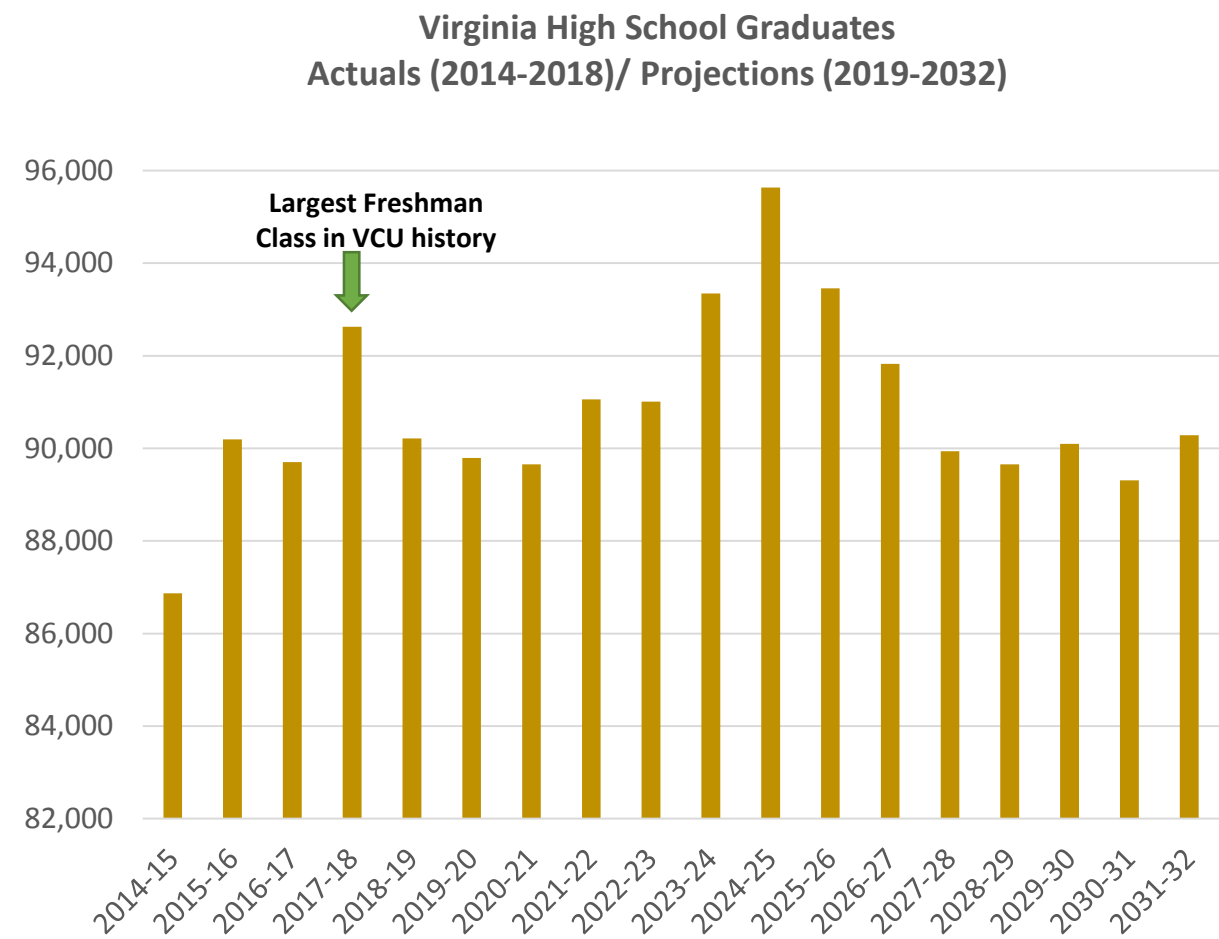
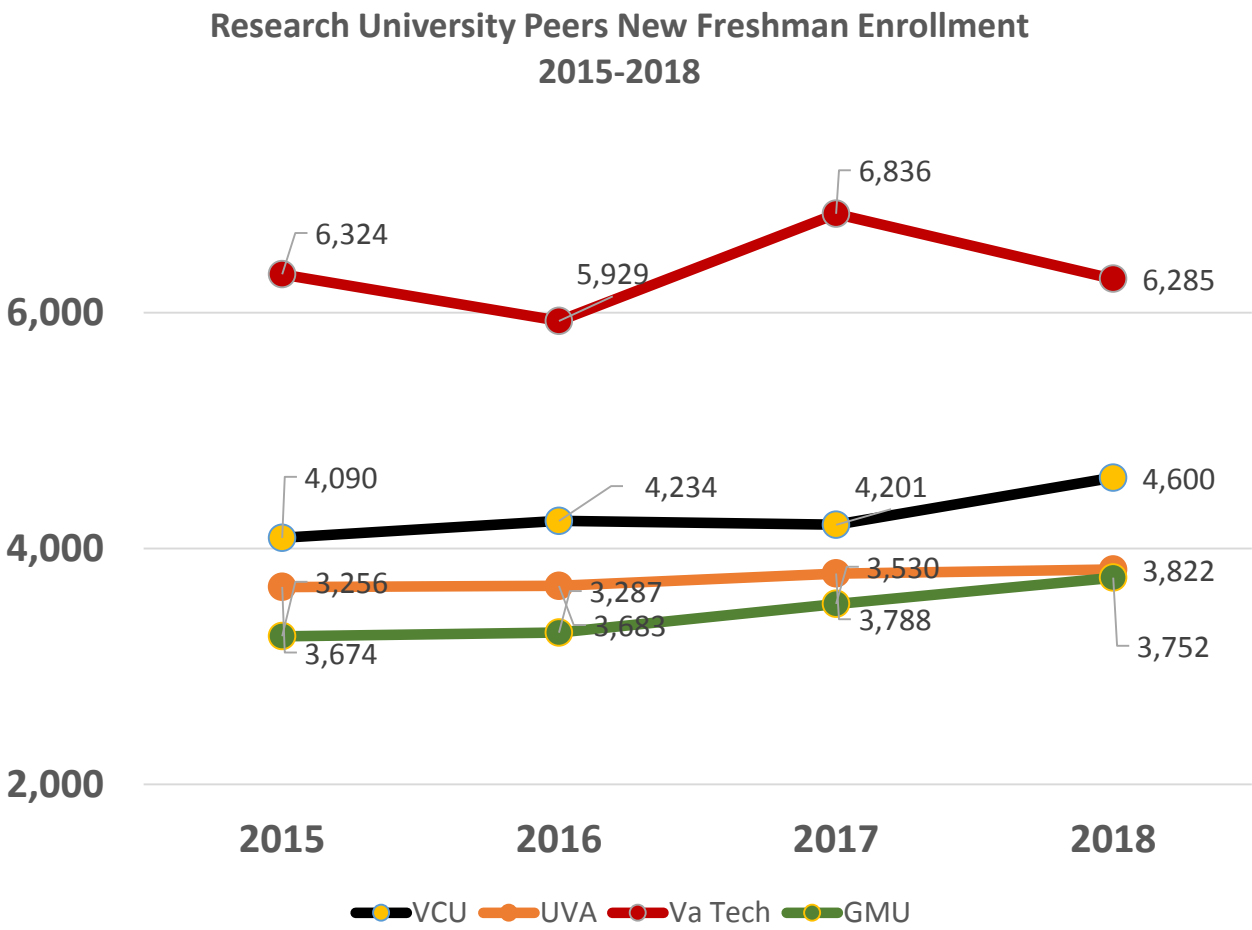
National and State First Time in College Enrollment

National and State First Time in College Enrollment
Trends: Annual Percent Change
(2016-2018)



- Virginia has trended more positively than the nation in enrolling first time college students.
 - Possibly a result of increased high school graduates.
- 2018 first time in college enrollment at 4 YR publics improved
 - Increase (29.8%) of FTIC students over the age of 24.

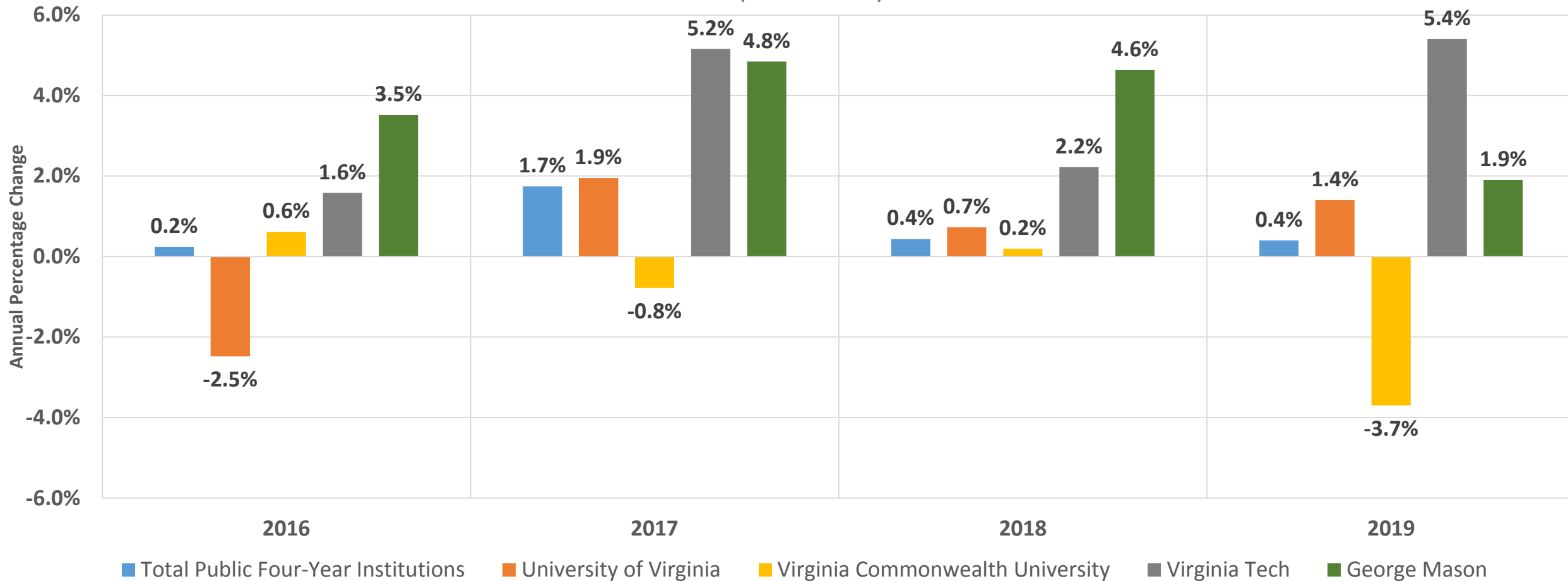
Research University First Time in College Enrollment and High School Graduate Projections



* Fall 2019 New Freshman enrollment data was not available for VA Research Peers at the time of presentation development

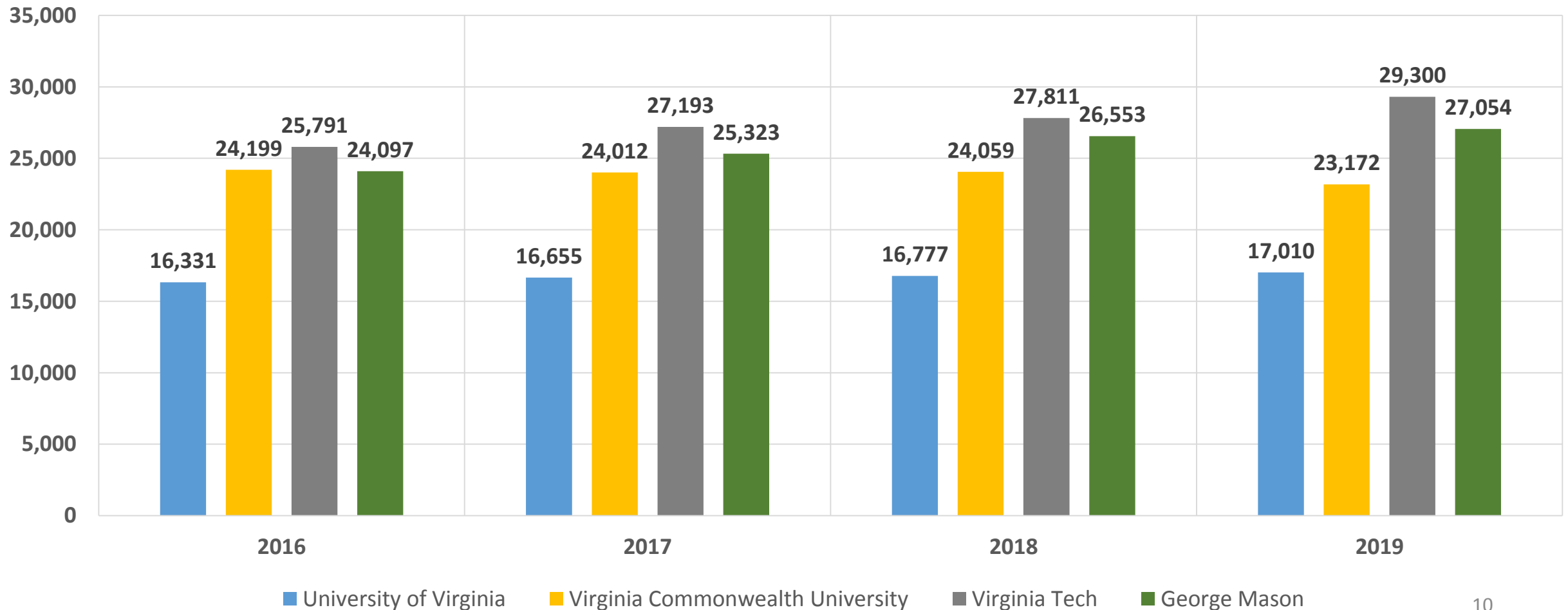
Research University Peers Undergraduate Enrollment

Research University Peers Undergraduate Enrollment: Annual Percent Change
(2016-2018)



Research University Peers Undergraduate Enrollment

Research University Peers Undergraduate Headcount
(2016-2018)

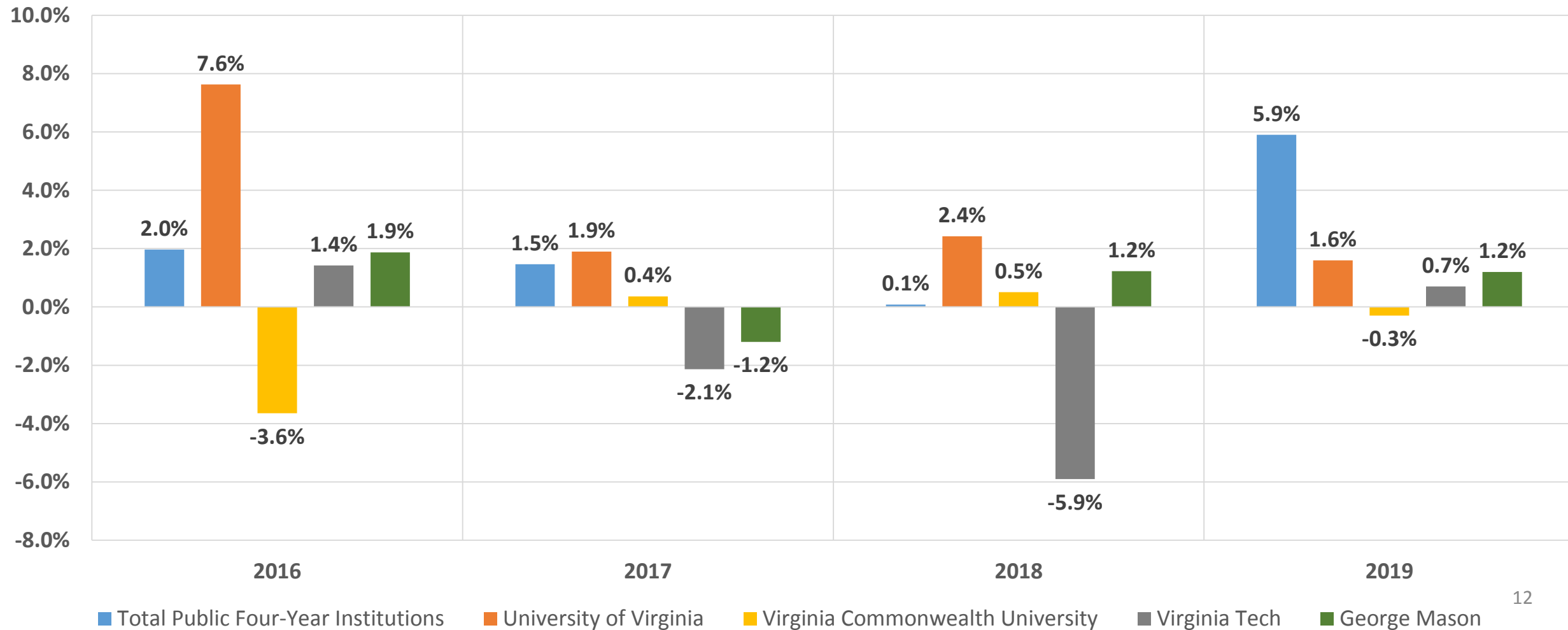


Graduate Enrollment

State and Local Trends

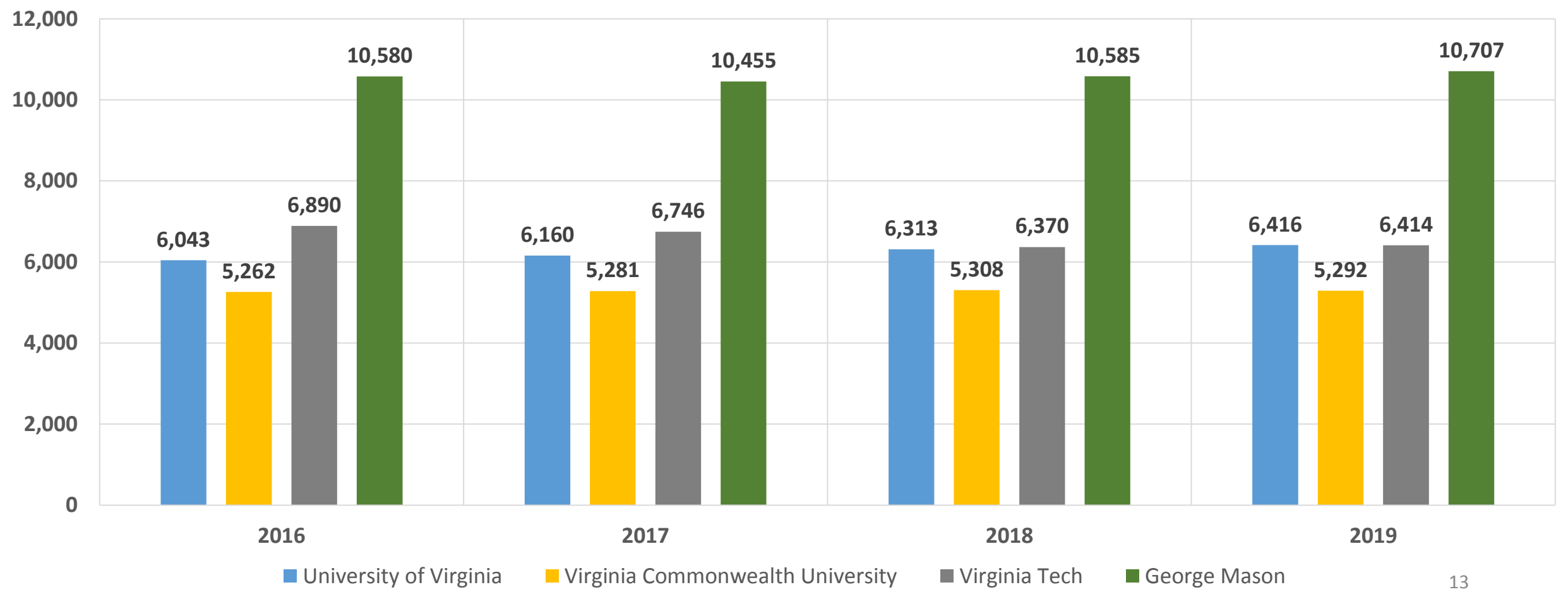
Research University Peers Graduate Enrollment

Research Peers Graduate Enrollment: Annual Percent Change
(2016-2018)



Research University Peers Graduate Enrollment

Research Peers Graduate Headcount (2016-2018)

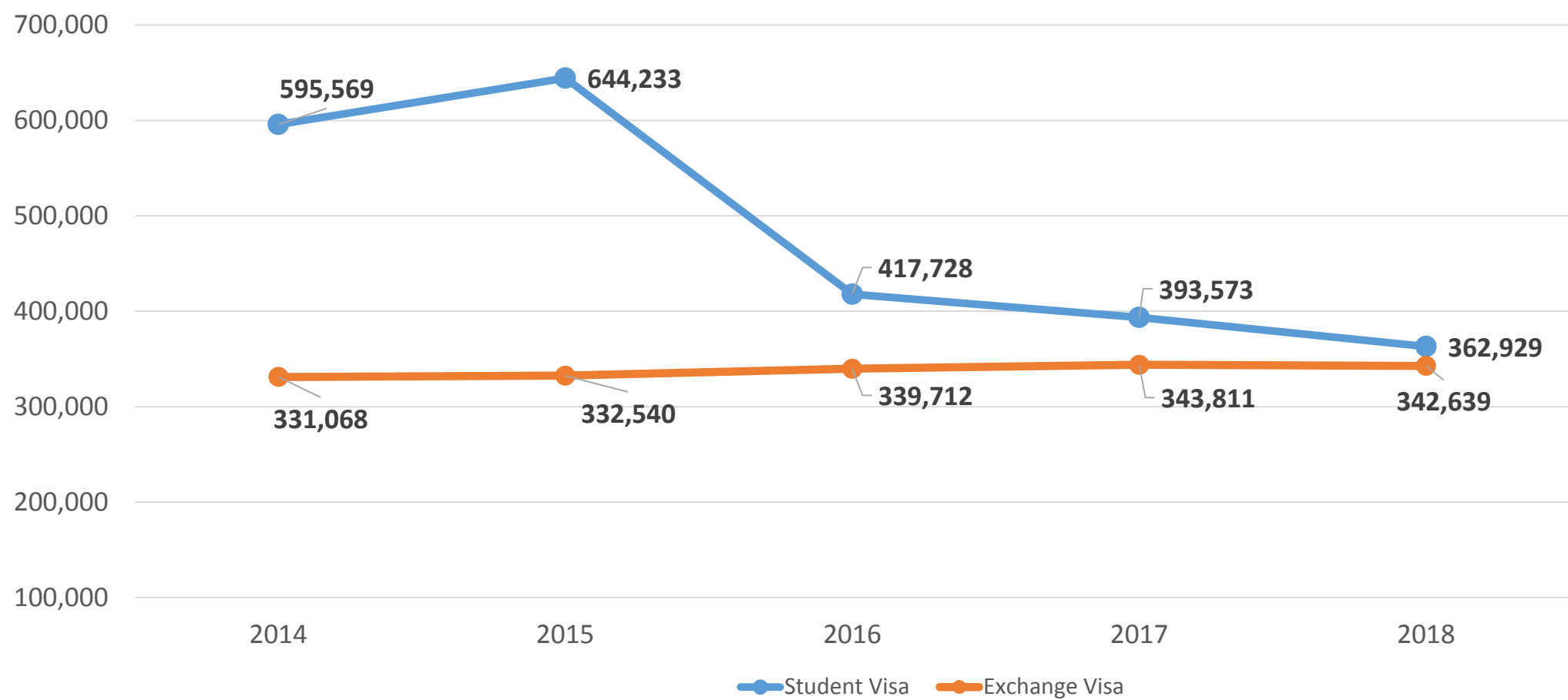


International Enrollment

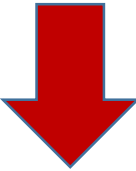
National and Local Trends

The significant decline in student visas issued is directly attributed to changes in foreign policy and implementation. A decline in student visas issued has direct correlation to international enrollment.

Nonimmigrant Visas Issued by US Department of State
FY 2014-2018



-64.1%
Student Visa
5 YR % Change



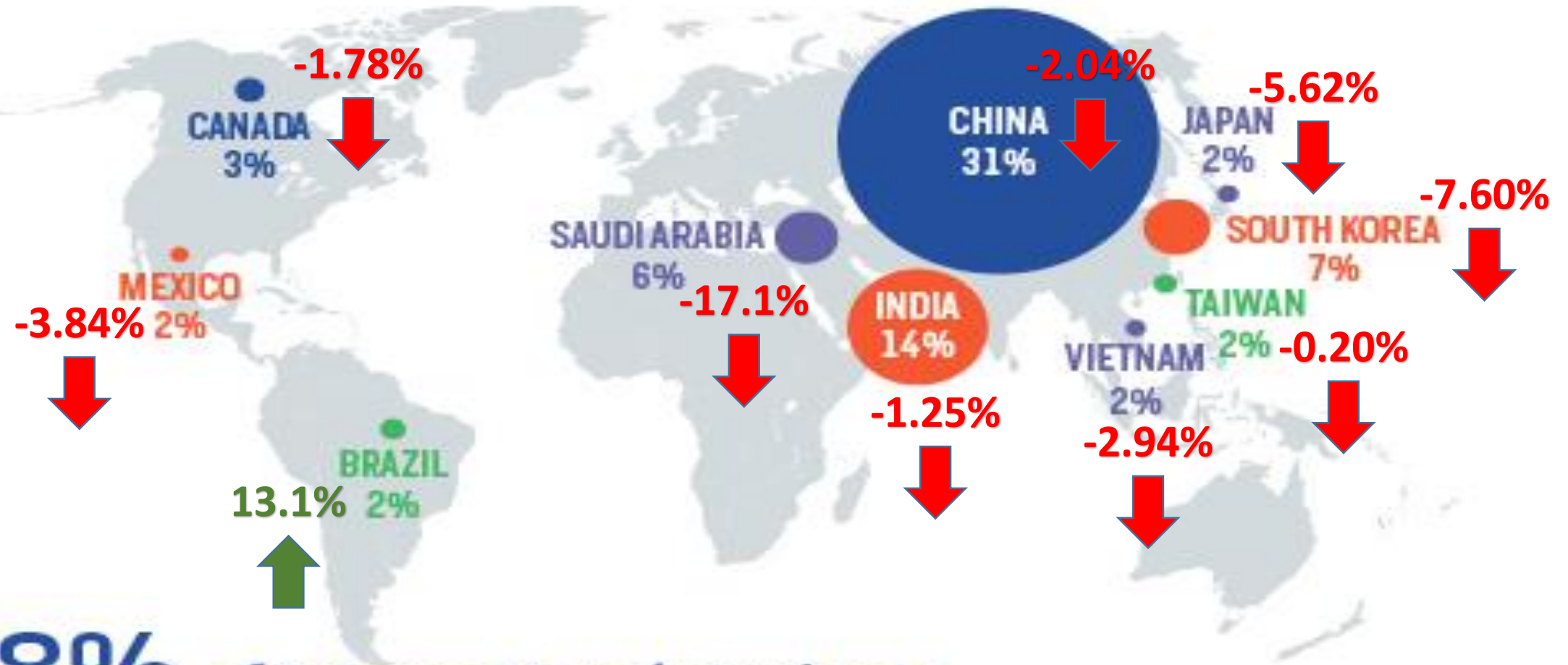
3.3%
Exchange Visa
5 YR % Change



Higher Education Landscape: International Enrollment

1 Year Change of Active Student Visa Holders (March 2018 to March 2019)

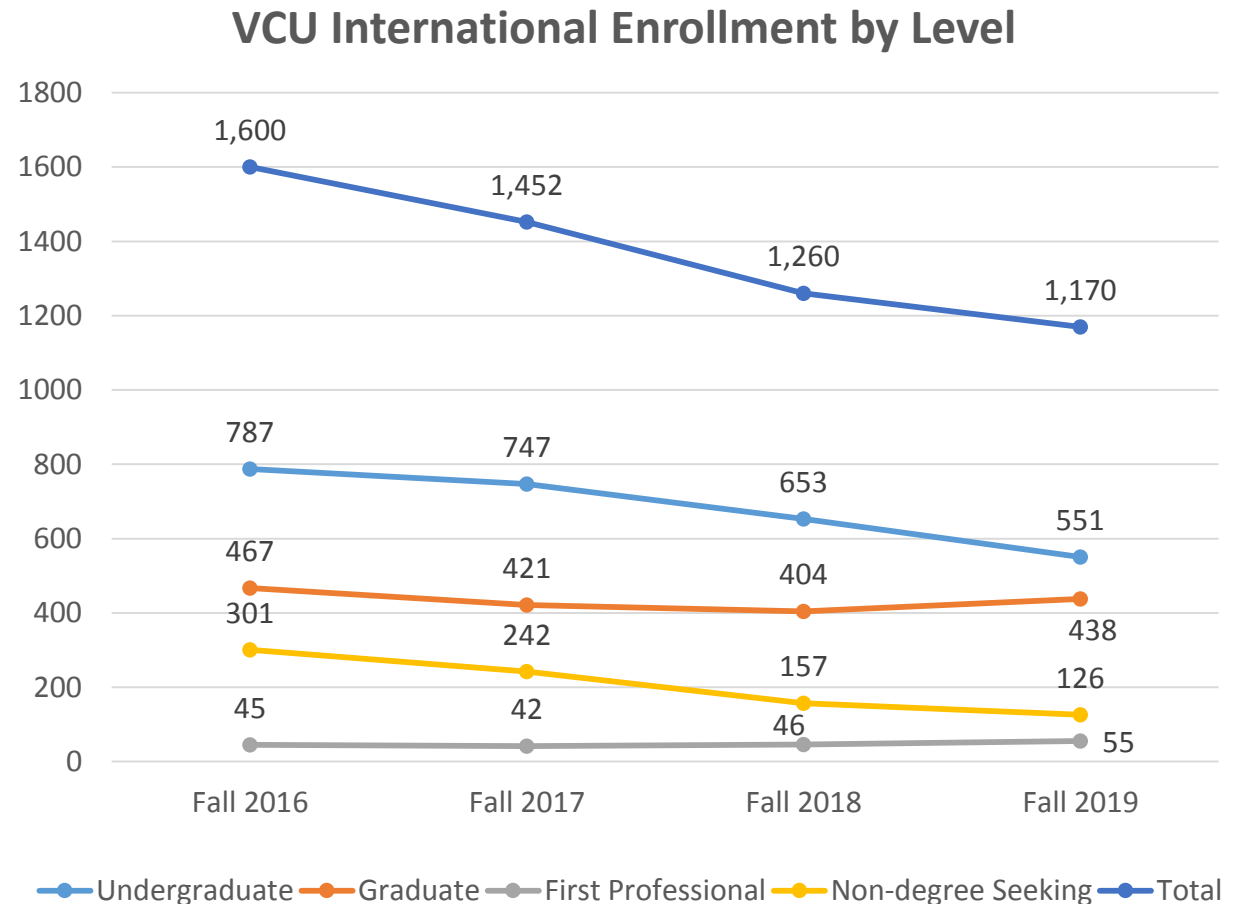
TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



58% of international students
come from China, India, South Korea, and Saudi Arabia.

VCU International Enrollment

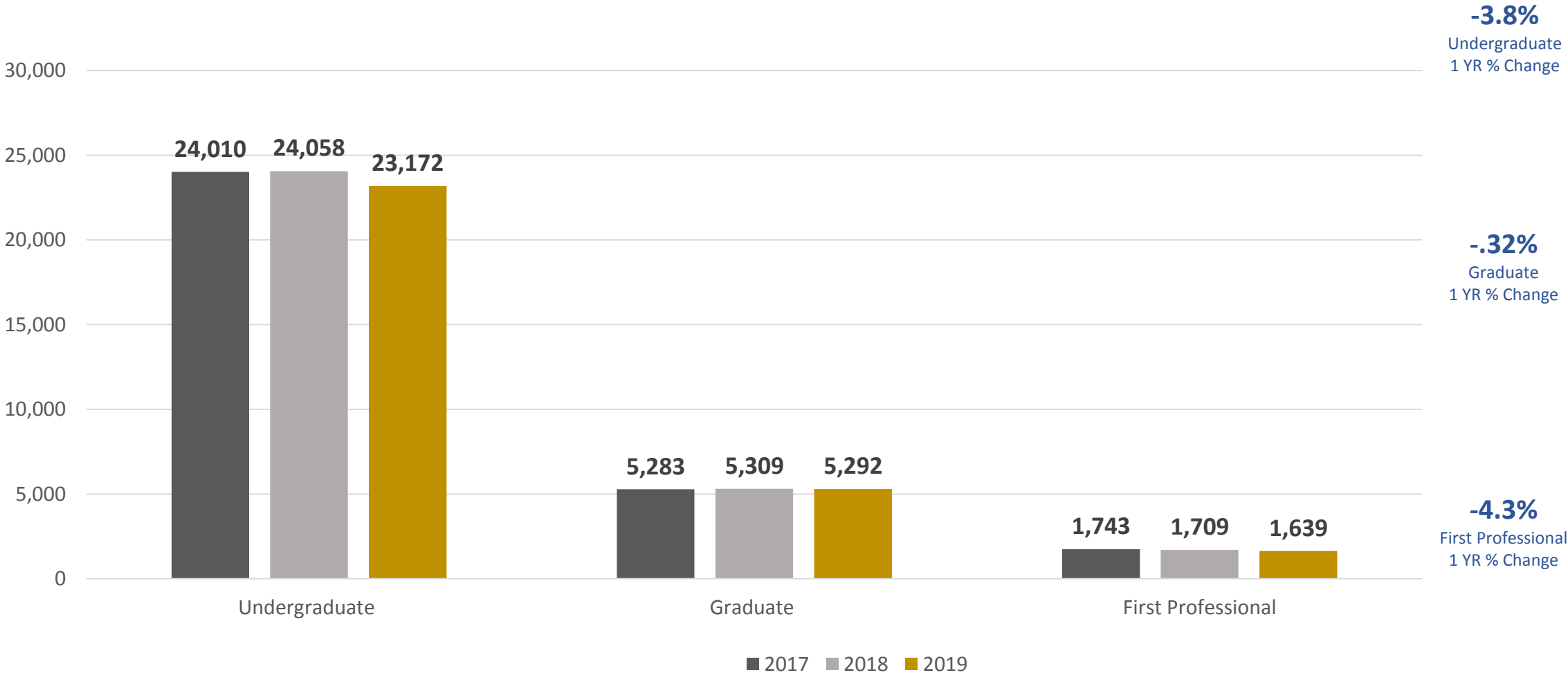
- VCU international enrollment trend is consistent with the national trend.
- VCU sought Third Party Vendor (Navitas) support in this turbulent market
 - Projected Fall 2019 Enrollment: 25
 - Actual Fall 2019 Enrollment: 13
- Evaluating the viability of Navitas relationship
- Direct Recruitment
 - Capacity and relationship building
 - China
 - Vietnam
 - *Brazil*
 - *Country in Africa (Ethiopia, Nigeria, etc.)*



VCU 2019 Enrollment

Fall 2019 Enrollment Update

Enrollment Headcount by Academic Level



Impact of Enrollment Challenges

National

For the second year in a row, Moody's Investors Service posted a negative outlook for the U.S. higher-education market in 2019.

4%

Expected overall operating expense growth

1 to 3.5%

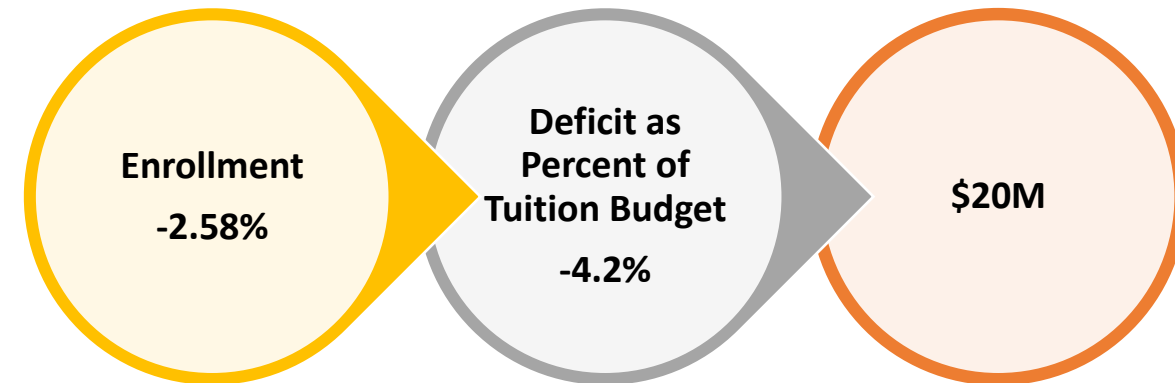
Projected growth in net tuition, most colleges' main source of revenue

>50%

Public colleges will fall short of 3% revenue growth, Moody's minimum for a stable outlook

VCU

Stagnant or declining enrollment and a commitment to 0% tuition increase has contributed to limited revenue growth for FY 20.



VCU Solution Focus

- Deeper focus on improved national brand perception, academic reputation and VCU value proposition
- Focus on improved new undergraduate student yield rates.
- Expand and identify new undergraduate markets
 - Out of State Undergraduates
 - Adults over age 24
 - Corporate partnerships
- Continued innovation in curriculum and retention efforts
- Expand and identify new academic programs
 - Professional Masters markets
 - Interdisciplinary programs
 - Certificates /Credentials

Discussion: Envisioning a Stronger Enrollment Future

- Student choice behavior is often reduced to three dimensions: majors, money, and mission.
- Acknowledge that most families view college as a transaction and not a time for transformation.
 - Students are going to college to get a good job.
- Move beyond change that is “tweaked at the margins” to true transformation.
- Time to prioritize what students want and need over what we want to teach.

Thank you

THE CHRONICLE
of Higher Education®

The Looming Enrollment Crisis

How colleges are responding to shifting demographics and new student needs

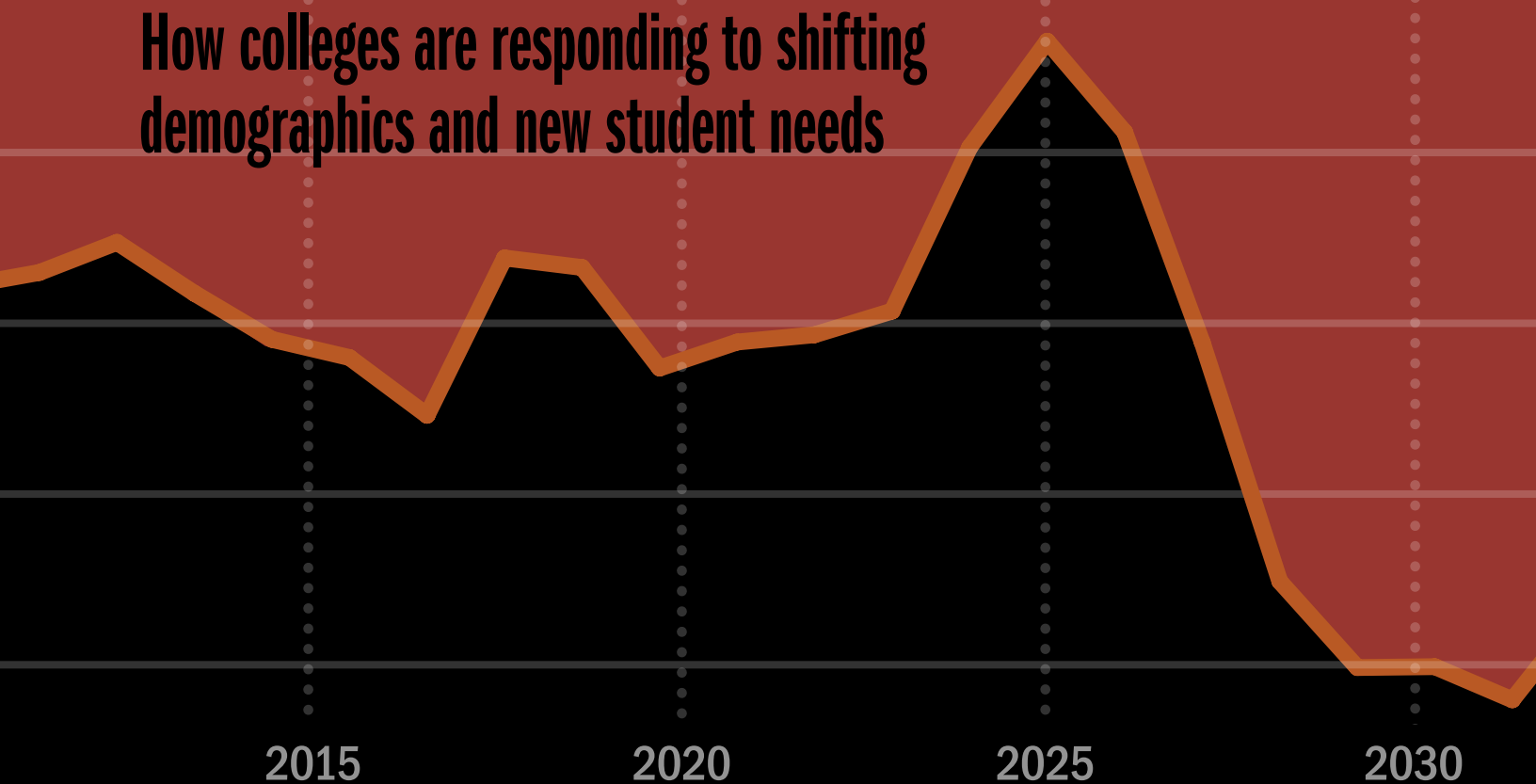


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Most colleges can no longer count on students simply showing up on their doorstep every year: Financial worries, declining birth rates, and growing skepticism about the value of college portend a major enrollment crisis. For some colleges, that's already arrived.

- Data tables show enrollment patterns nationwide.
- Figures from 42 colleges compare 2019 fall enrollment with that of the previous year.

18 **Section 2** **Weathering the Storm**

The enrollment crisis provides an opportunity for colleges to do some deep thinking about who they are, who they serve, and, in some extreme cases, whether they should merge or close.

- A Chronicle survey of 262 enrollment officers uncovers anxiety as well optimism.

36 **Section 3** **How Colleges are Responding: 10 Case Studies**

Some of the takeaways: Know your students, offer the right mix of academic programs, watch your costs. And don't be afraid to try something new.

58 **Section 4** **Enrollment Experts Speak Out**

Those on the front line discuss strategies, fears, and the future.

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SECTION 1

This group of seventh-grade students will enter the 12th grade in 2025.



TAKEAWAYS

A Turbulent Future for Enrollment

By ERIC KELDERMAN

HIGHER EDUCATION finds itself in the outer band of a massive and slow-moving storm, threatened by years of financial strain, a downturn in the nation's birthrate, and growing skepticism about the price and value of a college degree.

The fallout from the Great Recession has left institutions more dependent on tuition revenue than ever before, even as students and families find it harder to afford college. Concerns about tuition and student-loan debt are making potential students far more discerning about how much they are willing to spend and where they enroll.

Enrollment has already begun to fall after the peak of the 2008 recession, and by fall 2019 even some selective colleges — which rarely have had to worry about filling their classes — missed their enrollment goals. In just a few years, the pool of likely college students is expected to become much smaller and more racially diverse. States in the Northeast and Upper Midwest, which have the greatest concentration of colleges, will see the biggest decline in high-school graduates.

Declining birthrates, financial concerns, and questions about the value of college are widely expected to lead to an enrollment crisis.

States in the Northeast and Upper Midwest will see the biggest decline in high-school graduates.

The pool of likely students is expected to become much smaller and more racially diverse.

Some colleges will have to make difficult choices about their enrollment practices, academic offerings, and makeup of their student body.

The most-selective private colleges and public flagships are expected to fare the best.

Colleges cannot control demographics but can improve retention and graduation rates.

All of this means that some types of institutions can expect major difficulties in meeting enrollment and revenue goals. At worst, recruiting the right mix of the students who can both afford tuition and succeed in college will become an existential challenge for many institutions over the next decade and beyond.

At the least, it will force some colleges to make difficult choices about their enrollment practices and academic offerings, as well as the size and makeup of their student body.

“If you can’t get the best class, what’s the way forward?” asks Stefanie Niles, vice president for enrollment and communications at Ohio Wesleyan University. “My institution has started some difficult conversations about not growing but actually getting smaller, to get more students who are likely to complete their degrees.” Niles is president of the National Association for College Admission Counseling, known as NACAC.

HOW WE GOT HERE

The looming challenges represent a new set of problems for a sector that has experienced continued growth since the mid-20th century.

Total fall enrollment in higher education has increased from about 8.6 million in 1970 to nearly 20 million in 2018, according to federal data. Over the same period, the percentage of the U.S. population with a four-year degree or higher has grown from just 11 percent to 34 percent, the National Center for Education Statistics reports.

The growth was fueled, initially, by federal money from the GI Bill, which paved the way for more than two million veterans of World War II to earn college degrees, creating an expectation for their children, the baby boomers, to follow suit. The federal investment has increased considerably since then, with Pell Grants for low-income students, money to support work-study programs on campus, and loans backed and now issued by the government.

States, too, made large investments in higher education, with direct support of public campuses, scholarships for students there, and, in some states, grants to in-state students who attend private colleges.

But as enrollment has grown, so has the

cost of providing a college degree, while support from states and the federal government has not. The result has been that institutions are increasingly reliant on that tuition, rather than on government subsidies, to meet their budgets. At the same time, students are paying more to cover the cost of college.

At public four-year colleges, net tuition per student (not including grant aid) has doubled over the past 20 years, from \$1,870 in the 1998-99 academic year to \$3,740 in 2018-19, in constant 2018 dollars, according to the College Board. Net tuition at private nonprofit colleges grew much more slowly over the same period, from \$12,750 to \$14,610.

State appropriations per full-time student fell from \$9,290 in 1998 to \$7,900 in 2018, according to figures from the State Higher Education Executive Officers Association (known as Sheeo). A quarter-century ago, revenue from tuition accounted for 31 percent of the education budgets of colleges and universities. In 2018 it was 47 percent, according to the association.

IT’S THE ECONOMY

The recession of 2008 brought many of higher education’s financial challenges into sharp focus. As often happens during economic downturns, enrollment soared, increasing nearly 10 percent nationally from 2008 to 2011, as state budgets tanked and endowment values plunged.

The long recovery since that time has stabilized some parts of the economy, yet fi-

“My institution has started some difficult conversations about not growing but actually getting smaller, to get more students who are likely to complete their degrees.”



ANDREW SPEAR

Stefanie Niles, vice president for enrollment and communications at Ohio Wesleyan University, says liberal-arts institutions like hers will be more pressed by families on how educational offerings connect to career goals. Here, Niles (center) talks to prospective students.

nancial conditions in certain sectors of higher education seem to be as tenuous as ever. Enrollments, overall, have now fallen for seven consecutive years, but remain higher than they were before the recession.

For the second year in a row, Moody's Investors Service issued a negative outlook for higher education in 2019, saying that operating expenses, such as the cost of labor, will grow faster than tuition revenue. Falling enrollments play a part in that, the analysts wrote, because many students were opting for employment as the economy grew. And competition for the shrinking number of students means that colleges will seek to keep the price of tuition as low as possible.

The Sheeo annual report on state finances in 2019 concluded that a decade after the start of the recession, "state funding for higher education has only halfway recovered, while the growing reliance on net tuition as a revenue

source — the student share — remains at a near high."

The fragility of some public institutions comes into relief in states like Alaska, where the governor slashed 41 percent of the university system's budget in July 2019, leading to a vote on financial exigency and plans for major reductions in faculty and programs, and the possibility of campus closures or mergers.

After a political backlash, the governor agreed to lessen the cuts, but plans remain for some faculty layoffs, and the system is moving forward with a controversial plan to consolidate its accreditation.

Private colleges are facing their own set of problems in the aftermath of the recession, related to stagnant family incomes and concerns about the price and value of college. As both operating costs and tuition prices have risen, private colleges have repeatedly increased the tuition discounts they offer in the form of

A New Set of Challenges

FINANCIAL PRESSURES

For the second year in a row, Moody's Investors Service posted a negative outlook for the U.S. higher-education market in 2019.

4%

Expected overall operating-expense growth

3.7%

Projected revenue growth

>50%

Public colleges that will fall short of 3% revenue growth, Moody's minimum for a stable outlook

>40%

Private colleges that will fall short of 3% revenue growth

1^{to}3.5%

Projected growth in net tuition, most colleges' main source of revenue

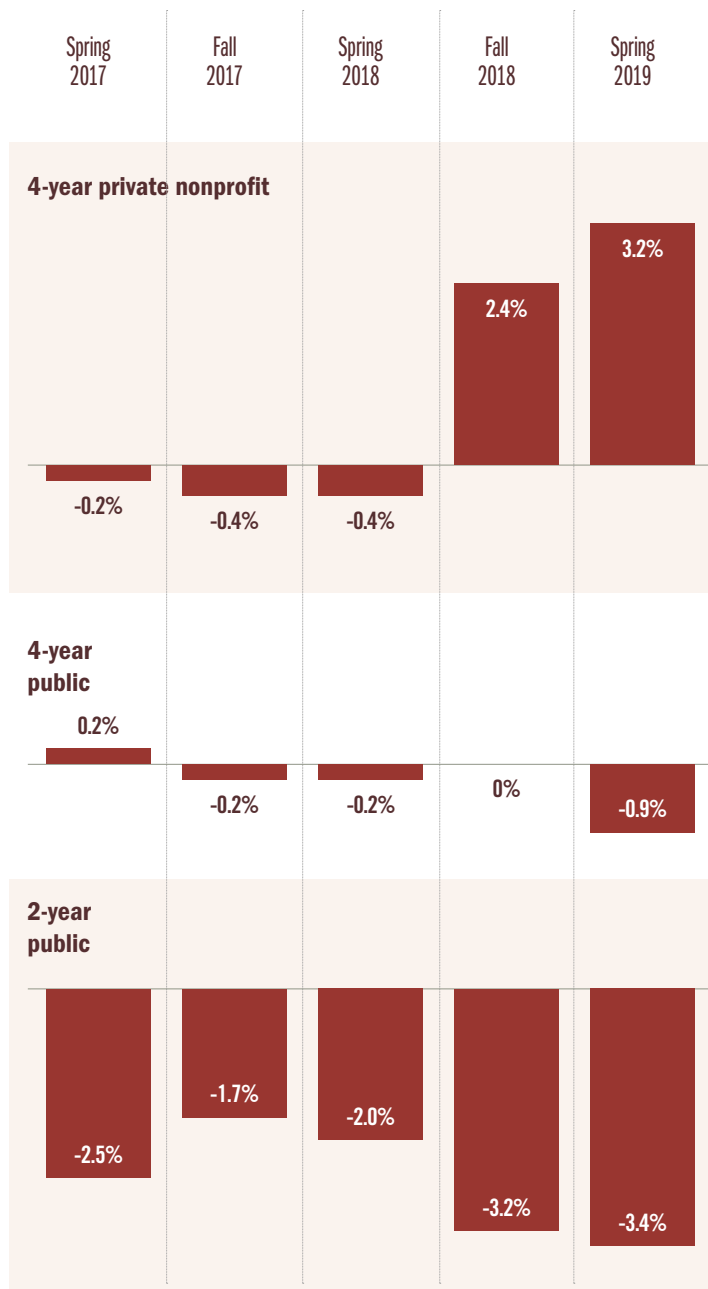
Note: Overall expense and revenue figures exclude health-care operations.

Source: Moody's Investors Service, 2019 Higher Education (U.S.) Outlook

ENROLLMENT IS ALREADY FALLING

Recent semesters have brought fewer students, except in 2018-19 at four-year private nonprofit colleges.

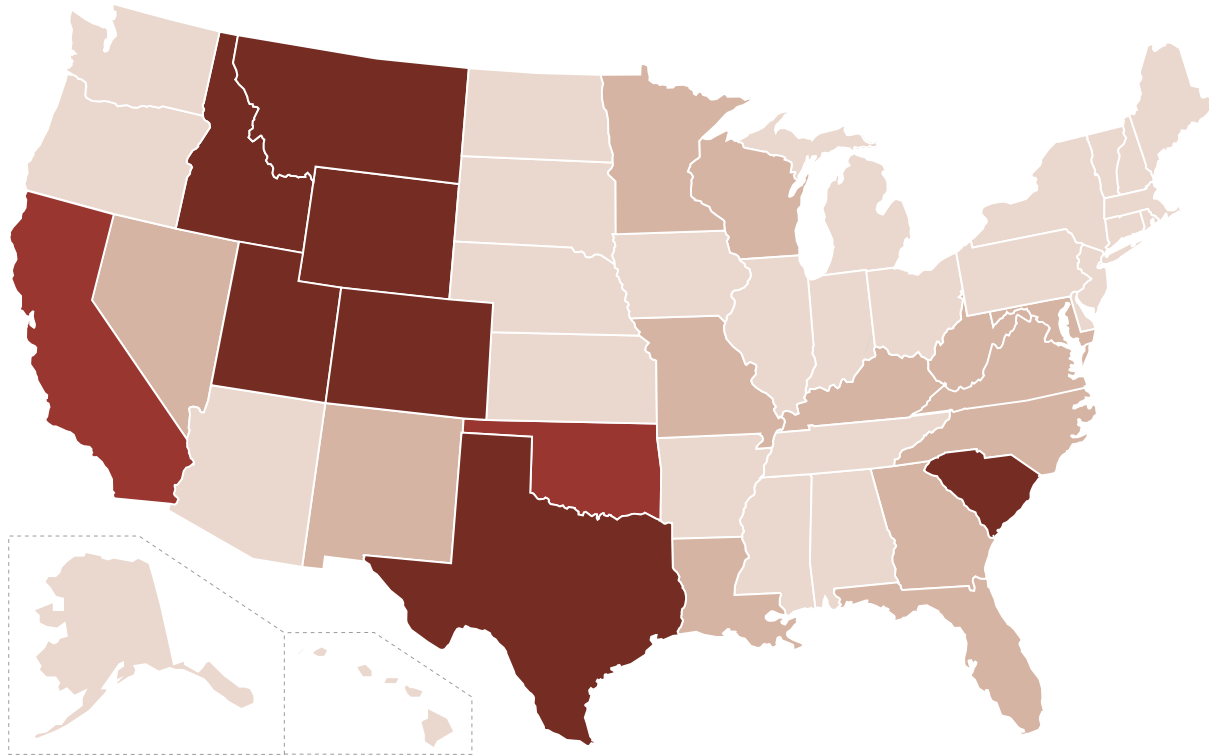
Annual percentage change in enrollment



Source: National Student Clearinghouse Research Center, Current Term Enrollment - Spring 2019

A leading state-level forecast of traditional-age college-going students shows sharp declines across much of the country through 2029.

< -15% -15% to -2.5% -2.5% to 2.5% > 2.5%



Source: *Demographics and the Demand for Higher Education* by Nathan D. Grawe

The general population is skeptical of colleges.

61%

**Tuition costs
are too high:**

84%

Students don't get the skills they need to succeed in the workplace:

65%

THE CHRONICLE OF HIGHER EDUCATION

merit aid to students.

In 2018, that discount for first-time freshmen at private colleges averaged more than 52 percent of tuition and fees, according to an annual survey by the National Association of College and University Business Officers (Nacubo). The average amount of tuition-discount aid has nearly doubled since 2008, the survey found, while the published price of tuition and

fees has increased 47 percent — meaning that the high tuition/high discount approach has become a losing proposition for some colleges.

“Tuition discounting has inched across the 50-percent mark at a time when most if not all institutions realize they have to be very conservative in their cost increases,” says Jim Hundrieser, vice president for consulting at Nacubo. “Both access and quality are equally important — and how do you balance those when you can’t raise tuition like you did in the 1980s?”

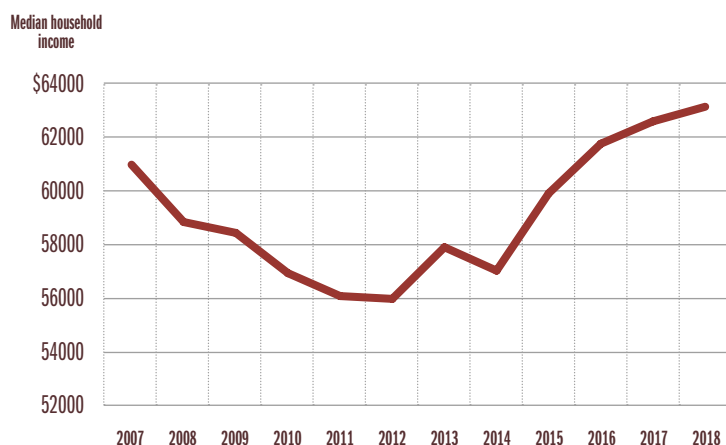
Since 2018 several small institutions in New England have shut their doors or announced plans to close, including Green Mountain, Mount Ida, Newbury, and Southern Vermont Colleges, and the College of St. Joseph.

Many higher-education experts say the overall number of closings is no higher than in the past. A study from the American Council on Education found that 86 percent of colleges that closed from 2014 to 2017 were for-profit institutions.

Mergers between colleges is another emerging phenomenon, seen as a way to overcome the challenges of lagging enrollment and the natural inefficiencies of small colleges. There is skepticism, though, that merging two similar institutions provides any buffer from the widespread challenges now facing such institutions. Looking at the 55 private, nonprofit colleges that ceased to exist between 2016 and 2019, Robert Witt and Kevin P. Coyne found that just 14 merged, and that all but one were either small or niche institutions absorbed by a larger college.

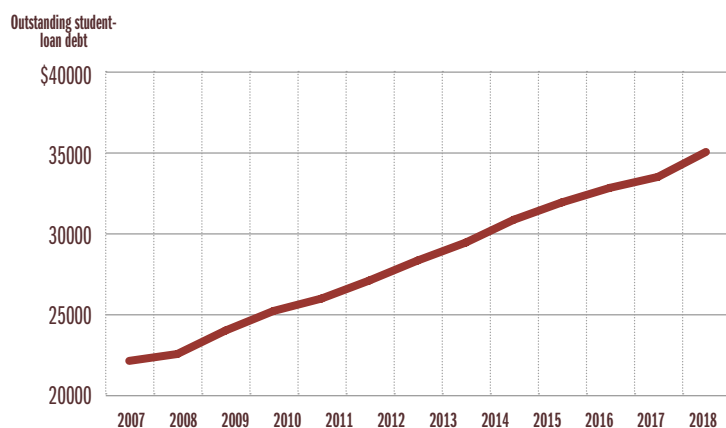
“So while there will likely be a handful of mergers among private nonprofit colleges in the future,” Witt and Coyne wrote in *The Chronicle*, “the data suggest that most will be unusual — based on atypical factors, like those of the past few years.”

MEDIAN HOUSEHOLD INCOME HAS RISEN ONLY SLIGHTLY FROM 2007



Note: Figures were adjusted for inflation and are represented in 2018 dollars.

OUTSTANDING STUDENT DEBT PER RECIPIENT GROWS STEADILY



Note: Average outstanding student-loan debt per recipient covers outstanding principal and interest balances. Figures were adjusted to 2018 dollars, except for 2019, which is in current dollars.

Source: *Chronicle* analysis of National Student Loan Data System's federal-student-aid portfolio summary

THE IMPENDING CLIFF

The Great Recession had another impact that will be felt across higher education: a steep drop in the nation's birthrate after 2008. This "birth dearth," as it has been called by Nathan D. Grawe, a professor of economics at Carleton College, will result in a decline in the number of traditional-age college students after 2025, and to shifts in enrollment patterns across the nation.

A chart of this phenomenon looks like a cliff with a 4.5-percent increase in high-school graduates between 2020 and 2025 then a nearly 9-percent-plunge that bottoms out in 2031, according to projections from the Western Interstate Compact for Higher Education. The effects will be far greater in certain parts of the country. In the Northeast and Midwest, the number of high-school graduates peaked in 2010 and is already on a long slide. By 2031 the expected number of high-school graduates in those regions will have fallen 14 percent, according to the Wiche data, with an even greater decline in certain states in those regions.

The number of high-school graduates is projected to fall more than 15 percent in five states in the Northeast — Maine, New Hampshire, New Jersey, Rhode Island, and Vermont. In the Midwest, three states — Illinois,

Ohio, and Wisconsin — are expected to face similar declines.

In the South and West, the trends look different, with a steady increase in high-school grads until the decline after 2025. By then "the South will generate about 10 percent more

"Both access and quality are equally important — and how do you balance those when you can't raise tuition like you did in the 1980s?"

graduates than in 2013 and will be primarily responsible for the growth predicted for the nation around 2025," says Wiche. "The West is projected to have modest growth (4 percent) in the total number of high-school graduates through 2024."

The regional changes are almost entirely the result of the differing rates of population growth among racial groups. As a whole, the



JON ENOCH, EYEVINE, REDUX

In September 2008, the investment bank Lehman Brothers went bankrupt, a key factor in the Great Recession, which led to a steep drop in the nation's birthrates. That decline is expected to trigger enrollment challenges for colleges in years ahead.

Looking Back: Enrollment Winners and Losers

PAINFUL YEARS FOR FOR-PROFITS

By 2017, overall college enrollment had dropped nearly 6 percent since its peak in 2010. The for-profit sector was the biggest loser, while enrollment in three sectors actually grew.

Sector	2010	2017	% change
4-year public	7,923,091	8,856,035	↑ 11.8
4-year private nonprofit	3,836,897	4,074,762	↑ 6.2
4-year for-profit	1,589,934	914,454	↓ -42.5
2-year public	7,218,063	5,706,678	↓ -20.9
2-year private nonprofit	32,683	48,390	↑ 48.1
2-year for-profit	432,851	186,701	↓ -56.9
All 6 sectors	21,033,519	19,787,020	↓ -5.9

Note: More than 60 percent of the gain for four-year public institutions and 38 percent of the loss for two-year public institutions can be attributed to two-year colleges becoming identified as four-year colleges after they began offering bachelor's degrees.

Source: Chronicle analysis of U.S. Department of Education data

A BIG JUMP IN EXCLUSIVELY ONLINE LEARNERS

From 2012 to 2017, enrollment of students who were exclusively taking distance-education courses dropped by more than 260,000 in the for-profit sector as that sector shrank. But growth in other sectors resulted in a net gain of nearly half a million students enrolled in distance education only.

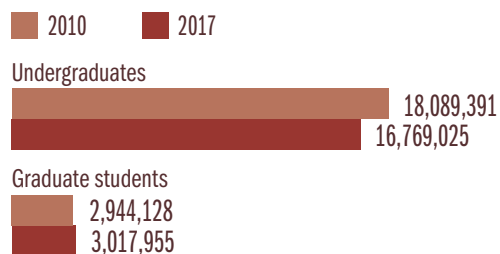
Sector	2012	2017	% change
4-year public	576,262	915,454	↑ 58.9%
4-year private nonprofit	468,284	778,775	↑ 66.3%
4-year for-profit	901,590	652,567	↓ -27.6%
2-year public	655,920	743,259	↑ 13.3%
2-year private nonprofit	767	19,721	↑ 2,471.2%
2-year for-profit	21,534	10,157	↓ -52.8%
All 6 sectors	2,624,357	3,119,993	↑ 18.9%

Note: 2012 was the first year the U.S. Department of Education required reporting of students enrolled exclusively in online education.

Source: Chronicle analysis of U.S. Department of Education data

UNDERGRADUATE LOSS

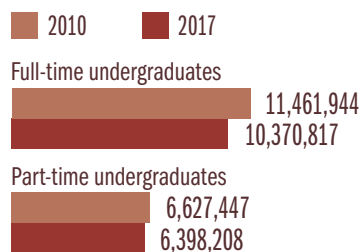
Enrollment of graduate students has grown, but not nearly as much as undergraduate enrollment has fallen.



Source: Chronicle analysis of U.S. Department of Education data

DECLINE IN NUMBER OF FULL-TIME UNDERGRADUATES

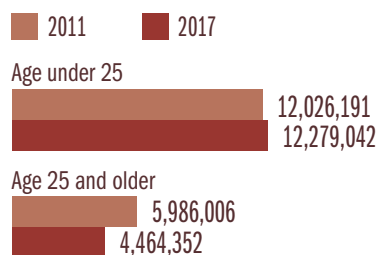
The number of full-time undergraduates fell more than the number of part-time undergraduates.



Source: Chronicle analysis of U.S. Department of Education data

ADULT UNDERGRADUATES ARE GETTING SCARCER

The number of undergraduates age 25 and older dropped by more than 1.5 million from 2011 to 2017, while the number under age 25 grew by more than 250,000.



Note: Figures represent all undergraduates whose age was known.

Source: Chronicle analysis of U.S. Department of Education data

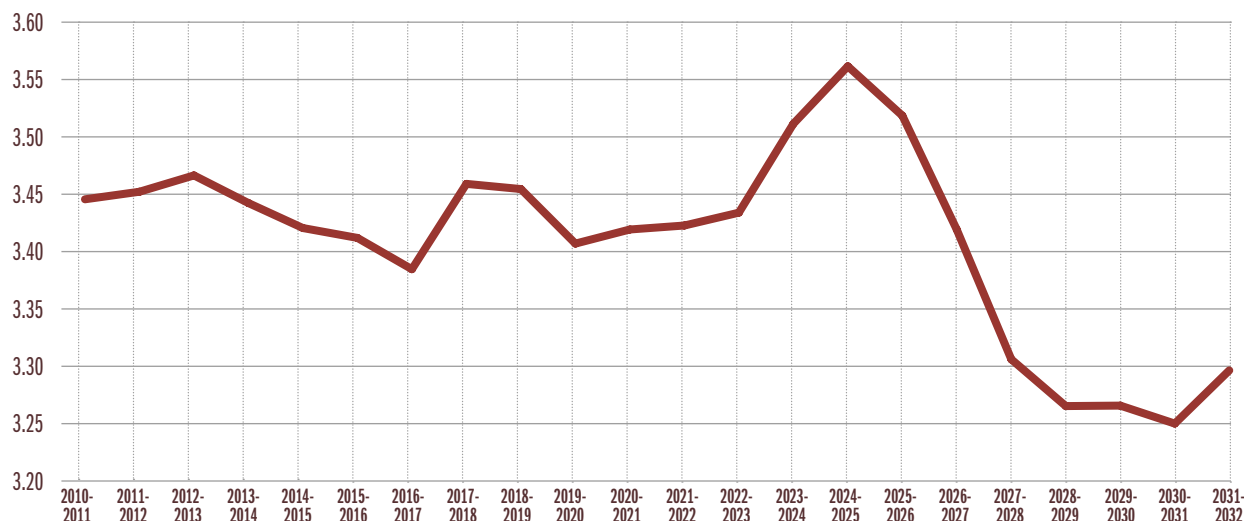
What's Ahead

HIGH SCHOOL GRADUATES IN THE U.S.

The number of new high-school graduates in the United States is expected to increase each year from 2020-21 through 2024-25. It will then fall each of the following four years, dropping by nearly 300,000 graduates from 2024-25 to 2028-29, a loss of more than 8 percent.

Projected change

in millions



Note: The number for 2010-11 is the reported count. Projections begin with 2011-12. Totals include graduates of both public and private high schools but exclude home-schooled students.

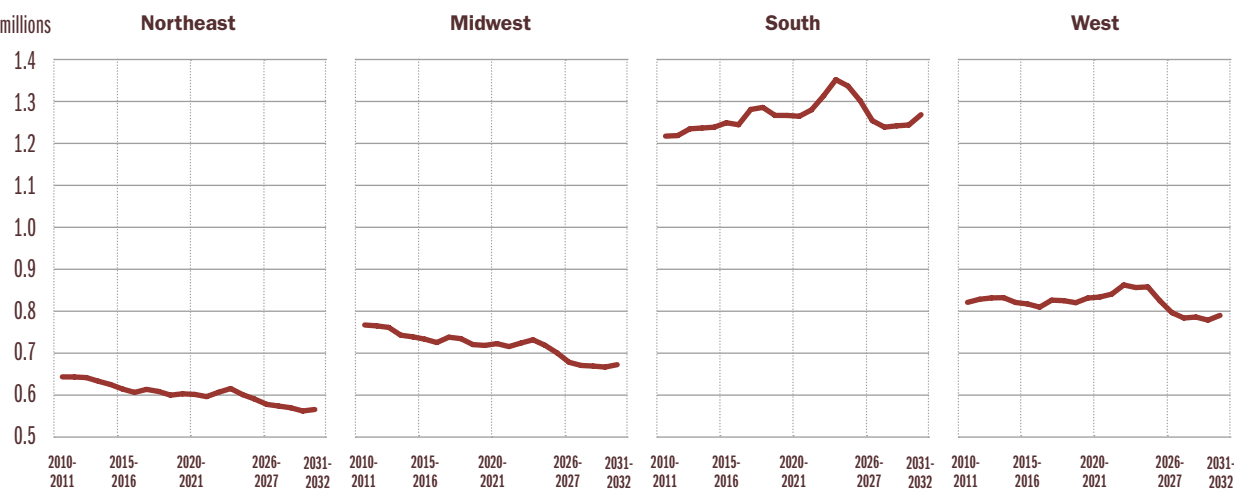
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016, www.wiche.edu/knocking

HIGH SCHOOL GRADUATES BY REGION

The number of new high-school graduates is expected to fall in three of the country's four main regions from 2010-11 to 2031-32, with growth projected only in the South. Declines in the Northeast and Midwest are already well under way.

Projected change

in millions



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016, www.wiche.edu/knocking

“It comes down to money at enrollment. I do see that it is more difficult for families to make that investment.”

United States is expected to have a majority-minority population by 2043, and the projections of high-school graduates follows accordingly.

The number of white high-school graduates will decline the most, according to the Wiche analysis: “By 2030, the number of white public-school graduates is projected to decrease by 14 percent compared to 2013.” The increase in the number of students of color, however, will almost match the decrease in white students for several years, before students of color, too, will decline somewhat, says the Wiche report.

“Between 2018 and 2028, growth in the number of non-white public-high-school graduates is projected to replace the numerical decrease in white graduates to a varying extent,” the report says. The number of minority students will also decline somewhat after 2029, Wiche estimates, but will still be higher than in 2013.

The number of Hispanic high-school graduates will grow by nearly 50 percent before 2025, the Wiche report says, before it falls about 14 percent by 2032. The number of Asian high-school graduates is far smaller but is expected to grow consistently beyond the next decade.

WINNERS AND LOSERS

The demographic forecasts are little surprise to many in higher education. But Grawe has made a more nuanced analysis of how they may affect college enrollment by projecting how the demographic changes will affect the students

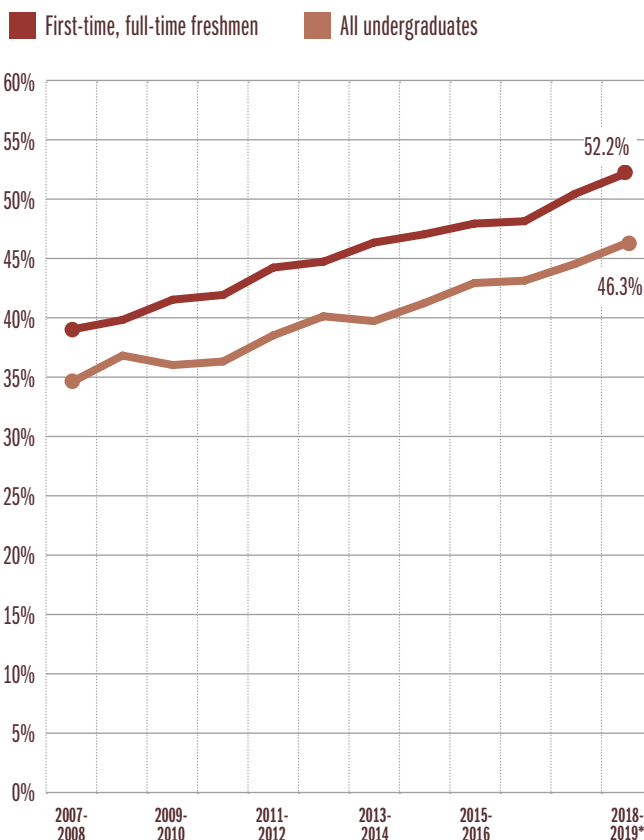
who are most likely to attend college.

At the broadest level, enrollment may be hit hardest by a decline in white high-school graduates, who have typically made up the majority of the college going population, Grawe writes in his book, *Demographics and the Demand for Higher Education* (Johns Hopkins University Press, 2018). The areas that will see the biggest declines in white students also have the largest number of colleges, especially small, private ones.

At the same time, the expected increase in the number of Hispanic high-school graduates will be concentrated mostly in the Southern and Western states — which have had a lower concentration of colleges and lower rates of col-

TUITION-DISCOUNT RATES KEEP GETTING MORE GENEROUS

The share of revenue from tuition and fees that went back to first-time, full-time freshmen at private nonprofit institutions in the form of scholarships and grants surpassed 50 percent for the first time in 2017-18.



*Preliminary estimate

Source: National Association of College and University Business Officers



The projected decline in the number of high-school graduates is expected to be especially steep in the Northeast. Pictured here is the campus of Boston Latin School, a historic secondary school.

lege going. Those changes won't automatically mean a big decline at all colleges in the Northeast, or an increase in the number of students in the South, Grawe writes. Instead, enrollment patterns at individual institutions will depend to a large degree on their status and reputation.

Grawe's work should have hit any college leader "like a ton of bricks," says Kent Devereaux, president of Goucher College, just outside Baltimore. Colleges are in trouble, he adds, if they're "not looking at those numbers five years out and saying what are we going to do to be prepared for that?"

The likely winners in this scenario are, not surprisingly, very selective private colleges and flagship public institutions that have a well-known brand and the ability to recruit students across state lines and even internationally. In his book, Grawe projects that enrollment at such institutions could grow by nearly a quarter before 2025, when their enrollment would fall by 9 percent.

Not all of the projections are gloomy. Grawe explains that his book is looking at future demand for higher education based on current practice and policy. But there is a much higher percentage of college-educated parents

than in the past, and their children are more likely to attend college than previous generations were.

If the overall number of high-school graduates declines and the most-selective colleges do not increase their capacity, then a sort of spillover of students could enroll at less selective institutions, Grawe writes. Another possible bright spot, he says in an interview, is that there has been a sharp increase in the percentage of Hispanic students who are likely to attend college. If that trend holds, it could offset at least some of the expected decline in overall enrollment.

However, the bulk of colleges that are not selective, or that offer open access, and rely on students who live within driving distance, will be more subject to the demographic trends of the region, according to Grawe.

Two-year colleges in particular could be the biggest losers. "The primary challenge for the two-year sector in the next 15 years is clear: dramatically reduced enrollments," Grawe writes. "Indeed, the expected rate of contraction in two-year enrollments is almost 20 percent faster than for college enrollments in general."

Enrollment challenges are “top of mind” for campus leaders, says Martha Parham, senior vice president for public relations at the American Association of Community Colleges. Small, rural colleges are at the greatest risk for a steep enrollment decline, she says, even though they are crucial to their communities as the only available option for higher education.

“What happens in a social-justice sense,” she asks, “when there is no access to higher education in those areas?”

Others are concerned that even as the share of minority students increases, more-selective public colleges will continue to focus their recruiting efforts on white students. James Kvaal, president of the Institute for College Access & Success, says minorities are already overrepresented at community colleges and regional public institutions, which get far less support per student from state governments than do flagship universities.

NEW SKEPTICISM AND PRICE SENSITIVITY

On top of the fiscal and demographic pressures, colleges are facing a skeptical public, which now questions both the ability of higher education to prepare students for the workplace and the cost of doing so.

A 2019 poll by the think tank New America found that most respondents believe that people with college credentials are better able to find job opportunities. But only a third think higher education is “fine just the way it is.” A little less than half believe “Americans can get a high-quality education after high school that is also affordable.”

New America’s poll also found a majority who say community colleges and public four-year colleges and universities are worth the price (81 percent and 65 percent, respectively). But lower proportions of respondents believe that pri-

vate (44 percent) and for-profit (40 percent) colleges are worth the price.

Some in higher education believe that price sensitivity is starting to affect the competition for students. The number of colleges that are keeping their applications open past May 1 has increased by 27 percent in recent years, according to the National Association for College Admission Counseling.

Some selective private colleges, like Bucknell University, that have in the past had no trouble meeting enrollment goals are now losing students to lower-priced public universities with similar academic programs. Bucknell’s biggest competitor has become Pennsylvania State University, with the University of Delaware also among the top five, probably because it has a more-aff-



Dennis Gephardt, a vice president and higher-education analyst at Moody's Investors Service, says only the most selective private and public colleges are now protected from price sensitivity.

fordable engineering program, says Bill Conley, Bucknell's vice president for enrollment management.

Dennis Gephardt, a vice president and higher-education analyst at Moody's, says only the most selective private and public colleges are now protected from this price sensitivity. "For most of the middle, that's not the case," he says. And even if they are meeting enrollment targets, they may be "hitting a wall on the price," he says, finding themselves trapped in the cycle of spending more on financial aid than they are generating in net tuition revenue.

Price could also become a big factor in the decision of students who might be considering a niche institution, such as a women's or faith-based institution, says Joshua Brown, an instructor of leadership, policy, and foundations at the University of Virginia. "They will pay that extra price in order to be in that value-based environment. But if there comes a time when they question the validity of that environment, they've got public schools at home that are less expensive."

Niles, the president of NACAC, the admissions-counselors association, says liberal-arts colleges, too, could feel the pressure, because the public doesn't connect those institutions with career preparation. "I work for a liberal-arts institution, so people who are there have already considered the benefits," she says. "But families have to make hard decisions. It comes down to money at enrollment. I do see that it is more difficult for families to make that investment."

WHAT COLLEGES CAN CONTROL

All of this adds up to a difficult future, not only for enrollment managers but also for administrators and faculty members across departments and disciplines. They will have to make key decisions about spending and revenue, about the kinds of students the institution can enroll, and about academic and support programs the college can provide for them.

In addition to the current challenges, the economy could suffer another recession, which would spur some new enrollment but also create greater financial uncertainty for both fami-

lies and institutions.

A recent development may also create even fiercer competition for students. In order to avoid a federal antitrust suit, NACAC has adopted new guidelines, which allow colleges to recruit students even after they have signaled their commitment to another college.

"Families have to make hard decisions. It comes down to money at enrollment. I do see that it is more difficult for families to make that investment."

Despite the scope of its problems, many think higher education will survive, though with a different look. Gephardt, the Moody's analyst, says more small, private colleges will close, but that mergers are a viable option.

One way forward, says Grawe, the economist at Carleton College, is to focus less on recruiting new students and more on practices to keep current students. "Demographics are the thing we have the least control over," he says, but colleges "can change practices to improve retention and graduation." Such an approach, he adds, might also help persuade students and the public about the value of the degree.

Many colleges will have to look beyond their traditional missions to serve a more diverse population of students, argues Niles. "It's too risky," she says, "to focus on white, wealthy students."

"Many of my colleagues, particularly those with experience, have seen the tide shifting and realize that no matter how well we market ourselves, there will be fewer students and different kinds of students."

SECTION 2

Phong Le, associate professor of mathematics at Goucher College, teaches a course in the new Integrative Data Analytics major there.



ROB FERRELL

Weathering the Storm

By LEE GARDNER

THE SIGNS have been there for years — warnings about waning demographics, a tougher time filling out fall classes, rising costs, rising resentment from tuition-paying families. As institutions fail to make their enrollment targets and eye their annual budgets nervously, it's clear that it's no longer business as usual for many colleges. The enrollment crisis is here.

Many colleges face an existential dilemma. They can hope and pray that the assumptions and practices that have sustained them for decades will, somehow, see them through an uncertain, and in many ways unpromising, future. Or they can look for ways to adapt to that future.

But adapt how? What strategies and tactics might help them shore up their finances, weather the worst of demographic challenges, stabilize their business models, and better prepare them to face a new age?

TAKEAWAYS:

Many colleges will have to change their usual practices, and not just compete for the same students, to survive the enrollment crisis.

Colleges should carefully consider what value they offer students, while balancing revenue, cost, and the right mix of academic programs.

It takes a united board and leadership to bring about genuine transformation.

Colleges must update their program offerings to reflect student demand, but must handle program cuts with great care.

Some colleges are making an effort to recruit more international, adult, and lower-income students.

This section of the report examines some of the things colleges are trying, or pondering, to deal with the changes overtaking the sector. Colleges must consider their value propositions, and how well-prepared their leadership is to meet, and embrace, transformation. They must parse which groups of students they can wager on to build their enrollments. They must grapple with the critical balance of revenue and cost. And they must consider the mix of programs that will prepare them, and their students, for the 21st century.

What they can't do, most likely, is stand pat. "The days of yesteryear are gone," says John T. Lawlor, principal of Lawlor Advisory, a company that consults for colleges.

The crisis will challenge most institutions to some degree. "You've got a problem that is not just centralized to private colleges or third-tier publics," says Brian C. Mitchell, president of Brian Mitchell and Associates, a consulting company, and former president of Bucknell University and Washington & Jefferson College.

A small cadre of elite institutions with fat endowments and strong national brands can continue to enroll their pick of students. State flagships and public research universities should be insulated from the worst effects. But with the kind of student who can actually pay \$60,000, or even \$20,000, for a year of college in shorter supply, the high-tuition, high-discount financial model of many private colleges will be unsustainable. Many four-year public comprehensive universities, though relatively affordable, will feel the demographic pinch alongside their private peers.

Says Mitchell: The colleges that will be best positioned by 2030 will "be those that were the most adaptable."

For decades, colleges have tried to grow their way out of problems. In a survey of college enrollment managers and other administrators conducted by Maguire Associates

for *The Chronicle*, 79 percent of respondents said their institutions planned to grow enrollment in the near future. More than half of respondents hoped to increase the size of their freshman class in 2019, and 31 percent hoped to increase their class by more than 5 percent.

They shouldn't necessarily bet their budgets on that, according to Richard L. Staisloff, principal of the RPK Group, a company that consults for colleges. "Institutions across the board thinking they're going to grow 5 percent, that runs very counter right to what we know is going on in the marketplace," he says. Most colleges will not be able to rely on growth, but "it's way easier to just say that than to make the hard choices about how you're using the resources you already have."

QUESTIONING THE VALUE PROPOSITION

Perhaps the most fundamental thing college leaders must try to understand about their institutions in 2019 is what is their value? Not their financial worth, or their cultural or intellectual importance, or their benefit to their communities and their graduates, but what do they offer to students? And, critically, is what they offer something students want?

For centuries, colleges have been built and shaped to offer a breadth of knowledge — the humanities and sciences of the classic liberal-arts curriculum, professions like medicine and law, business and communications, even agriculture. This assembled bounty of subjects has taken on the aura of an indivisible whole-cloth good, a treasure well worth the sometimes six figures a student and her family

might pay for it.

It's true, data indicate that a college education remains one of the most valuable investments a graduate ever makes.

The education that colleges offer and the

Comment from the *Chronicle* survey

"I see private liberal-arts colleges as an endangered species. It's like Warren Buffett always said, 'It's only when the tide goes out that one discovers who is swimming naked.' There are a lot of naked swimmers out there."

education that students want, and need, however, may be mismatched in essential ways. For many inside and outside academe, the idea of a college education still evokes “the afternoon seminar underneath the spreading boughs of the pine tree talking about Emily Dickinson,” says Bryan Alexander, a futurist and senior scholar at Georgetown University. But for many recent high-school graduates, having

come of age in the wake of the Great Recession, the intellectual benefits of college may be subordinate to connecting to the world of work. That may mean less Dickinson and more cybersecurity or data analytics.

Many colleges live in denial of the changes in what students want, especially their interest in career preparation, and see ebbing enrollment as only a marketing challenge. They

SAMPLE OF PUBLIC INSTITUTION ENROLLMENT NUMBERS 2018-19

We collected enrollment data for 2018 and 2019 from a sampling of colleges around the country. (Note: Data from some of the colleges is based on preliminary figures. Year-by-year enrollment numbers can be volatile, and the factors involved can vary.)

<u>Institution</u>	<u>2019 Enrollment</u>	<u>2018 Enrollment</u>	<u>Change</u>	<u>State</u>
Black Hills State U.	3,858	4,035	-177	S.D.
Bloomsburg U. of Pennsylvania*	8,689	8,924	-235	Pa.
California U. of Pennsylvania	6,842	7,312	-470	Pa.
Dakota State U.	3,268	3,382	-114	S.D.
Dixie State U.	11,193	9,950	1,243	Utah
U. of Florida	56,361	56,079	282	Fla.
U. of Illinois at Urbana-Champaign**	51,196	49,339	1,857	Ill.
Indiana U. of Pennsylvania	10,636	11,325	-689	Pa.
U. of Iowa	32,535	32,948	-413	Iowa
Iowa State U.	33,391	34,992	-1601	Iowa
U. of Michigan	47,852	46,488	1,364	Mich.
U. of Nebraska at Lincoln***	25,332	25,820	-488	Neb.
U. of New Mexico	22,792	24,393	-1,601	N.M.
Ohio U.	68,262	68,100	162	Ohio
U. of Oklahoma	31,244	31,702	-458	Okla.
South Dakota School of Mines and Technology	2,529	2,654	-125	S.D.
Southern Utah U.	11,224	10,196	1,028	Utah
Texas A&M U.	69,465	69,367	98	Tex.
U. of Utah	32,852	33,023	-171	Utah
Utah State U.	27,810	27,932	-122	Utah
Utah Valley U.	41,735	39,931	1,894	Utah
U. of Vermont	13, 548	13,395	153	Vt.
Weber State U.	29,644	28,247	1,397	Utah
Western Michigan U.	21,062	21,720	-658	Mich.
U. of Wisconsin at Madison	45,319	44,411	908	Wis.

Note: * Bloomsburg welcomed the largest first-year class in its history in 2019. ** 2019 enrollment is the largest in the U. of Illinois at Urbana-Champaign's history. ***According to a press release, a slump in international-student enrollment had a significant impact on this year's total

SAMPLE OF PRIVATE INSTITUTION ENROLLMENT NUMBERS 2018-19

We collected enrollment data for 2018 and 2019 from a sampling of colleges around the country. (Note: Data from some of the colleges is based on preliminary figures. Year-by-year enrollment numbers can be volatile, and the factors involved can vary.)

<u>Institution</u>	<u>2019 Enrollment</u>	<u>2018 Enrollment</u>	<u>Change</u>	<u>State</u>
Allegheny College	1,775	1,771	-4	Pa.
Assumption College	2,446	2,429	17	Mass.
Bennington College	799	796	3	Vt.
Carlow U.	2,022	2,076	-54	Pa.
Case Western Reserve U.	11,874	11,891	-17	Ohio
Clark U.*	3,498	3,122	376	Mass.
Colgate U.	2,994	2,978	16	N.Y.
Creighton U.	8,821	8,910	-89	Neb.
Dickinson College	2,120	2,377	-257	Pa.
Dordt U.**	1,547	1,569	-22	Iowa
Gettysburg College	2,623	2,644	-21	Pa.
Le Moyne College	2,684	2,674	10	N.Y.
Midland U.	1,254	1,238	16	Neb.
Mount Holyoke College	2,190	2,208	-18	Mass.
Northwestern College	1,412	1,307	105	Iowa
Rochester Institute of Technology	18,897	19,047	-150	N.Y.
Union College	2,157	2,178	-21	N.Y.

Note: *Clark's class of 2023 is one of the largest in recent years. ** While Dordt had a decline in students from last year, 2018 was its largest enrollment ever, and 2019 was its second-largest.

may think, “We’re doing great work, and it’s the right stuff, and if only more people knew we were doing it everything would be solved,” Staisloff says, but in many cases, “that’s just not true.” Institutions need to do a good job telling people about what they have to offer, but they must make sure that what they offer is something students want.

College leaders still pin their hopes more on salesmanship than on reconsidering what they’re selling. In the *Chronicle’s* survey of enrollment officers and other administrators, 68 percent of institutions had put more resources into digital marketing over the past five years to bolster enrollment, and only 47 percent had started new academic programs out of perceived demand, even though the latter was considered slightly more effective.

Leaders at the College of Wooster, in

Ohio, knew that they needed to figure out how to inspire more students to enroll. “We looked

Comment from the *Chronicle* survey

“Especially for private schools, outcome data are emerging as critically important. It is frustrating that lower-cost state schools get praise for their cost and ‘value’ but frequently don’t get called out on their low/poor outcomes like retention or four-year graduation rates.”

each other in the eye and asked honestly, who in this room knows what would be inspiring to 17-year-olds?” says Sarah R. Bolton, the president. Commissioning research to learn what its prospective students want has helped her and her cabinet move away from, “Let’s argue about which of these is the best idea because someone just thinks it’s the best idea.”

That doesn’t mean that Bolton plans to make all future decisions based on what 17-year-olds think, she says, “but it’s definitely the case that you don’t want to make decisions absent that information.”

For example, Wooster recently considered making leadership skills a focus of its appeal to students. Research indicated, however, that potential students weren’t much interested in leadership, but they were interested in a feeling of welcome and connection — not just for retention, but also for recruitment. “We were surprised to find that, in our market study, that was actually the highest impact thing we could do,” Bolton says.

LEADING FOR CHANGE

Lawlor, the consultant, says that he’s seen more college presidents look to market research to inform their thinking about where to steer their institutions. But many leaders still rely on practices and assumptions formed during boom times. That may leave them unprepared for maneuvering in a new reality.

Before Kent Devereaux became president of Goucher College, in Maryland, he was president of the New Hampshire Institute of Art, in Manchester. When he took the institute job in 2015, the declining number of traditional-age high-school graduates in New England had already taken its toll. Enrollment at the tiny art college had dropped in each of the preceding four years to around 400 students. From the beginning, he says, he told the board of trustees that the institute would need to boost en-

rollment by as much as 15 percent per year. Failing that, he told them, the best strategy would be for the college to consider a merger with another institution.

Devereaux expanded the college’s recruiting far outside New England, and poured money into digital marketing. Enrollment grew by 5 percent the first year and 8 percent the next year. But after three years, enrollment still wasn’t growing fast enough, and data about declining demographics indicated that it wouldn’t get any easier. Devereaux and the board had had three years to ponder their chances and their options, and they decided, “We’re not gonna be able to outrun this,” he says. The institute spent a year quietly looking for partners and merged with New England College in the summer of 2019.

Devereaux took the job at the institute knowing that marketplace conditions might mean that the college would not make it, but he was surprised to find “how few college presidents, and how few boards, were even aware of the issue.” Several New England colleges had gone out of business during the previous three years, but during the merger process, he says, “I would get all kinds of calls from other presidents and other college boards. No clue. No clue.”

Reality is setting in for more leaders, Lawlor says, and he’s seen more presidents and boards work together to face it. But there are still exceptions.

When Roger N. Casey interviewed for the job of president of McDaniel College, in Maryland, 10 years ago, he asked the board, “Do you have the stomach for change?” No matter what they profess, trustees may not be ready for real change, or be patient enough to see it through.

Over the past decade, McDaniel has responded to changing demographics by more heavily recruiting lower-income students and students of color. In early 2019, the college eliminated five majors, including French, Ger-

Comment from the *Chronicle* survey

“Currently presidents and boards expect enrollment departments to perform miracles each year to enroll enough students to survive, often on a shoe-string budget. We’d like to do more, but are forced to live within our means. It’s not sustainable.”

Sarah R. Bolton, president
of the College of Wooster,
welcomes new students
to campus.



man, and music, and announced new programs, including criminal justice and health sciences. McDaniel enrolled 637 new students in fall 2019, its largest incoming class ever.

Casey credits the board's support and patience for much of the college's transformation. "There are a lot of people who think, OK, we're gonna make this shift, and if it doesn't work, next year, let's do something else," he says. With strong and unwavering board support, "you can do some things that are really difficult to do in places in which you've got a divided board."

A united board and leadership can make the difference, but so can a united cabinet. Having a tight team around him, Casey says, helped the college move quickly and decisively to make changes. He recently talked to the president at an institution that had made similar academic shifts but had seen a significant enrollment decline. The president told him that the college had continued to recruit students for shuttered majors because the provost and vice president for enrollment "don't even talk to each other."

SEARCHING FOR STUDENTS

The challenge facing colleges isn't enrolling students, per se. That is, many colleges have "made good investments over the last decade-plus in the mechanics of the pipeline," Staisloff says, and are better at finding and recruiting students than they ever have been. But there are fewer fresh 18-year-old high-school graduates to be enrolled. The economics professor Nathan D. Grawe's analysis projects that the number of college-bound students in the Northeast and parts of the Midwest will drop by as much as 15 percent before 2029.

Colleges remain fixated on middle-class 18-year-olds for good reason. They are the students whose typically higher test scores and grade-point averages boost universities in national rankings and add to institutional prestige

— a key consideration for many colleges. They are often more likely to be able to afford higher undergraduate tuition, although they are also more likely to weigh the amount of merit aid in their college decision. Colleges have focused on them, and counted on them, for decades, so perhaps habit plays a role.

But at almost any college in a region that's demographically shrinking that's still trying to find "any path to growth by pursuing the same students that everyone else is fighting over, it's probably a road to nowhere," says John L. Comerford, president of Otterbein University, in Ohio. "We certainly still pursue those students, but that's not going to be an area of growth."

For years, colleges have bolstered their enrollment, and their tuition revenue, by recruiting students internationally, largely from India and China. More colleges have joined them. In the *Chronicle* survey, 37 percent of respondents said they had expanded international recruiting over the past five years, and nearly half had found it effective. Less than 30 percent of respondents said that they planned to expand international recruiting in the future.

The College of Wooster, for example, has successfully expanded its recruiting abroad. In the early 2010s, the college enrolled about 35 new students from other countries. For the past few fall semesters, it has brought in as many as 100 freshman from 41 different nations, about a fifth of its entering class.

But international recruiting faces an uncertain future. Indian and Chinese students now have better homegrown higher-education options than they did even a decade ago. China's growing global power, and its sometimes adversarial relationship with the United States, make it an unpredictable partner. McDaniel had planned to do a joint bachelor's-degree project with Anhui Normal University, in China, where students in the college's kinesiology

Comment from the *Chronicle* survey

"The collective push toward tuition discounting is ultimately an unsustainable arms race that will have detrimental effects on the capacity for institutions to thrive, let alone survive a future beset by demographic challenges."

program would study two years in China and two years in Maryland. “Overnight the Chinese government changes its mind,” says Casey, the president, and the program had to shift to three years and one year, respectively.

It doesn’t help that recent changes in U.S. immigration policy have effectively rolled up the welcome mat for foreign students. “Right now, the U.S. looks terrible on the world stage,” says Alexander, of Georgetown. In addition to the Trump administration’s Muslim ban, the ongoing series of mass shootings, even though most of them don’t take place on college campuses, “play beautifully in global media, from New Zealand to Morocco,” he adds. “We look like a bad and dangerous place, and that’s a serious enrollment hit.”

If more colleges try to recruit internationally, it will only increase the competition for students still prepared to come here. Colleges that have strong international recognition, or offer high-demand programs, can probably still bank on international students as a growth strategy, “but I don’t know that I’d hitch my wagon to that, over all,” Staisloff says.

If there is any place for global recruiting to expand, Alexander says, it’s sub-Saharan Africa. With the population of most of the developed world rapidly aging, “it’s the only region in the world that’s still producing 18-year-olds,” he says.

Most colleges are likely to try to recruit closer to home, among groups of students they had previously overlooked or bypassed. Public four-year colleges have long served as the next step for students transferring from two-year institutions, for example. About half of Illinois State University’s graduates arrive as transfers. But some private institutions are also looking at widening their funnel through transfer students. Goucher is one. “We’re looking at having people on the enrollment side focused on the transfer segment of our potential prospective students,” says Devereaux.

As with international students, the increased competition for first-time, full-time students may drive increased competition for transfers. At Evergreen State College, a public liberal-arts college in Olympia, Wash., transfer students made up about half of total enrollment.

But two years ago, the University of Washington at Seattle, about an hour away, made itself more transfer-friendly through more active recruiting and more transparent policies. To keep its share of transfer students, Evergreen State has sent staff members to community-college campuses to offer advising and transcript evaluations.

Adult learners represent one of the biggest untapped markets — more than 30 million Americans have some college credit but no degree, half again more than the 20 million currently enrolled. In Thurston County, Wash. where Evergreen is located, about 60,000 adults have some credit and no degree. “We’re having what feels like weekly conversations about how we might better serve adult learners,” Eric Pedersen, the college’s chief enrollment officer, says. The college does offer evening and weekend classes, but it doesn’t have many online hybrid courses, an increasingly popular medium for educating working people.

Otterbein used to focus a lot of effort on adults through a degree-completion program that it offered in cooperation with Columbus State University, enrolling as many as 900 students in classes that met on evenings and weekends. But the program faded away years before Comerford arrived in 2018. “Our traditional undergraduate population began to grow, so as the adult program shrank, you didn’t feel the pain of the lost revenue.” Otterbein is now looking to adults again to get beyond its traditional recruitment demographic, and hoping to offer more graduate, certificate, and professional development programs.

Colleges may benefit from building new

Comment from the *Chronicle* survey

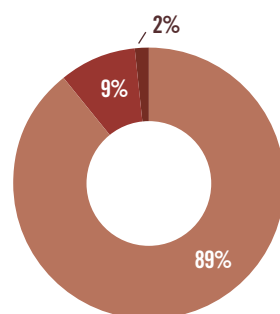
“Big dislocation this year, regionally and nationally, up and down the academic food chain. We thought we had until 2025 to get ready, but no! Hard to predict how this shakes out.”

Highlights From a Chronicle Survey of Enrollment Managers

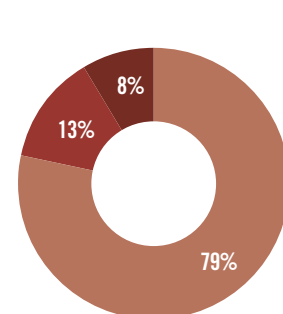
COUNTING ON GROWTH

Yes No I don't know

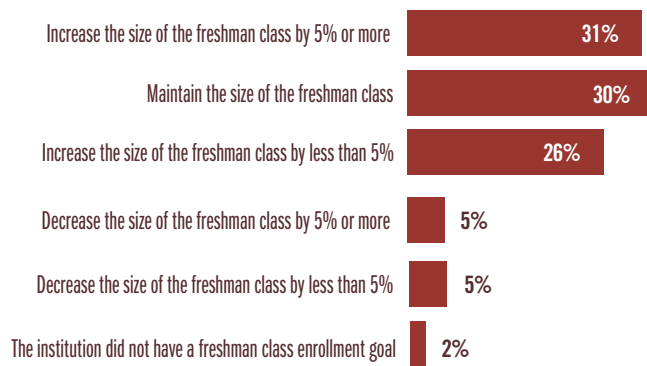
Has your institution looked to increase enrollment at any point during the past five years



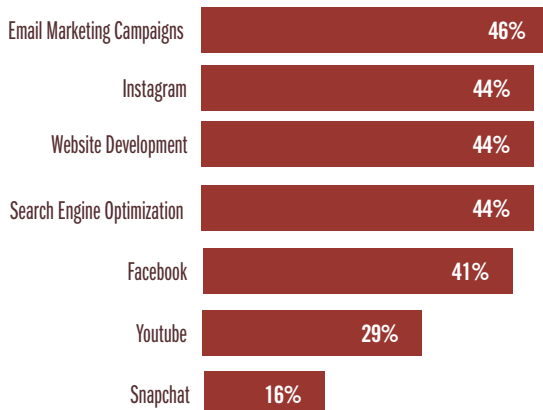
Will your institution look to increase enrollment at any point during the near future



How would you describe your institution's goal for the class entering in fall 2019?



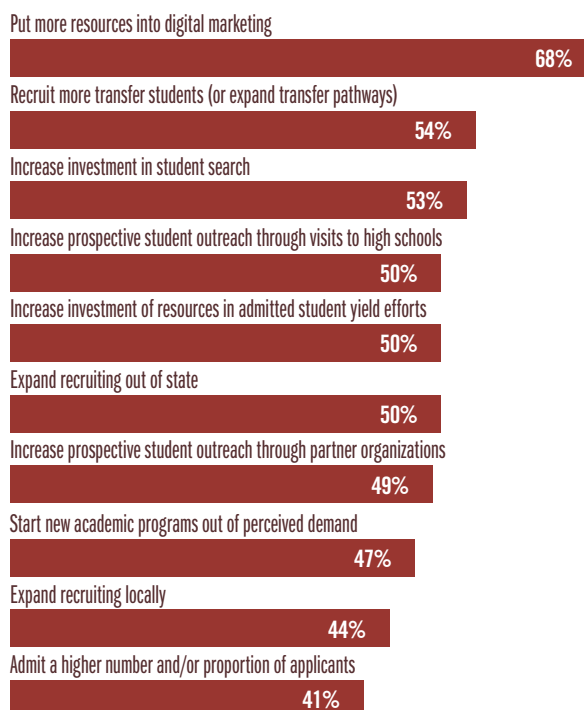
What platform did you or do you plan to focus on for digital marketing?



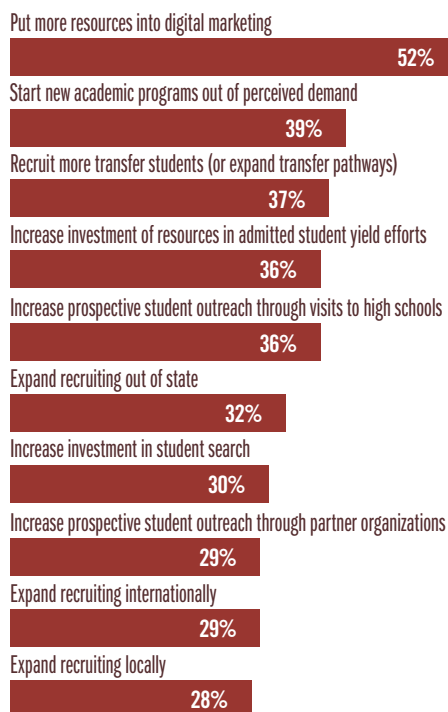
Source: From a survey conducted for *The Chronicle* by Maguire Associates in September 2019

TAKING ACTION

Which of the following strategies have you tried in the past five years to help bolster enrollment?



Which of the following strategies do you plan to try or continue in the near future to help bolster enrollment?



enrollment capacity among several different new types of students — in case international recruiting plummets, professional programs might welcome a wave of career-changers. “To borrow a metaphor from business, it’s having a balanced product portfolio,” Devereaux says.

While Grawe’s demographic analysis forecasts a dearth of traditional college-bound high-school graduates, it also points to a market that colleges could benefit from embracing. “The blue ocean in higher ed in undergrad is traditionally underserved populations,” Comerford says.

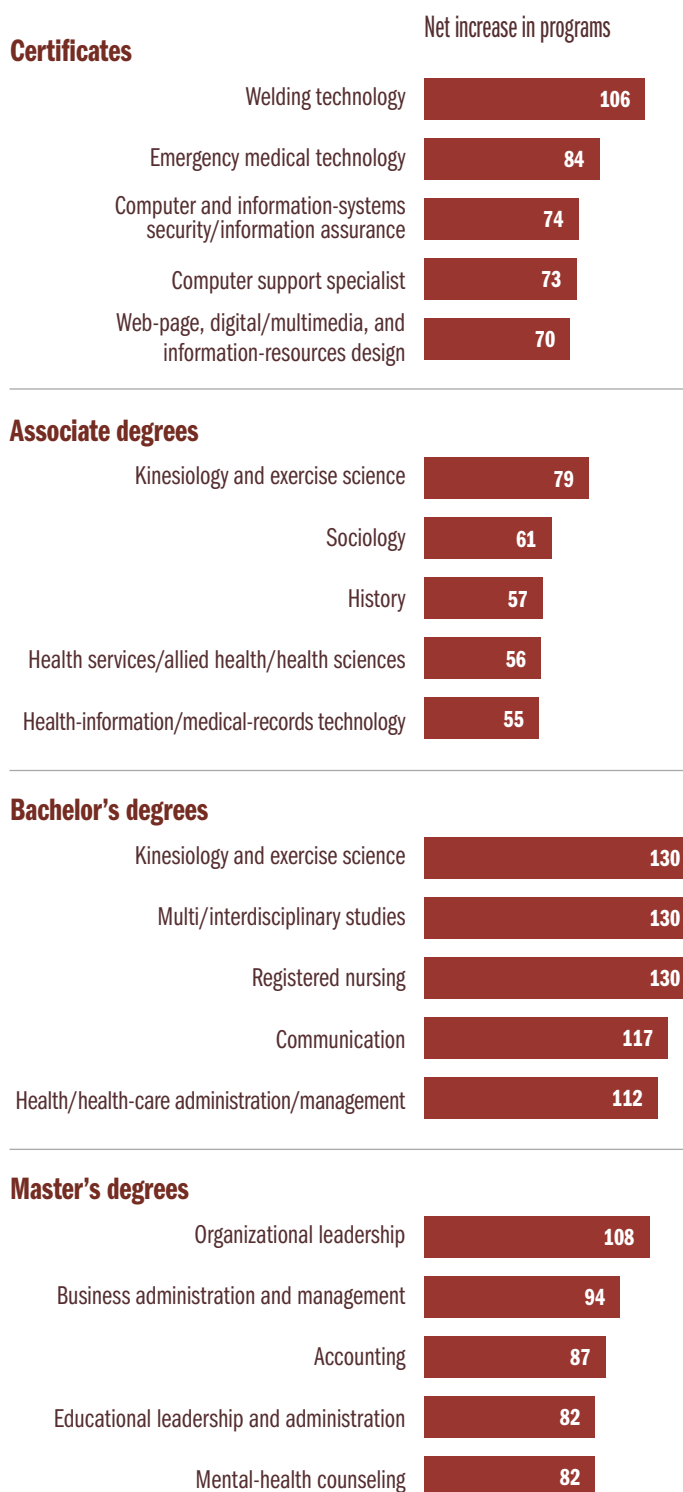
Casey agrees: “First generation is the future, and students of color, that’s the future.” Over the past 10 years, McDaniel, which is located in a county that is 93 percent white, has focused on recruiting and retaining students that other colleges perhaps weren’t working as hard to get. In the fall of 2007, the college enrolled one freshman from Baltimore, a predominantly African-American city about an hour away. In the fall of 2019, it enrolled 75, and McDaniel was two students shy of becoming a majority-minority institution.

Casey credits the college’s recruiting success, in part, to acknowledging the barriers students of color have faced and working institutionally to remove obstacles, including increasing need-based aid, eliminating application fees, and developing a summer bridge program for rising freshmen. It also entailed building relationships with high schools and organizations that serve communities of color, and doing well by their students. “Once you have those relationships established, there’s trust there,” says Janelle Holmboe, vice president for enrollment management and dean of admissions. “It’s very beneficial.”

The board recognized that, given the trends, if the college didn’t increase its focus on first-generation and lower-income students, and students of color, it wouldn’t be successful. “Look at the demographics — that’s where America’s headed,” Casey says. “If you

WHICH PROGRAMS ARE EXPANDING

These are the fastest-growing programs since 2010-11.



Note: The figures represent net change, or the difference between two numbers: (A) unique institutions (for certificate and associate-degree programs, two-year public colleges; for bachelor's- and master's-degree programs, four-year public and private nonprofit colleges) that reported at least one completion for the given CIP code in 2010 or 2011 but zero in both 2016 and 2017 and (B) unique institutions that reported no completions for that CIP code in 2010 and 2011 but at least one in 2016 or 2017.

Source: *Chronicle* analysis of National Center for Education Statistics data

don't know how to attract and retain diversity, if you don't understand inclusion, you're not going to be here in the future."

TUITION AND COST

About 40 percent of respondents in the *Chronicle* survey indicated that their institutions had raised their tuition-discount rates in the past five years to boost enrollment. Only about 19 percent said they planned to raise them again in the future. That difference jibes with a common view about the pricing of college: The high-tuition, high-discount model is unsustainable for many institutions.

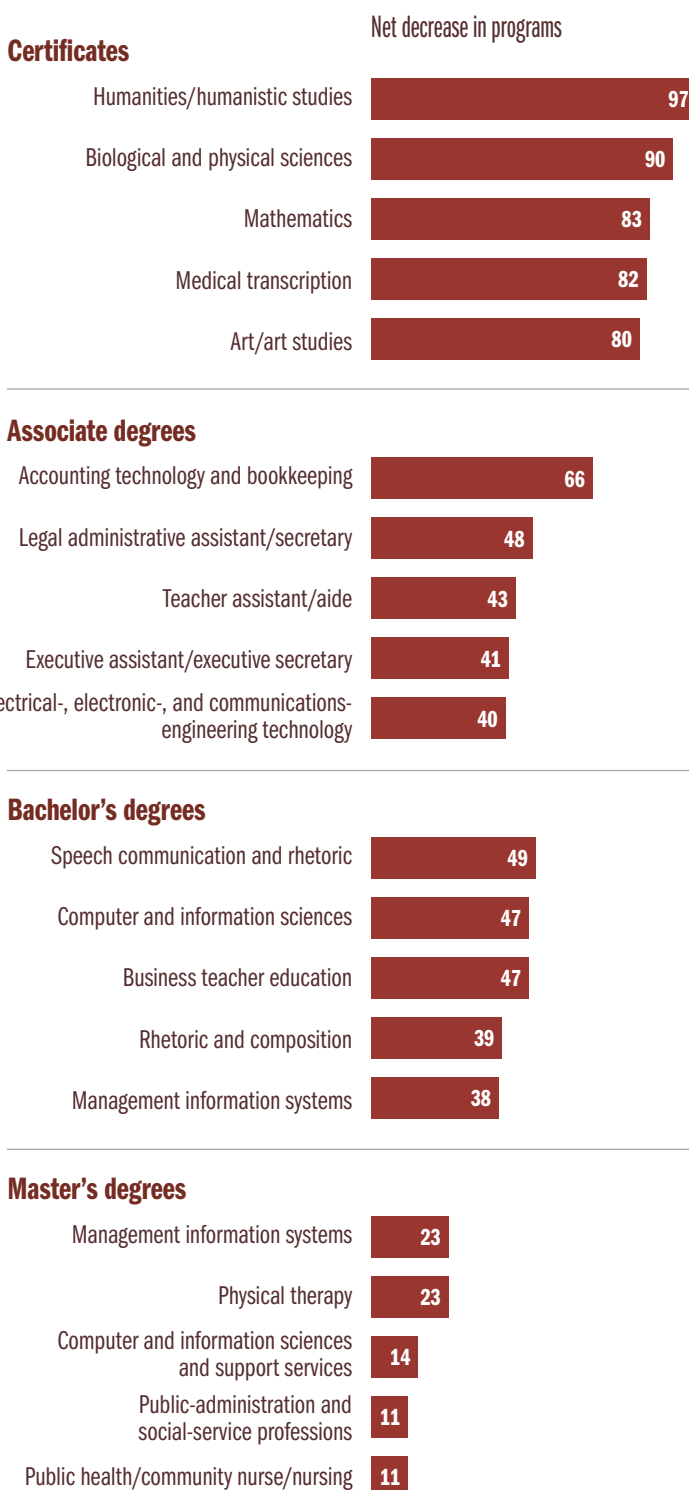
Nearly every year, most colleges raise tuition in order to help cover increased costs. It may only go up 4 percent, but 4 percent of, say, \$50,000 adds up to an extra \$2,000 of cost to students and families. Over the last decade, many colleges have also increased their tuition-discount rates at a steady pace, plowing more and more of the money they collect each year back into institutional aid for top students they especially want to attract, or to enroll more students with financial need. Each year, tuition keeps rising, and for many institutions, revenue falters or falls.

Tuition discounting has begun to become a factor even at public universities. As state support pancaked after the recession and has risen only fitfully, tuition rates are increasing and the competition for top students — or, sometimes, any students — has increased. In the early 2000s, Illinois State University offered about \$500,000 to potential students each year, says Jana Albrecht, associate vice president for enrollment management. Now it offers about \$32 million.

But it is at private institutions, which function without even a modest backstop of state support, that tuition discounting has created the most precarious predicaments. Staisloff, the

WHICH PROGRAMS ARE DWINDLING

These are the fastest-shrinking programs since 2010-11.



Note: The figures represent net change, or the difference between two numbers: (A) unique institutions (for certificate and associate-degree programs, two-year public colleges; for bachelor's- and master's-degree programs, four-year public and private nonprofit colleges) that reported at least one completion for the given CIP code in 2010 or 2011 but zero in both 2016 and 2017 and (B) unique institutions that reported no completions for that CIP code in 2010 and 2011 but at least one in 2016 or 2017.

Source: *Chronicle* analysis of National Center for Education Statistics data

consultant, says he knows of several colleges with discount rates of 60 percent or more for incoming freshman. Mitchell, the consultant, says he knows of institutions where discount rates have risen past 80 percent. These colleges have students, and may not look like they're in trouble, he notes: "The grass will be cut and the dorms will be full the day they close."

A coordinated strategy can make a difference. At Utica College, in up-state New York, total enrollment had grown steadily over the previous decade, but administrators were concerned about other numbers. In 2014, total cost of attendance was about \$42,000 a year, but the average family income among students enrolled was only about \$68,000. As at most colleges, tuition was still ticking upward every year. Families on the underside of that average income "were just writing us off based on sticker price alone," says Jeffery T. Gates, senior vice president for student life and enrollment.

Many Utica students from less affluent families who did attend were taking out loans, to the point that the college landed on *U.S. News & World Report's* list of the colleges where students have the most debt.

The college began a holistic look at its pricing structure, and at what it offered and how. In 2015, it decided to reset its tuition from \$34,000 to less than \$20,000. But it didn't just reset tuition. It offered new programs in neuroscience, criminal-intelligence analysis, and sports management on its main campus. It began offering health-care programs through three locations in Florida. It introduced new programs online.

Tuition resets have acquired a fraught reputation. In the short term, they can bring in more students, but they can also reduce net tuition revenue. In the long-term, tuition tends to creep back up to where it started. "When tuition resets don't work, it's when they are one-offs and not part of a strategy," Gates says. "You're just doing it as a knee-jerk because you

missed your class by 10, 20, 30, whatever the number was."

Utica's reset was, in fact, too successful the first year. More than 680 new freshman showed up for fall classes in 2016, almost 100 more students than the college had planned. Utica had to rent rooms in a hotel a mile and a half from campus to house all of its new class.

But the reset, and the strategy surrounding it, has paid off. Undergraduate enrollment is now 2,503, up from 2,190 in fall 2015. The freshman discount rate has dropped from 61 percent in fall of 2015 to 27 percent in 2019. With the lower tuition, federal and state financial aid meets more of tuition costs, leading to a decrease in loan debt. Net tuition revenue rose from about \$32 million in 2015-16 to \$55 million

Comment from the *Chronicle* survey

"With state institutions having their tuition pegged to inflation, it has reinforced the stance of many families that they want the least expensive, best option. We are continually being asked to match out-of-pocket expenses with state or lower-ranked institutions."

in 2018-19.

Colleges have to be careful about their price points, however. "Some students and their families see price as a proxy for quality," says Comerford, the Otterbein president. "The \$40,000 school must be better than the \$30,000 school." That's nonsense, he adds, but families "don't understand tuition discounting, and how those sticker prices are just, frankly, made up."

Otterbein's undergraduate enrollment peaked at about 3,200 students just after the recession, fell as low as 2,700, and has climbed back to 2,950. The university has rebuilt enrollment, in part, by focusing more of its recruitment efforts on first-generation and lower-income students — a strategy that comes with its own challenges. "The problem is, even if you're in the middle of the pack on price, your first-generation and low-income student will not understand how financial aid works and see that sticker price and be scared off."

In 2018, Otterbein offered to meet the full financial need of any student eligible for federal Pell Grants. Last year's incoming freshman class was 22 percent bigger, and most of that growth was among Pell-eligible students. But

even Pell eligibility isn't always clear to families, so this year the university offered to meet full need for any student whose family income is \$60,000 or less. "Just trying to make it as simple as possible," Comerford says.

Recruiting more lower-income students is not only a social good, it can also make financial sense. "In a great ironic twist, our discount rate is much, much higher for those students at the very high end of the merit scale," he adds. In the end, colleges may get more net tuition revenue out of some of their least affluent students.

Lawrence M. Schall, president of Oglethorpe University, in Atlanta, doesn't understand the focus on a college's sticker price. "If only 10 students are paying sticker price, why are people so obsessed with it?" he asks. He also doesn't care about a college's overall discount rate, which he calls "irrelevant."

Two other numbers matter more to him: "What are you spending per student, and what's your net tuition revenue per student, and are they sustainable?"

When he arrived at Oglethorpe in 2005, Schall found an institution in trouble. Enrollment had sunk to about 800 students, the discount rate was at 54 percent, and the university was running a \$4.5-million deficit on an annual budget of \$20 million. It was put on warning by its accreditor for financial instability. He asked the faculty to tear up their contract, left open positions unfilled, and cut some staff pay, among other cost-saving measures. "I did dramatic things early on, or we would have closed," Schall says.

As Oglethorpe recovered, aided by Atlanta's boomtown status, Schall kept the budget lean. The student-to-faculty ratio at the university is 16-to-1; at other private institutions, it may be more like 6-to-1. Schall has one assistant, not two or three. Carefully controlling the university's growth has helped him control costs.

For a presentation he gave at a Council of Independent Colleges meeting, Schall high-

lighted a list of private colleges ranked by the amount of money they spend to educate each student. At the top of the list were elite institutions that spend \$100,000 or more per student. "For the moment, they can afford to do this because they have endowments," he says.

In the middle of the list lay a strata of colleges that spend \$45,000 to \$55,000 per student, "many of them name brands," Schall says. Enrollment at some of those institutions has flattened or declined, "but they're still spending what they spent per student, or more, as they did when they were healthy" and are running structural deficits as a result. In the end, it doesn't matter what their discount rate is if they're not bringing in enough money to cover what they spend. (Oglethorpe's overall discount rate is about 60 percent.)

When Oglethorpe had 800 students, it spent about \$40,000 per student per year. Now it enrolls more than 1,200 students and spends about \$24,000 per student per year. Even with the university's enrollment success, "if we were spending just \$4,000 or \$5,000 more per student, we'd be in deficit," Schall says. The institution currently has a \$4-million operating surplus.

Comment from the *Chronicle* survey

"Our biggest challenge is the middle-income student. We have to raise more money to meet more need for that demographic."

Controlling costs comes with costs of its own. About 80 percent of classes at Oglethorpe are taught by tenured, tenure-track, or full-time contract faculty, but faculty are paid less than at some of its competitors. "That's not an easy issue to manage, morale-wise, because everybody would like to be paid more," Schall says. "But we're doing eight tenure-track

hires this year, which is a whole lot more hires than most schools our size."

Schall stresses that none of what he did was easy. He arrived in the middle of a crisis, but at most colleges it's going to be hard for incoming leaders to make big changes and survive. The bottom line remains the same. "You've got to align your expenses with your revenues on a sustainable basis, long-term," he says. "If your overall net tuition is not climbing at 3 to 5 percent a year, you're in trouble."

SHIFTING PROGRAMS

For most of the 20th century, most colleges offered essentially the same academic programs. If you wanted to major in history or German, you could do so at the small liberal-arts college in your hometown or the public comprehensive university down the road, or at almost any other four-year institution in the country.

The 21st century has spawned new fields, new modes of learning, and new demands, and colleges are still adapting. Big Data needs analysts, and the connected world needs cybersecurity specialists to protect it. A huge wave of aging baby boomers is driving a desperate demand for health-care workers. For good or for ill, many humanities majors have lost luster for college students. Many students expect to be able to learn the way they do so many other things — online.

Adapting academic offerings to the 21st century and its students is not only critical to colleges' continued relevance, it's a linchpin of their survival — especially in the face of daunting enrollment challenges. Elite private institutions and state flagship universities might be able to afford to maintain majors that attract so few students that they qualify as boutique, but most institutions will have to try to make the most of their limited resources. In many cases, that will mean cutting other programs. "You don't have more money to spend every year," says Devereaux, the Goucher president. "You're making choices."

Colleges are adding new programs to the mix. About 47 percent of respondents to the *Chronicle* survey indicated that they had added new programs out of perceived demand over the past five years. But only about 39 percent

said they planned to start new programs in the future.

If it were as simple as adding hot programs, there'd be little need for this report. But not every program is a good fit for every institution. Take, for example, health care. "I think right now you can't go wrong [with health care] in the U.S. because the demand is enormous," says Alexander, of Georgetown. "Every college in the U.S. right now could expand its medical stuff, and they would not suffer."

But not every hot major fits every institution. Nursing programs, in particular, are expensive to start, and, due to the demand

for instructors, expensive to staff, making them difficult for resource-strapped institutions to develop.

Plus the major of the moment often just doesn't match some institutional missions. As a public liberal-arts college, Evergreen isn't going to open a school of nursing, says Pederesen, the chief enrollment officer, though it is looking at offering some "mission-appropriate" new programs, such as community health and psychology.

Some institutions are moving beyond the traditional categories, however. Otterbein added an engineering program four years ago.

"That's quite a move for a liberal-arts college," says Comerford, the president.

Some avenues that have proved successful for some universities may no longer be open. Institutions like Southern New Hampshire, Arizona State, and Western Governors Universities have built huge online enrollments by catering to working adults, while brand-name colleges offer online MBAs and other executive education. Any college that hopes to build an online empire now would be competing against institutions with well-established and well-funded programs, says Mitchell, the

Comment from the *Chronicle* survey

"Some institutions will get smaller, and it's better to do so willingly, with a rightsized approach. I expect we will soon see more colleges and universities develop enrollment plans that call for smaller, not larger freshman classes, and these plans will require some strategic reallocation of institutional resources. Growth is no longer the singular answer to what ails higher education."



GOUCHER COLLEGE

Kent Devereaux, president of Goucher College: “You don’t have more money to spend every year. You’re making choices.”

consultant. “You’re going to get killed unless it’s local online programming for a particular program that reaches the work-force needs of a particular select region of the country.”

That doesn’t mean that online programs don’t matter. “As a surfer, I’ve realized you can’t catch a wave that’s past you,” says Casey, the McDaniel president. “We’re not going to be Southern New Hampshire University.” But McDaniel is building up its online programs because students expect it, especially for graduate education, and it does help with revenue.

But the fact remains that, as presidents are wont to say and many faculty members are loath to hear, “you can’t be all things to all people at all times in all ways,” says Casey. If a college has limited resources and wants to add

Comment from the *Chronicle* survey

“Every institution will need to find a balance of recruitment and retention as we enter the next 10 years. Not all institutions can grow. Some will find greater success flattening new student enrollment and focusing on retention and graduation.”

programs — and there are no rich donors in sight — it will probably have to eliminate or reduce others.

Cutting majors or entire programs — especially those that sit close to the heart of the traditional liberal arts — has raised outcry everywhere it's been tried. At the University of Wisconsin at Stevens Point, a 2017 proposal to close 13 majors led to a vote of no-confidence in the president and provost by faculty and staff members. (The university announced in 2019 that no majors would be shuttered after all.) But with waning demand for many existing programs and limited resources to launch new ones, college leaders may feel they have no other choice.

About three years ago, McDaniel College began a strategic-planning process that involved reevaluating its operations. It looked at streamlining operations, and found a way to cut its annual energy bill by about \$500,000. It looked at administrative efficiency, and cut a vice president position from the cabinet, among other moves. It looked at its curriculum, and a faculty committee examined data about courses and students and recommended that the college cut five majors. The subjects, including French, German, and music, “are critically important for the breadth of learning,” Casey says. “But there's not a demand for people to be majoring in these things.”

The plan to end the majors, announced in early 2019, drew predictable outrage. “My head was on a stake,” Casey says. “Constituent groups were in rebellion — student groups, alumni groups, faculty. ‘Run him out of town on a rail. He's destroying the liberal arts. Is this the end of our future?’” The controversy only dwindled when the college enrolled its largest ever class the following fall.

Comment from the *Chronicle* survey

“Families often do not understand net expenses. They receive a merit award upon acceptance from institutions with high tuition and high discount rates and stop working with institutions that may be more financially feasible with a lower tuition and a lower discount rate. The net comparison is vital, and families do not often enough come through the whole process.”

As planned, many of the cost savings from eliminating the majors will be diverted into eight new programs going through the process of approval, some of which were repackaged from existing majors to be more appealing for students. Mathematics, for example, will spin off actuarial science and applied mathematics, both of which will ideally feed a proposed master's program in data analytics. Since nearly half of sociology majors were focusing on criminal justice, it made sense to create a criminal-justice major. “This is a generation of students that, fortunately or unfortunately, they want to see

a major that looks like the name of the thing in life they want to do,” Casey says.

Cutting programs, like so many other things about running a college, must be handled with care. When José Antonio Bowen, the former president of Goucher, announced in 2018 that the college was cutting about a dozen majors, the resulting outrage was predictable. But some of the troubles that arose from the timing of the announcement took leaders at the college by surprise.

The mathematics major at Goucher had seen declining enrollment for many years, so it made sense to eliminate it. “The idea was to replace that with the new integrated data analytics,” says Devereaux, the president. The problem was that the math major wound down before the new program could be approved by the Maryland Higher Education Commission, which oversees policies for public and private colleges in the state. The analytics program is now up and running, and a new engineering science program is rolling out next fall, but “we had a year lag time,” Devereaux says. “That was a tactical mistake.”

WHAT'S AHEAD

Beyond the demographic data, the future for colleges is hard to predict, especially given some of the pressures now bearing down on academe.

The recent decision by the National Association for College Admission Counseling has raised the specter of colleges poaching enrolled students from other institutions. According to Pedersen, of Evergreen State, the chatter among his colleagues after the decision was that they will uphold the rescinded rules, “but at some point, somebody's going to break ranks, and it's going to be an administrator at a cash-strapped, tuition-driven place,” he says. “It's just awful to think about, but it's the time we're in now.”

As enrollment challenges ramp up at many colleges, the pressure may mount to consider a merger, sale, or closure. Mitchell suggests that college leaders not panic if the possibility arises. After all, mergers and other similar arrangements are nothing new. As Mitchell notes, he was once the president of Washington & Jefferson College, and “that was a merger. The 19th century is full of stories of mergers.”

If the need to look for a merger or consider closure is even a remote possibility, it must be taken seriously, and prepared for — mentally and otherwise — as a possible outcome. “Usually when a college closes, the faculty say, We didn't know. Well, why?” Mitchell says. Or the trustees say, We had no choice “but to do this because we're fiduciary stewards of this place. Well, you should have known that five years ago.”

Public institutions have the nominal

support of the state behind them, so they're less likely to face such existential questions, though institutions in Georgia and Vermont have merged. But being an arm of the state can make it difficult for public colleges to adapt quickly. Take application-fee waivers. Pedersen, at Evergreen State, wanted to make it easier for lower-income students to apply by dropping the \$50 fee. “Seems like a very simple topic to discuss and make strategic decisions about,” he says. But it turns out the fees are rooted in state legislative code, so he's waiting for a review from the attorney general's office.

While state governments can seem rigid and immovable, things can change quickly. Pedersen lauds Washington's support for its public colleges, but adds, “we're not fools.” A significant change in the governor's mansion or the legislature, and the system could see the kind of deep cuts to state support that have roiled the University of Alaska system.

With all the uncertainty in the air, some colleges are betting that what has brought them this far will sustain them into the new century — with probable tweaks. The on-campus residential experience is “the heart

of a place like Otterbein,” says Comerford, the president. “There is a bet that we're making that there will continue to be demand from traditional-age students for that kind of experience.

“It is not the most efficient way to do education,” he adds. Small classes, tenured professors, and campus athletics “are all more expensive than putting a bunch of students in an online course. But we happen to think that, for the population we're working with, it's better.”

Comment from the *Chronicle* survey

“With a shrinking middle class with a lack of access to discretionary income and/or the reluctance to pay, colleges and universities should be very sensitive to the contraction of available market share among students who are able to afford to pay for college. Tuition resets and/or tuition freezes are a good first step toward addressing this problem, but colleges should do more if they expect to regain market share.”

SECTION 3

Advanced Cinematography is offered at Oglethorpe U., which raised enrollment by matching in-state tuition for applicants with good credentials.



OGLETHORPE U.

How Colleges Are Responding

COLLEGES THAT are planning for the demographic future in the next decade are not waiting to take action. They are taking steps now — analyzing student demand and changing their mix of academic programs, seeking out new student populations, and carefully tracking their costs.

What's clear is that no one strategy will work wonders — most colleges will need several. As Scott Steinberg, vice president for university admissions at the University of New England, puts it: “One of the reasons for UNE’s recruitment and overall success is our diversified enrollment portfolio.”

In this next section, we examine how 10 colleges are trying a variety of strategies to get ahead of the enrollment crisis.

STRATEGY:

Lower the sticker price and emphasize career preparation

A Liberal-Arts College Adds Free Summer Courses and Lowers Its Tuition

“Increasing enrollment in the Midwest is stunningly difficult,” says Lori E. Varlotta, president of Hiram College, located in a rural town between Cleveland and Youngstown. With just under 900 full-time undergraduates on a campus that could easily accommodate 1,250, the liberal-arts institution is “holding steady at a time when we need to increase,” she says. So Hiram has made another in a series of enrollments bets.

It had already branded a curriculum reorganization as “the New Liberal Arts” — it even trademarked the term — and then followed up with another trademarked program, “Tech and Trek,” which gave every student both an iPad Pro and a pair of hiking boots (the goal being “mindful” use of technology).

Next it announced a tuition reset, starting in 2020, from \$37,710 to \$24,500, allowing it to say Hiram is “one of the best-priced four-year private colleges within and beyond Ohio.” The college will further sweeten the deal by making two summer courses free for each student, eliminating \$2,350 in mandatory fees, and — thanks to a generous trustee — offering paid, for-credit summer internships and research opportunities.

The latest changes, Varlotta says, are “based as much on augmentation of learning and career development as on

tuition savings.” Or to put it another way: Students are worried about getting jobs after they graduate — and their parents are worried about that, too, in addition to being concerned about the soaring cost of higher education. For Hiram, emphasizing career preparation while cutting tuition 35 percent seemed like a good combination.

Varlotta says that the two free summer courses and the internship possibilities move Hiram toward offering a three-year degree, especially for students who come to the campus with Advanced Placement credits. For those not in a rush to graduate, the summer courses might let an athlete take a lighter course load during a busy sports season, or allow a theater major to spend extra time working on a show.

The college also hopes the summer offerings will help improve retention by keeping students who need summer courses on campus. Currently, some students take classes elsewhere — their local community colleges, for instance — and end up not returning to Hiram. Varlotta adds that students have told her the free summer courses will help them avoid “summer slide.”

Still, the tuition cut is the headline. “We did a lot of research on resets — 14 months’ worth,” says Varlotta. “We decided the current high-price/high-discount model is broken.” The sticker price



Lori Varlotta (center), president of Hiram College, confers with other campus leaders in the dining hall. They are making major changes to raise enrollment.

MICHAEL F. MCELROY FOR THE CHRONICLE

can intimidate families who have never sent a student off to college and have no experience with the complex financial-aid process. “We’re hoping that middle-class families will see a \$24,500 sticker price and say, That’s pretty reasonable,” she says. “We didn’t want them to see our sticker price and immediately think, I can’t afford this private college.”

The tuition reset and other recent changes come after its lenders had forced Hiram to reduce costs significantly. Starting in 2014, the college began a series of cuts in administrative staff and then in the faculty — the latter after an intense self-study led by Judith Muyskens, the dean and vice president for academic affairs.

The faculty, Muyskens says, had

been the right size for an institution of 1,100 or 1,200 undergraduates, but not for a college of 900. Plus, Hiram’s academic offerings were out of sync with students’ interests. After closely examining all the data it could find, Hiram cut 11 faculty positions and re-configured its curriculum, eliminating some majors and combining others, or making them minors — and affecting only 18 students.

But the college has also been adding programs in areas where it sees demand, such as sports management, integrated exercise science, criminal justice, and design. These have been folded into the traditional liberal-arts curriculum. “College presidents want the liberal arts to survive,” Varlotta says. “You have to figure out the both/and.”

She credits her cabinet members for proposing and honing the recent changes, and a five-member team of trustees for vetting them. But will the changes make a difference in a time of extraordinary competition for applicants? Varlotta says Hiram modeled the financial impacts of the tuition reset and additional offerings as well as it could, but since no other college she knew of had tried this combination of sticker-price cuts and program additions, the predictions involved a fair amount of guesswork.

“We’ve modeled it so the first few years are revenue-neutral,” she says. “Hopefully, through volume we’ll be revenue-positive in the second or third year. Hopefully, we’ll have more students.”

STRATEGY:

Develop distinctive programs and focus on online growth

Maine's Largest Private University Defies the Odds

Not only is the University of New England located in the region of the country that's being hit the hardest by the student demographic crunch, but it's also in Maine, the state at the forefront of the crisis. Maine's population of 1.3 million is the nation's oldest, with a median age of 44.2; the national median is 37.7. The number of high-school graduates in the state is projected to continue to fall, by about 14 percent through 2032.

And yet UNE has been able to defy the odds and to grow, through a strategic mix of new or expanded programs and a focused online presence. With campuses in Biddeford and Portland, Maine; a campus in Tangier, Morocco; and a growing online division, the university has a total of 6,000 degree-seeking students. And in 2019, it welcomed one of the largest undergraduate classes in UNE history, with 817 incoming students, versus 749 the year before.

After a decade of growth, Maine's largest private university was not struggling when James Herbert began his presidency in July 2017, but it was at "a natural plateau," he says. "We did need to step back and decide what was next."

Herbert sought to walk a tightrope between playing to the university's core strengths, its health-profession programs — which include the only medical school and only dental school in Maine, a college of pharmacy, and a robust slate of undergraduate pre-health offerings — and building

strategically on the other options the university could offer. "We had promoted ourselves as a health-sciences university," he says, "and I found that narrative to be far too limiting."

Herbert says he emphasized expanding the marine-science programs, a natural source of strength not least because the Biddeford campus's marine-science center is located right by the Atlantic Ocean. UNE developed a marine-entrepreneurship program and a marine-affairs program to supplement its existing offerings and launched a new graduate program, a master's degree in ocean food systems. Marine sciences are now the college's most rapid area of growth, with enrollment more than doubling. "About five years ago on the undergraduate side, we enrolled 44 new students," says Scott Steinberg, vice president for university admissions. "This year we enrolled 102." The new master's program enrolls nine students.

Likewise, says Herbert, UNE is experiencing growth in established programs such as business, animal behavior, and neuroscience.

Distinctiveness is key in all of these programs, says Herbert. "We need to build on our assets, but also to look where the market is." In his first address to the faculty, Herbert issued a challenge to members of each campus program to define who they were, to delineate how they were distinctive relative to their biggest competitors — and if they weren't, to describe how

they planned to become distinctive.

The online division has been another factor in UNE's growth. "One of the reasons for UNE's recruitment and overall success is our diversified enrollment portfolio," says Steinberg. In addition to the undergraduate and graduate campus, there is the graduate online division, which comprises six core degree programs, four certificate programs, and a health-sciences prerequisite program.

UNE does online differently than many places, according to Herbert. "The last thing we want to do is just launch a generic MBA program," he says. "We want to be sure it's something we can do really well. We're not going to be able to compete on price point, with the lowest-priced places out there

online. We have to have concierge service, provide an excellent product, and we have to have a product that is in a niche, that the market really needs."

With online students constituting about 30 percent of its total degree-seeking student enrollment (there are 1,769 degree-seeking students in its online programs, with an additional 2,066 non-degree online students), the university is looking into other new online offerings. "You always have to be bringing something new to the market," Herbert says. "We've organized our online offerings in a way that allows us to ramp them up fairly quickly, and likewise to bring them down fairly quickly if need be."

Looking ahead, Herbert says,

that spirit of curricular nimbleness and message of distinctiveness will allow UNE to keep growing and draw from a wider geographic area. Ten years ago, 70 percent of UNE's undergraduate students came from Maine, and 30 percent came from elsewhere — or "away," as Mainers like to say. Now, says Herbert, it's 27 percent from Maine, and 73 percent from elsewhere — and while the biggest percentage of those students are from New England, the university is increasingly attracting students from the Mid-Atlantic region.

Herbert says he was encouraged by the size of this year's class, but "that one data point does not make a trend. I'm optimistic, and I think it's likely to continue, but we're not resting on our laurels."



The University of New England emphasizes its marine-science programs, a natural source of strength for a campus located on the Atlantic coast.

U. OF NEW ENGLAND

STRATEGY:

Emphasize
affordability, access,
and acceleration

Florida's Oldest Roman Catholic University Aims Big

Located 30 minutes north of Tampa in Pasco County, Fla., Saint Leo University has a 186-acre campus dotted with palm trees and mission-style buildings, home to 21 percent of its student body. The other 79 percent is either online or in more than 30 education centers, located on military bases, at state colleges, or as stand-alone campuses in seven states. An

early player in online education, Saint Leo started its program in 1998 and now offers more than 40 online programs. The university's total enrollment, including all of these divisions, is almost 20,000.

But when Jeffrey D. Senese became president of the 130-year old college in 2018, on-campus enrollment was declining, and international-student enrollment, while stable, comprised mainly athletes.



Hoping to turn things around, Senese brought Senthil Kumar on board — the two had worked together a decade earlier at Johnson & Wales University — to oversee both international-student and campus enrollment. Over lunch at a local restaurant, Senese shared some campus enrollment numbers with Kumar, who responded, “We can blow these out of the park.” He scribbled down his projections for the next few years on a napkin, including a prediction for 2019: He wanted to reach for 1,000 new students.

Kumar, now the vice president for university campus enrollment management, admits that his ambition was initially met with some skepticism on campus, from the enrollment team to the faculty to the accounting depart-

ment. “But I said, ‘It’s doable. We just have to change the culture. We’ve got to be student-centric.’”

In August 2019, Saint Leo welcomed to campus the biggest class in its history: Eight hundred and fifteen new freshmen and 186 transfer students — for a total of 1,001. That’s a 45-percent increase over the previous year, which had a total of 690 students.

That napkin with the scribbled projections? Kumar is planning to frame it.

The university was able to meet its goal, says Kumar, by delivering Saint Leo’s message of “affordability, accessibility, and acceleration.”

To help families understand campus financing options, they began throwing Fafsa Nights at various locations throughout the region — open not just to students applying to Saint Leo but to all. Kumar’s team also reached out to families whose students had completed 90 to 95 percent of their Fafsa filings — normally an unfinished Fafsa application just results in an email reminder — and walked them through completion.

Saint Leo offered several new scholarships, including a 50-percent tuition discount to students who had earned an associate degree. And the university also gave out “microscholarships.” Students could earn \$250 toward their Saint Leo tuition by attending an admissions event — say an Open House or Admitted Students Day — and could earn \$1,000 by attending four admissions events. Sixty percent of students who enrolled in 2019 came to at least one of these events.


Additionally, the admissions office began to educate students and their families about pathways to get through Saint Leo quickly — by focusing on opportunities like dual-enrollment programs and the CLEP program, which is run by the College Board and

allows students to earn up to 40 college credits by passing exams on college-level knowledge. And the university’s 3 + 1 Accelerated Degree program, says Kumar, enables qualified students to obtain their undergraduate and master’s degree in just four years.

Another key strategy, says Kumar, was having Saint Leo adopt a test-optional policy and shift its admissions policy to focus on unweighted GPA and AP scores. “Many institutions use the weighted GPAs, which include bumps for Honors and AP courses, regardless of student performance in the class,” he says. “We moved to unweighted GPAs to allow full accessibility for all students to attend Saint Leo.”

Finally, Saint Leo also saw a rise in international students, from 86 in 2018 to 181. In 2019, the university opened offices in Beijing, Ho Chi Minh City, and Mumbai to help with student recruitment, and it partners with EducationUSA, a State Department network of international advising centers. Saint Leo will also match government scholarships, making tuition more affordable for international students. Saint Leo’s Bridge Program is another asset, enabling international students to get their degrees in four years by allowing them to incorporate their English-language requirements as electives toward their degrees, rather than by tacking on additional time in a separate program.

Looking ahead, President Senese says he wants to expand every division — online, the centers, and campus enrollment, which now stands at about 2,300 students. He and Kumar are shooting for 4,000 to 4,500 students on campus by 2024. Senese is not shy about stating his ambitions for his institution: “The biggest Catholic institution is DePaul. I want to beat them. I want to be able to say we’re the biggest Catholic university in the United States.”



Saint Leo University this year welcomed the biggest class in its history after taking steps that included opening offices to recruit students in Beijing and other Asian cities.

SAINT LEO U.

STRATEGY:

Sharply expand the number of undergraduate and graduate programs to raise enrollment

A Pennsylvania State University Bucks the Trend

Slippery Rock University, which affectionately goes by the name “The Rock,” is one of the few campuses in the Pennsylvania State System of Higher Education that haven’t seen a major enrollment drop in recent years.

It has certainly faced challenges, like many other public universities in the Northeast — most importantly, diminishing state support and shrinking numbers of high-school seniors. And it has the added disadvantage of being located in a rural area 50 miles north of Pittsburgh.

The number of high-school seniors in the region started decreasing in 2011, and after 10 years of gains, Slippery Rock started seeing its enrollment slip, says Amanda Yale, the chief enrollment management officer. In 2010, its total undergraduate and graduate enrollment was 8,852. By 2013, it had dropped to 8,347.

“We had a dip, and we said, We’ve got to turn this around because high-school demographics are not changing,” Yale says. “This was not new to us, because in the 1990s, we turned around a nine-year enrollment decline to 10 years of enrollment progress. But we also weren’t fighting the demographics then.”

The effort to reverse the trend began under one president — Cheryl J. Norton, who served from 2012 to 2017 — and continued under her successor, William J. Behre. The university concluded that the answer was to go after new markets, especially in its graduate programs. That meant expanding its academic portfolio.

It put in place 24 new undergraduate and graduate programs in a six-year period, which “is unheard of at a school of our size,” Yale says. It also moved some courses from traditional classrooms to online.

The efforts worked. The number of students is almost back to the 2010 level, with a total enrollment of 8,806 in 2019.

“We took a really hard look at our



undergraduate and graduate program offerings,” Yale says. “We did market research in western Pennsylvania, because as a regional institution, we were looking to provide back to our constituency. Based on that we decided on this portfolio of programs.”

Three of the new offerings are accelerated pre-professional programs — physical therapy, physician assistant, and occupational therapy — that allow students to earn an undergraduate and master’s degree in a total of five or six years. In 2017 Slippery Rock also started offering four engineering programs; it had never offered that field before.

While many of the new undergraduate programs focus on aspects of security, marketing, or wellness, the university also will, for the first time,

offer a bachelor’s in musical theater, because a planned performing arts center was set to open on campus in 2020.

Master’s programs including accountancy, music therapy, and health informatics are now available to students, and the university added doctoral degrees in special education, occupational therapy, and physical therapy, with one in educational leadership and administration to start next year.

“Six years ago, we had 24 graduate programs and now we have 40,” Yale says. The funding for the new programs, she says, came from resource reallocation and faculty retirements. Since 2012 the population of part-time and full-time faculty has grown from 433 to 488, she adds.

The number of graduate students

has increased by 91 percent, from a 10-year low of 699 in 2012 to 1,338 in 2019. And in 2017, Slippery Rock had a record-high enrollment of freshmen — 1,597. Over the past two years, there have been small declines, with 1,580 first-year students entering in 2019. Some 37 percent of the new freshmen are first-generation college students, and 34 percent are eligible for Pell Grants.

Besides attracting new students while other universities are struggling to stem their losses, the new programs are also strengthening Slippery Rock’s brand, Yale says. The institution was founded as Slippery Rock State Normal School, and it was long known as a teacher’s college. Now that reputation is shifting.

Twenty years ago, most Slippery Rock students were in the College of Education, Yale says. “Now it’s the College of Health, Engineering and Science,” where almost half of all incoming freshmen are enrolled.

Retention is also a major focus; the freshman retention rate in 2018 was a record 83 percent — 18 percent higher than it was 20 years ago. And the four-year graduation rate since then has more than doubled to 55 percent over that same time period.

About 800 to 850 of the students at Slippery Rock are transfers, a number university officials would love to increase. Besides partnering with local community colleges, about five years ago the university started offering financial aid for transfers.

Yale says her hope is that the university will continue to see small increases in student enrollment, but “it’s not going to be dramatic. The key is to hold steady. It isn’t just about the freshmen, or the graduates, or the transfers. It’s all of them together.”



An accelerated program in occupational therapy, among other new offerings, has helped increase enrollment at Slippery Rock University as it is “fighting the demographics,” as one official put it.

MIKE SCHNELLE

STRATEGY:

Move from college to university status and focus on graduate programs and affordability

Massachusetts Campus Banks on Graduate and International Students

The sweatshirts in the bookstore still say Lasell College, and only one of the red brick signs at the entrance to campus has been replaced, but Lasell College is now officially Lasell University.

The change in status, which took effect in August of 2019, makes the one-time women's seminary the latest in a string of Massachusetts institutions that have traded "college" for "university" in the hopes of attracting the international and graduate students they'll need to survive an ongoing decline in the number of high-school graduates.

In China and parts of Europe and the Middle East, the "university" label conveys greater prestige than "college," says Ben Waxman, the CEO of Intead, a company that helps colleges with global branding. "The term 'college' suggests vocational, profession-specific schools," he says, "but 'university' translates directly. Boston University is the same as Beijing University. Everybody gets that."

At Lasell, where roughly 7 percent of undergraduates and 12 percent of graduate students are international, the president, Michael Alexander, hopes the move will help the college retain more of them. He estimates that the college loses about 40 percent of its international students to universities in Boston and elsewhere each year.

The "university" name could also carry more weight with online graduate students in other states who aren't familiar with the regional institution, Alexander says. His goal is to grow graduate student enrollment from 500 students to 700 by 2022.

Compared with many of its private-college peers, Lasell is doing quite well. Since Alexander took office in 2007, overall enrollment has increased by 50 percent, from 1,400 to 2,100, and the budget has more than doubled, from \$35 million to \$89 million. "Our investment in the graduate- and professional-studies program has been a driving force in Lasell's growth along with the expanded undergraduate academic offerings, specifically in the sciences," he says.

The campus sits on 53 acres in one of Boston's priciest suburbs, on land that the real-estate blog Bisnow valued at \$202 million. But prime real estate wasn't enough to save neighboring Mount Ida and Newbury Colleges, which closed their doors in 2018 and 2019, and Alexander says it would be "silly to not be worried about undergraduate enrollment" going forward.

Between 2013 and 2032, the number of students graduating from Massachusetts high schools is expected to fall by nearly 10,000, mirroring a trend that will be seen throughout New England, accord-

ing to the Western Interstate Commission for Higher Education. The most precipitous drop is coming after 2025.

Massachusetts, which boasts a disproportionate number of colleges for a state its size, is likely to be seriously affected by the coming crisis. Already, in a span of just three years, seven colleges in Massachusetts have shut down or merged with larger institutions, including Wheelock College, which is now part of Boston University.

Colleges like Lasell see growth in their graduate- and international-student populations as the key to offsetting the inevitable decline in traditional-age students in their regions. Still, there's no evidence that simply substituting "university" for "college" guarantees enrollment growth. Over

the past 11 years in Massachusetts, private colleges Bay Path, Bentley, and Western New England have all made the switch to university status; only one — Bay Path — has seen a significant uptick in students, with graduate-student enrollment up by 50 percent and undergraduate enrollment up by a third, according to figures reported to the U.S. Education Department.

Lasell isn't staking its future solely on a name change. Alexander, who comes from a corporate background, has been taking steps to make the college more affordable for students since he became its president over a decade ago. The latest innovation is "Lasell Works," a hybrid career-preparation course that lets students lower their tuition over four years by \$22,000

to \$38,000. This year, 105 freshmen signed up for the program.

Alexander has also forged an agreement with Encore Boston Harbor, the new casino on the Mystic riverfront, to educate its employees on site.

Lasell's Newton campus will continue to look and feel like a liberal-arts college, with white and green houses that were built in the 1800s, when Lasell University was still a women's seminary.

Alexander said a few older alumni were worried that the college would lose its identity in the move to a university, but more recent graduates were enthusiastic about the change. "The young alums are changing their résumés," he said. "They think it enhances the value of their degree."



Michael Alexander, president of Lasell University, hopes to increase its enrollment of graduate students from 500 to 700 by 2022.

JACKIE RICCIARDI
FOR THE CHRONICLE

STRATEGY:

Raise academic standards and cut tuition

A Historically Black College Reimagines Itself

In 2017, Benedict College, a historically black institution in Columbia, S.C., was facing a 21-percent enrollment drop since its peak of 3,000 students in 2011. Enrollment was at a low point in 2017, at just under 2,100.

The drop in enrollment was largely due to the U.S. Department of Education's decision to tighten credit standards for parent PLUS Loans, a decision that hit HBCUs particularly hard and caused enrollments to plummet, especially of first-year students.

Benedict was facing other problems as well: Its "SEE policy," for Success Equals Effort, which allowed a student to earn a C grade for simply showing up to class, "created an image of Benedict College as a place that didn't have academic rigor," says Emmanuel Lalande, vice president for enrollment management.

But in 2017, with the arrival of Roslyn Clark Artis as president, the SEE policy was eliminated, as was open enrollment. Now students, who are largely first-generation and low-income, need a 2.0 GPA and a 17 on the ACT or 850 on the SAT to be accepted.

"It's not Harvard, but we're creating more academic rigor," says Lalande, who joined the college in 2018 from Florida Memorial University. But Benedict still wanted to be true to its mission to be accessible, so it created a summer "bridge" program, to help those who had applied but whose scores fell below the cut-off. The program allows them to live on campus, take two courses for credit, and receive strong support to prepare for their

freshman year. If they pass the courses, they will be accepted for the fall term.

Benedict also lowered its tuition and fees from about \$30,000 to \$22,840 for the fall of 2018 and \$23,080 for the fall of 2019. Its tuition-discount rate had been close to 32 percent, and "students weren't paying their bills," Lalande says. The lower tuition rate includes all textbooks, which was not the case in the past.

The change has made the college more financially stable because students are now required to pay their tuition up front; before the new policy, many students who were enrolled couldn't pay their bills and owed thousands of dollars to the college. Now Benedict receives more tuition revenue than in the past and can reinvest it into scholarships, Lalande says.

And in another big shift, Benedict revamped its curriculum, getting rid of five majors, ones that few students took or that didn't lead to jobs out of college. That included religion, which was controversial, Lalande says, given that Benedict is Baptist-affiliated. But the goal was to focus resources and strengthen STEM majors.

With financial assistance from the United Negro College Fund, it has also started its Career Pathways Initiative and Service-Learning Program, to help students be ready for careers upon graduation.

These changes are having the desired effect. Applications were up to 8,000 for 2019, a 25-percent increase over the previous three years, and the college welcomed 750 freshmen, its largest first-year class since 2012, Lalande says. And there are not

just more students, but more who are academically successful. The average GPA of the incoming freshman class was 3.1 for 2019, compared with 2.7 in past years. ACT and SAT scores were also higher.

The retention rate has also improved, from about 53 percent before 2017 to 56 percent in 2019, with the goal of 60 percent, with help from a newly hired director of student retention. The graduation rate had remained static at 32 percent in 2019, but Lalande says that was because the new policies had been in place only two years.

In 2019, the American Council on Education and Fidelity Investments gave Benedict, along with the University of South Florida, their Award for

Institutional Transformation.

The college's major admissions revisions and new curriculum were just the beginning. Benedict had to reintroduce itself to South Carolina, which "takes time if the last thing they remember is the SEE policy and that we're not strong in academics," Lalande says.

Over the past few years, he has invited school superintendents, guidance counselors, and principals to campus to hear what they thought of Benedict and familiarize them with its changes. The college has upped its recruitment efforts, visiting more high schools and talking to sophomores and juniors, rather than focusing primarily on seniors.

It has also sought to increase transfers, as well as out-of-state students, who make up about 40 percent of the student body, by partnering with organizations around the country that prepare high-school students for higher education. And the college strengthened its ties to the Bahamas, where many of its international students come from.

Just as importantly, the college worked hard on improving its customer service, something Lalande says was sorely lacking. "It's hard to imagine, but we didn't have a way to make an online payment," he says. "We didn't have technology that was working to our advantage. It may not seem innovative, but for Benedict it was. We needed to get into the 21st century."



Homecoming festivities this year brought out students at Benedict College, where higher standards and lower tuition have resulted in more financial stability.

AJ SHORTER

STRATEGY:

Match in-state tuition at any state's flagship public university, and tie merit aid to campus visits

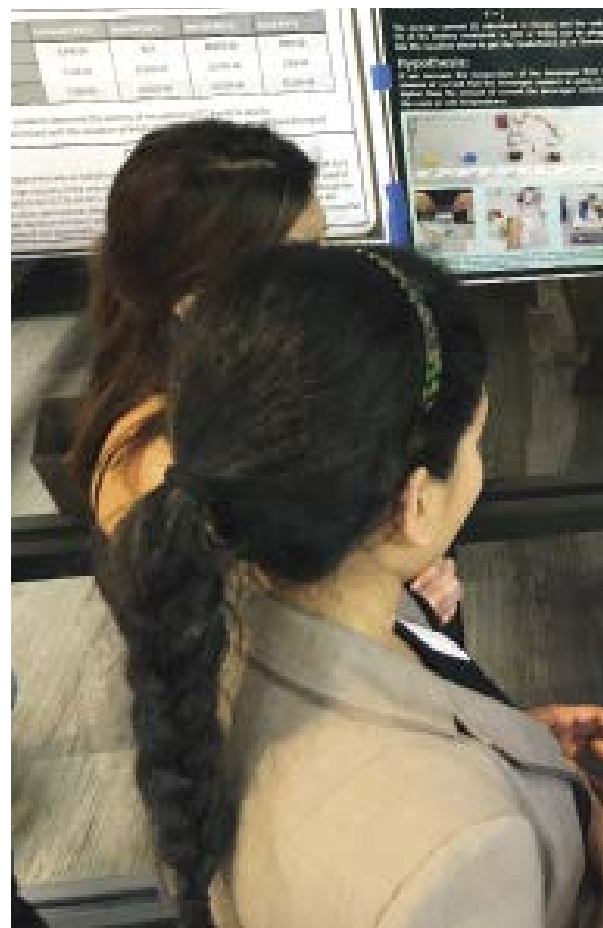
A Small University Bets on Enrollment Growth to Keep Its Finances Strong

Lawrence M. Schall is a bottom-line guy. As president of Oglethorpe University, in Atlanta, he has focused on costs and net revenue — specifically, cost per student and net revenue per student, at Oglethorpe as well as at colleges he compares Oglethorpe with. And as expenses inevitably increase, Schall sees enrollment growth as the only way to stay ahead.

“When your expenses are going up 2.5 or 3 percent a year, your revenue has got to outstrip that,” he says. “With the stagnation of family income, and discounting the way it is, if you’re raising tuition 4 percent a year, you’re netting half of that. So you’re going to have to grow.”

In Oglethorpe’s case, most of the growth is in traditional undergraduates. When Schall took office, in 2005, the university had about 800 students total, including 168 freshmen; in 2019, it brought in 400 first-year students, up from 330 in 2018. The fall 2019 head count, he says, is 1,385, and there are just seven empty beds in the residence halls. “The demographics in the South are better than they are anywhere else,” he notes, and Oglethorpe attracts a diverse population of students — more than a third Pell-eligible, 24 percent African American, and 14 percent Hispanic.

“We’re trying to project next year,” he says. “We think we’ll have 80 more students, with 60 of those living on



campus. We can lease apartments. We've got some doubles that could be triples. And we're also looking at taking a cohort of honor students abroad for the first semester." Flying 24 students to Rome could help the housing crunch and at the same time be a handy marketing tool.

But it won't be Oglethorpe's only marketing tool. Several years ago, the university began inviting some 300 applicants a year to spring Scholarship Weekends loaded with seminars, interviews, and auditions — and with a promise: "All students who participate will receive a renewable, annual merit award of at least \$18,000." That helped ensure that admitted students actually enrolled.

In 2018, Schall's team added a scholarship program it called the Flagship 50: For first-time students with good high-school grades and standardized-test scores, Oglethorpe will match in-state tuition at the flagship public university in the student's home state.

Flagship 50 earned Oglethorpe national attention — and, perhaps not surprisingly, some imitators. But it also succeeded in bringing in additional students with good academic credentials. Of the 70-student increase in first-year enrollment in the fall of 2019, the Flagship 50 program brought 45, says Schall. "People asked me last year what I was hoping for, and I was like, '20, 30, 40,'" he says.

"Forty-five was higher than any number I would have said."

Financially, Flagship 50 was somewhat risky. About three-quarters of Oglethorpe's students are from Georgia, where in-state tuition at the University of Georgia is about \$12,000. "Our average net tuition per student is on the order of \$13,000, so that cost us a little bit of money," says Schall. But he was relieved when the university wasn't overwhelmed with applicants from neighboring Florida, where in-state tuition is around \$7,000.

The university's discount rate went up about 1 percent, to 60 percent, Schall says. "Our freshman class grew 21 percent, and net tuition from our freshman class grew 16 percent. It cost us a little money per student, but brought in a lot of the right kids and brought a lot of extra net tuition."

Other enrollment bets the university has made haven't paid off as well, Schall notes. "We made a pretty big play to build our international-student population starting two years ago. We thought we were going to see an additional 40 international kids a year. And this year I think we had 10." He blames a "skyrocketing" rate of visa denials, plus news reports about gun violence. "Mass shootings hit the international press in a big way. Parents feel like it's happening every week."

Schall plans on leaving Oglethorpe at the end of the 2019-20 academic year, and he says the challenge for his successor will be finding a way for the university to maintain the current rate of growth, and, if it can, accommodating the additional students. "But you're going to have to grow, because your revenue is going to have to grow," he says. "I don't foresee a day when we're like, 'OK, we've hit the number.'"



At Oglethorpe University, which attracts a diverse population of students, most of the enrollment growth has been among traditional undergraduates.

RENEE VARY

STRATEGY:

Know what today's market wants, and offer as much of it as possible

A Small Women's College Admitted Men — and Enrollment Climbed

Wilson College had been saved once before — in 1979, when the Board of Trustees voted to close the central Pennsylvania institution, and alumnae filed a lawsuit that succeeded in keeping it open. But by 2012, Wilson's traditional undergraduate College for Women had only 316 students. Total enrollment, including coed adult-degree and graduate programs, was just 695. The college was running a deficit of \$3 million a year, and deferred-maintenance problems had closed the library and the swimming pool.

Barbara K. Mistick, the former president of Pittsburgh's public-library system, had been Wilson's president for a year, and she did what some alumnae thought unthinkable: She created a 23-member Commission on Shaping the Future of Wilson College and told its members that "everything's on the table" — including admitting men.

After studying reams of data and debating for months, the commission recommended not only welcoming male undergraduates but also cutting tuition by \$5,000, starting a high-profile loan-buy-back program, and creating new offerings in the health sciences and other career-oriented disciplines. The goal was to have 1,500 students by 2020.

By the fall of 2019, though, Wilson had an enrollment of 1,620, including 662 traditional undergraduates. Mistick, who left Wilson in June 2019 to become president of the National Association of Independent Colleges and Universities, says the most important advice she can give any institution is simple: "You've gotta know your market."

"I can't tell you how many people said, when I came here, 'Oh, yeah, Wilson — that's that college for rich girls down the road,'" says Mistick. "We hadn't been that college since the 60s, probably, maybe since the 50s." Now more than 40 percent of Wilson's students are Pell-eligible, and about the same proportion are the first in their families to attend college. "Our families are middle-income families and lower-middle-income families. We've really seen a shift in the market that we serve."

So the college lopped \$5,000 off its tuition, which was \$28,745 in 2012-13 (it's \$24,450 for 2019-20). "Talk about an interesting conversation to have among presidents!" says Mistick. Some think a tuition reset is a good idea, but others insist that price and prestige continue to be linked. "What I can tell you is that our market really was looking for value. If you look at the survey data that's starting to come out now, more-affordable colleges are trending higher in the selection process for fami-



"Everything's on the table," Wilson College's president told a panel tasked with shaping the future of the women's college.

DAVID SINCLAIR

lies that are looking. They're saying a four-year degree is really important, but I'd like to look at a place that's more affordable. We wanted to put ourselves in that space."

Wilson has also tried hard to match its curricular offerings to demand, such as by adding a nursing program that now has as many students as the college's longtime veterinary-education program. "You've got to be market-responsive," Mistick says. "I know faculty feel beaten up because there aren't more

students in the humanities, but students are middle income and their parents are worried about jobs, and they're worried about jobs, and they're worried about paying down their debt after college."

The college's revised curriculum, she says, still emphasizes liberal-arts skills like communication, creativity, problem solving, and how to be a life-long learner. "But today we're probably talking about those things as workplace skills," says Mistick. "That's resonating with parents, and it's resonating with

students."

As for admitting men, that infuriated some Wilson alumnae, even though surveys had shown repeatedly that only a small proportion of today's high-school women would consider a single-sex college. Wilson's consultants had predicted, however, that admitting men would actually increase enrollment among women, a forecast that turns out to have been correct: In the fall of 2019, 533 women and 129 men were enrolled as traditional undergraduates.

STRATEGY:

Add a new online graduate program and cut undergraduate tuition by 57 percent

A Faith-Based College Turns to Online Graduate Programs and Sees Huge Growth

A few years ago, the University of the Cumberlands was a small residential college for low-income students from Appalachia. Then the 2008 recession hit, bringing widespread job losses to the region.

The lost income left applicants needier than ever, forcing the Christian college in Kentucky to discount tuition even more deeply than it always had. The future didn't look much brighter, with forecasts predicting a decline in the number of high-school graduates nationwide.

To survive, Cumberlands, like many of its private-college peers, would have to find a way to raise new revenue.

So in 2011, the university created an online graduate program. Today, close to 12,000 online learners, most of them in graduate programs, subsidize the roughly 1,400 undergraduates who study in the campus's traditional red-brick buildings.

The online move has made Cumberlands, which was founded by Baptist ministers in 1888, the fastest-growing doctoral private nonprofit institution in the country. In the decade from 2007 to 2017, Cumberlands's enrollment grew 350 percent. That is still well behind the growth rates of Southern New Hampshire and Western Governors Universities, which ranked first and second among master's private nonprofit institutions and

were the fastest-growing over all.

Other Christian colleges have seen similarly sharp gains. Indeed, half the institutions that cracked this year's list of the 20 fastest-growing private nonprofit colleges with at least 5,000 students in 2017 identify as faith-based campuses.

They got there by different means, including adding academic programs and expanding recruiting.

Faith-based institutions that are focused on undergraduates face steep challenges. The number of students graduating from American high schools is expected to drop after 2025, while the share of students identifying as religious is shrinking.

"We wanted to get to a cost point that was not a deterrent for the traditional population to pursue a degree."

Many Christian colleges already feel the pinch. In the latest survey by the



"The more they can tap into an older age group, the less they'll face demographic challenges," says an expert on Christian colleges.

U. OF THE CUMBERLANDS

Council for Christian Colleges and Universities, more than half of its member colleges that responded reported declines in traditional undergraduate enrollments in 2017-18. Meanwhile, the median unfunded discount rate at the surveyed institutions increased to 43.3 percent from 29.6 percent a decade earlier.

To offset those trends, some faith-based colleges are turning to online graduate education, as the University of the Cumberlands has. From 2012 to 2017, the number of graduate students enrolled exclusively in distance education at religiously affiliated colleges increased by 55 percent.

Online education extends colleges' geographic reach and could help insulate them against a decline in traditional-age undergraduates, says Philip Truscott, who recently interviewed officials at some of the fastest-growing Christian colleges for an article for the council's magazine.

"The more they can tap into an older age group, the less they'll face demographic challenges," says Truscott, an associate professor of sociology at Southwest Baptist University, in Missouri.

That has proved true at Cumberlands, whose online program has done so well that the institution plans to reduce its undergraduate residential tuition by more than half this fall, from

\$23,000 to \$9,875.

Jerry Jackson, the university's vice president for enrollment and communications, says he hopes the tuition reset will encourage students who were planning to work, or to study at a two-year college, to consider Cumberlands. "We wanted to get to a cost point that was not a deterrent for the traditional population to pursue a degree," he says.

So far the tuition reduction has exceeded expectations. This fall the university enrolled 875 new on-campus students, compared with 520 new students in fall of 2018.

But there are other paths to sustainability, too. Among the half dozen fast-growing colleges studied by Truscott, two changed locations, two added football teams, and several created new academic programs or core curricula.

California Baptist University, which grew 163 percent over a decade, added new programs in high-demand fields like nursing, engineering, and aviation science, while starting an online degree-completion program, says Mark Wyatt, its vice president for marketing and communication.

Colorado Christian University, which grew 244 percent, has forged relationships with more than 400 high schools, most of them Christian. More than a third of those high schools offer

courses through the university's dual-enrollment program, which has close to 5,000 students.

Some Christian colleges have taken steps to become more welcoming to students of different faiths and ethnicities, including expanding outreach to the fast-growing Latino community. Cumberlands recently broke ties with the Kentucky Conference of the Southern Baptist Convention but still considers itself a faith-based institution. Andrew Powell, the university's director of communications and marketing, says Cumberlands wanted to include members of other faiths on its Board of Trustees, which the church wouldn't allow.

"We're seeing growth in students of all faiths," he says. "From a marketing perspective, we don't want to be seen as of one faith only."

Though a majority of Cumberlands' students now study online, its leafy campus will always be part of its identity, Powell says. And its growing number of online learners seem to appreciate that. When they pass signs for the campus along I-75, they'll pull off, snap a selfie, and post it to social media, he says.

Some students "like to be tied to a brick-and-mortar institution," he says. "They want online delivery, but the security and history we bring."

STRATEGY:

Expand dual-credit programs to boost revenue and attract future undergraduates

A Midwestern University Plans for 'the Cliff'

Missouri State University at Springfield has enrollment numbers many other institutions would envy. It has grown in 20 of the past 22 years; in 2019 it enrolled 24,126 students. That's particularly good considering that a few years ago, the number of the state's high-school graduates dipped — and is projected to remain flat until 2025.

Then the real crisis comes. After 2025, the college-age cohort in Missouri will see a distinct downward demographic trend. "We call it the cliff," says Rob Hornberger, the university's associate vice president for enrollment management and services.

While the university did see a 1-percent drop in overall enrollment from 2018 to 2019, that small number masked some steeper declines: a 13-percent reduction in freshmen and a 7-percent decrease in transfer students, attributable to a 20-percent drop in the state's community-college enrollment over the past five years, Hornberger says.

But the university made up for those losses with a growing number of dual-credit students, as well as a bump in graduate students. Expanding that pool of dual-credit students will be a major focus of the strategic enrollment-management plan Missouri State is developing in the 2019-20 academic year.

That push has been largely successful. Despite a few dips over the past two years, the number of dual-credit students grew from fewer than 1,800 in 2011 to

almost 3,500 in 2019, Hornberger says. Dual-credit students now make up 14 percent of the total student population, compared with 8.5 percent eight years ago, he adds.

Over the past two years, dual-credit enrollment "has become more of a strategy by the university to level out the loss of enrollment in other categories," Hornberger says. "We also see it as an opportunity to connect with students at an earlier point so they consider Missouri State as their college of choice."

The university now partners with about 135 high schools, he says, offering 85 courses, and has the second-largest number of dual-credit courses in the state after the University of Missouri at St. Louis.

According to state law, high-school teachers who meet certain standards, including having a master's degree, are allowed to teach college courses in high school. The upside is that students earn high-school and college credit simultaneously, and the university and high schools share the tuition students pay for the courses.

A downside is that dual-credit students don't bring in as much money as undergraduates. University tuition for in-state undergraduates is \$218 per credit hour, compared with \$70 per credit for high-school students. But the hope is that ultimately those high-school students will move from dual-enrollment to full-time undergraduates at Missouri State, Hornberger says. In fall 2019, 17.5

percent of new students had taken dual-credit courses from Missouri State, up from 12 percent in 2011.

And, he says, another goal, besides raising enrollment, is broadening access to higher education to as many high-school students as possible, by providing resources to take college classes.

While Missouri State's dual-credit courses used to be limited to general education, such as writing, algebra, and chemistry, "we're now expanding, as more academic departments on campus are interested in making their courses available," he adds.

For example, the university now offers a dual-credit agriculture class at a local high school. The high school has adopted only that one

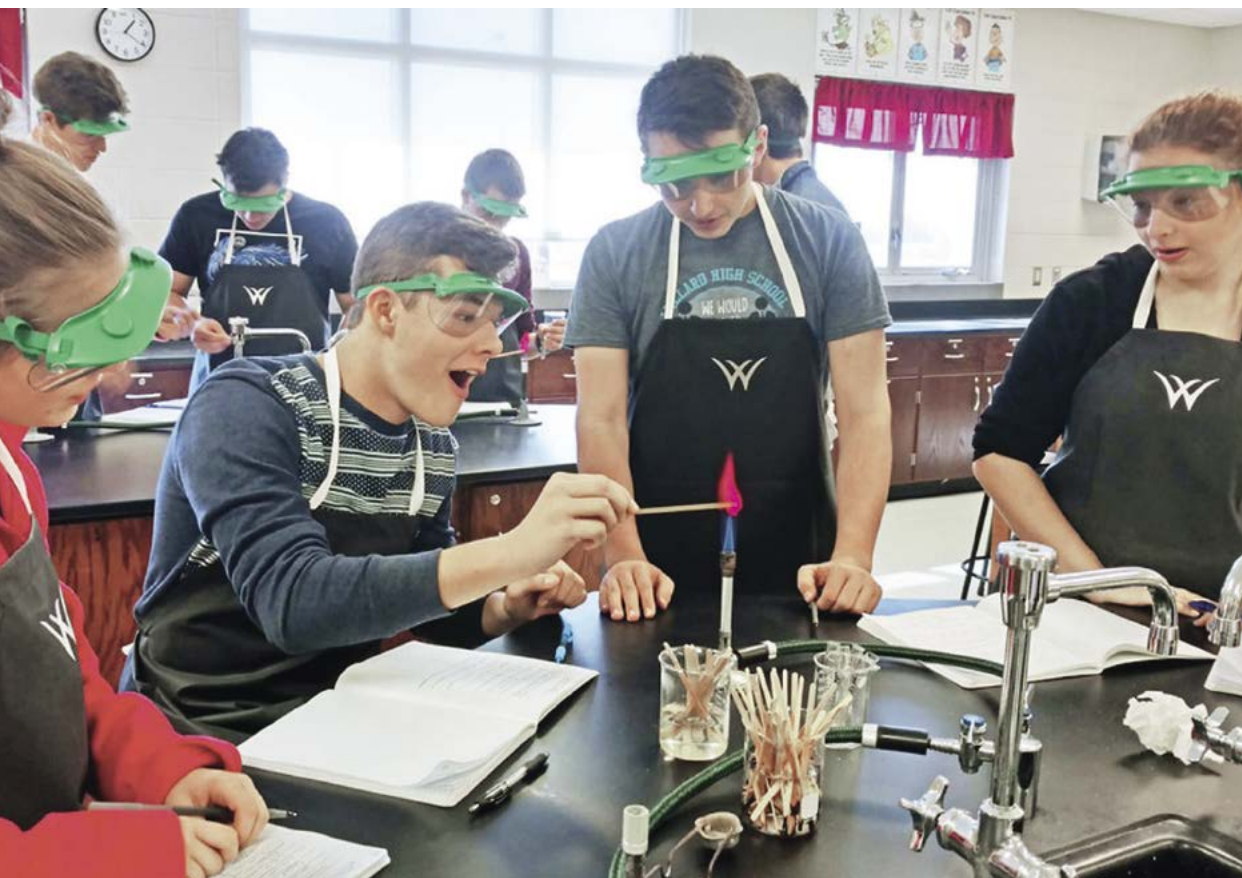
course, Hornberger says, but "that gives us a foot in the door to build a relationship with them and possibly get other classes offered at the school as well."

In the fall of 2019, Missouri State also began offering six free credits of dual-credit courses to students in Springfield public schools who are eligible for free or reduced school lunches and have at least a 3.0 GPA; about 100 students have taken advantage of that so far. In 2020, the university is expanding the offer to other parts of the state.

As Missouri State's enrollment has grown over the years, so have its graduation and retention rates. Its retention rate between first and second years is 78 percent, compared with 75

percent five years ago, and its four-year graduation rate is 38 percent, compared with 31 percent for the graduating class of 2015. Its six-year graduation rate is 56 percent.

The university is also focusing on raising its number of graduate students; over the past five years, it has added 50 new graduate programs. Most of the programs offer certificates aimed at meeting work-force demands. But high-demand degrees, such as a master's in occupational therapy and the Doctor of Nurse Anesthesia Practice, are also helping boost the number of graduate students by almost 3 percent in 2019 over 2018, to 3,815 students, Hornberger says — its largest graduate-student enrollment ever.



Expanding the pool of dual-credit students, like these high-schoolers in a chemistry course, has worked well for Missouri State University.

PHILLIP SECCA

Enrollment Experts Speak Out

Those on the front line discuss
strategies, fears, and the future

THIS SECTION offers analysis, advice, and a look at some of the practical steps that colleges are taking to maintain or shore up enrollment. Since the enrollment crunch affects institutions and geographic regions in different ways, we've provided a cross-section of views.

One strategy that won't work: Relying on the same old, same old.

"Change in higher education moves at a snail's pace, but this crisis requires expediency," says Angel B. Pérez, vice president for enrollment and student success at Trinity College, in Connecticut. "The colleges that will thrive in the decades ahead are those willing to take risks while keeping their mission and history at the core of every decision they make."

“Things Are Only Going to Get Worse”

QUESTION: WHO do you think made the following observation — and when?

“Even more alarming is the perception among a growing number of young people today that, with escalating college costs and diminishing payoffs in terms of guaranteed career opportunities, a postsecondary education simply may not be worth the huge investment.”

If you guessed that I pulled this from a magazine article published in the past couple of years, you wouldn’t be alone. Point of fact: The above statement was made by Jack Maguire in *Boston College Magazine* ... in 1976.

For those of us who have been doing admissions work for a while — I’ve been in the business since 1980 — to hear some form of Maguire’s concern today just seems like déjà vu all over again. The 1980s were quickly dubbed the “demographic decade” as high-school graduation rates declined and a stubborn recession pressed family pocketbooks. In fact, Maguire is widely acknowledged as the father of enrollment management, the science that would be called upon to relieve higher education’s enrollment pressures at the time.

The two decades that followed saw ebbs and flows in high-school graduation rates and an inexorable increase in the sticker price of college. Yet with each demographic blip, and with every crossing of a new *are-you-kidding-me?* threshold for cost of attendance, colleges still reported record selectivity, robust enrollments, and financial-aid programs that, for some, effectively reduced sticker shock. Indeed, reports of a higher-education bubble about to burst appeared to be greatly exaggerated. American higher education seemingly had an elasticity that could withstand periodic, short-term fluctuations in demand and cost.

Then came 2008. The Great Recession devastated university endowments, shattered the majority of family wealth and income, and

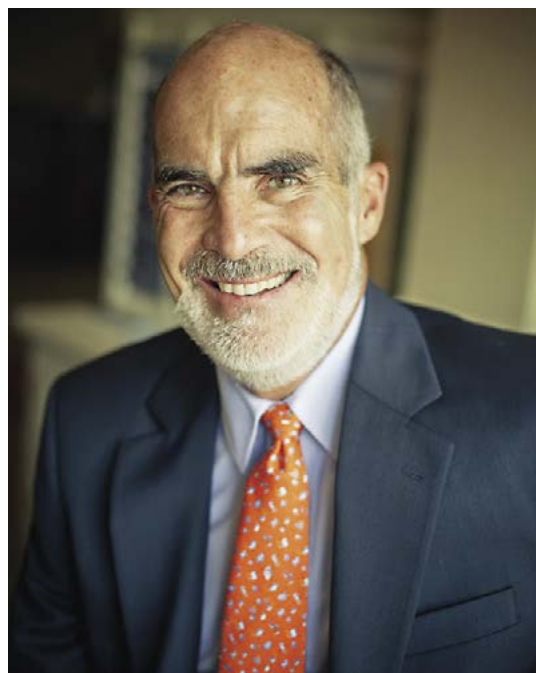
confounded the predictive modeling of enrollment managers. The near-term chaos was very real. Somehow, at varying rates, most colleges managed to survive, but in order to do so they established a “new normal” that would allow them to claim renewed stability for the long haul. That brings us to the summer of 2019, when the cracks in this new normal really started to show.

As has been the case in recent years, Bucknell University had a large and talented applicant pool for the Class of 2023. Setting an aggressive target of 980 (40 more first-year students than in 2017), our yield model indicated that our admit pool, plus 30 to 35 students enrolled from the wait list, would safely

land us there by the first day of fall classes. That all changed on May 2. The enrollment-deposit spigot went dry, considerably short of our goal. As it turned out, we would need to enroll about

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BILL CONLEY



Bill Conley

100 students from our wait list.

In the process of calling these wait-listed applicants, we learned that Bucknell was hardly alone in its shortfall. Up and down the selectivity ladder, especially among private colleges, yield models had been invalidated by a sea change in college-choice behavior. After the May 1 deadline for candidates to accept or reject admissions offers, the National Association for College Admission Counseling (NACAC) provides colleges the option to post a “still open for business” status alerting potential applicants that there’s still time to submit an application. For classes entering between 2014 and 2016, the average number of colleges that would consider postdeadline applications over that three-year span was 436. For the past three years? The average was 554 — a 27-percent increase.

This was my summer of 2019 takeaway: Higher education has fully entered a new structural reality. You’d be naïve to believe that most colleges will be able to ride out this unexpected wave as we have previous swells.

Those who saw modest high-school graduation dips by 2020 as surmountable must now absorb the statistical reality: Things are only going to get worse. As Nathan Grawe has shown, a sharp decrease in fertility during the Great Recession will further deepen the high-school graduation trough by 2026. Meanwhile, the cost of attendance for both private and public colleges insists on outpacing inflation, American incomes continue to stagnate, and college-endowment returns or state subsidies can no longer support the discounting of sticker prices. And nearly three out of four economists reportedly believe a significant recession is likely to be underway by 2021.

This perfect storm has changed, and will continue to change, student and family college-choice behavior for the next decade and more. I see this playing out across three dimensions: majors, money, and mission.

As any number of reports have shown, students have been inexorably marching away from the traditional liberal-arts majors. One such report from the American Academy of Arts & Sciences noted that bachelor’s degrees in the humanities repre-

sented 17 percent of all degrees conferred in 1967, compared with 5 percent in 2015. Pitzer College, a nationally ranked liberal-arts college, reported that the five top majors among its Class of 2019 were: environmental analysis, organizational studies, biology, economics, and psychology. Some preprofessional majors are faring no better: Bachelor’s degrees in education declined by 15 percent between 2005 and 2015. It is little wonder that the Pennsylvania State System of Higher Education, significantly dependent on teacher education, has seen its 14 state-owned universities lose 20 percent of their collective enrollment since 2010.

I don’t see these trends changing, especially when coupled with stagnating income and the resulting pressure on a family’s return-on-investment calculus. Many in higher education assume families don’t value the liberal arts anymore, but it’s more nuanced than that. Families hear the importance of “soft skills” (communications, creativity, etc.); they just don’t accept that their children need to major in a liberal-arts field to gain them and to secure a job after graduation. Continued adherence to traditional, low-demand curricula or knee-jerk adopting of “hot” majors will only exacerbate the problem.

Yield models had been invalidated by a sea change in college-choice behavior.

Bucknell’s most significant shortfall in 2019 was in admitted students who were offered financial aid. I heard from other enrollment managers who had a similar experience. So, what gives?

One answer could be Virginia Tech — not just the institution itself but the sector it represents. Virginia Tech overenrolled its incoming first-year class for 2019 by 1,000 stu-

dents. (Talk about a yield model imploding!) My guess is they did not anticipate the sharp rise in students aiming to attend lower-cost, high-profile public institutions. In 2018, four of the top six enrolled-overlap schools for Bucknell were public universities.

The handwriting was probably on the wall, as the national, first-year discount rate had already crested the 50-percent mark; according to the National Association of College and University Business Officers (NACUBO), it was 39 percent as recently as 2008. This steep rise is significantly fueled by colleges that have adopted the airline pricing model: If the plane is going to fly anyway (and if there are still spots open), no harm in getting even pennies on an otherwise unsold ticket. For colleges discounting at or above the national figure, this is unlikely to be a sustainable strategy. However, in the meantime, they are no doubt pulling students away from colleges that expect full-pay or better-pay students to foot the true bill. In short, price sensitivity is a structural reality when supply (number of college beds and desks) is greater than demand.

At the dawn of the 20th century, the railroad industry nearly collapsed. Why? Because industry leaders (wrongly) believed their primary mission to be railroading, not transportation. For too long, colleges — public and private, liberal arts and research-driven, rural and urban — have operated as if they're solely in the higher-education business rather than in the broader postsecondary-education sector. Traditional residential colleges took solace in slaying one-and-done competitors like the University of Phoenix or MOOCs. Now the challenges come on multiple fronts: There are still for-profit insurgents clipping at our heels, not to mention distance-learning platforms, academic boot camps, and company-sponsored certificate programs. Consider

this 2019 comment from Tim Cook, Apple's chief executive: "I don't think a four-year degree is necessary to be proficient in coding. I think that is an old, traditional view."

I don't expect Bucknell's analysis of the 2019 admissions cycle to show any meaningful incursion by nontraditional competitors. However, what we won't know is how

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails.

many high-school seniors opted out of the four-year college pathway in favor of shorter-term, anytime, lower-cost credentialing. These legitimate competitors pose risks enrollment managers must acknowledge before it is too late.

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails. For too long, the admissions dean or enrollment manager had the lone hand on the tuition-revenue tiller. Now, it's all hands (campus leadership, faculty, staff, trustees, etc.) on deck, pulling the tactical lines in a coordinated, strategic fashion. Given the perilous voyage ahead, what will your institution's mix of majors, money, and mission be?

Bill Conley is vice president for enrollment management at Bucknell University.

This article originally appeared in The Chronicle.

There's a Lot More to the Enrollment Crisis Than Demographics

IN A RECENT conversation about potential threats to higher education, W. Joseph King, president of Lyon College and an author of *How to Run a College*, made an astute observation about today's environment. When you see the lowest birthrate ever recorded, he said, the challenges of demographic change are simply a reality that all colleges are going to need to face. "But," he added, "it's not just the demographics."

In other words, as important as demographic forces will be in coming years, colleges must act decisively to control the many things that are within their power.

This is not to suggest that low fertility rates and shifts in population composition are of little consequence. Just ask colleges that depend on markets in the Northeast and Midwest, where the Western Interstate Commission for Higher Education (Wiche) reports that the number of high-school graduates has declined since 2010. The downward trend is likely to accelerate and to extend throughout the country in the mid-2020s, as a consequence of fertility declines that began during the financial crisis and have continued to decline.

At the same time, the country's racial and ethnic makeup continues to evolve. Drawing on Census Bureau data, William H. Frey concludes that the country will become "minority white" around midcentury. But institutions that serve traditional-age students won't have to wait nearly so long for their milestone moment, because younger generations are substantially more diverse. Frey, author of *Diversity Explosion: How New Racial Demographics Are*

Remaking America, reissued in 2018, expects whites to become a minority among 18- to 29-year-olds in less than a decade. Whites will make up less than half of the under-18 U.S. population next year.

It is difficult to imagine that these changes in population size and composition will pass without making an indelible impression on campuses. However, as important as demographic trends are and will continue to be, we must resist

the temptation to see everything through this single lens — even when examining stories that contain demographic threads.

COMMENTARY

NATHAN D. GRAW



Nathan D. Grawe

For example, consider some recent headlines. From *U.S. News & World Report*: “Nationwide college enrollment is down again.” From the *Los Angeles Times*: “Freshman applications dip at UC for the first time in 15 years. Is it the start of a trend?” From the *The Wall Street Journal*: “Oberlin, University of Chicago and other elite colleges extend application deadlines.” And from the *The Boston Globe*: “Green Mountain College in Vermont will shut down.”

To be sure, each of those stories includes a demographic facet. In the first case, after years of rising numbers of college-age young people, nationally we find ourselves on a plateau with more or less stable high-school graduating cohorts. So year-over-year declines in college enrollment were uncommon in the past but are more likely now. However, the headline isn’t about a single-year setback; we have seen eight straight years of contraction. That’s not the result of a plateau. Surely the current downward trend largely reflects recovery from the deepest recession in modern economic history. Even as we contemplate new demographic trends, we should not lose sight of the many ways in which economic forces currently drive a range of educational outcomes, including enrollment, the desire for credentialing, and trends in students’ choices of academic majors. Similarly, deep enrollment reductions at for-profit colleges remind us of the power of regulation — as each day sees a new proposal for redesigning student loans and other federal aid.

Headlines heralding declining application numbers at selective colleges might also point to demographic change. In fact, it might seem more comfortable to interpret those changes as demographic phenomena than to consider alternative explanations. For instance, the persistence of declarations that higher education’s financial model is broken is matched only by the upward trend in the discount rate. Perhaps the high-sticker-price/uncertain-financial-aid model has finally reached a breaking point. Alternatively, changes in application behavior may reflect growing dissatisfaction with admissions practices — which, according to a recent poll, are characterized by more than one-third of Americans (including four in 10 nonwhites) as very or somewhat unfair.

And what about college closures in Ver-

mont? Surely this is a simple demographic story: The state that Wiche figures has shed more than one-quarter of its high-school graduates since 2007-8 has now lost a nearly proportionate share of its private colleges. Yes, but another important storyline suggested by this headline is that a large number of institutions live precariously close to the existential boundary, operating with little margin in the event of even modest enrollment decline. According to an analysis by the consulting company EY-Parthenon, “122 institutions exhibit more than four [of a possible eight] risk factors for closing,” such as deficit spending, debt payments in excess of 10 percent of expenses, and enrollment under 1,000.

Before the brunt of the birth dearth is upon us, now is the time to address the cracks already visible in our practices and financial models.

Perhaps the implication of demographic change is that institutions need to spend more time attending to unchanging fundamentals critical to institutional sustainability. After all, whatever we may do to prepare for the future — and we have many options at hand — even the best-endowed college can’t add to the number of Americans born in 2015. The challenges facing higher education are multiple, and most of them will be made more difficult as prospective-student pools shrink in the next decade. Before the brunt of the birth dearth is upon us, now is the time to address the cracks already visible in our practices and financial models. By attending to nondemographic threats, we may just find that the demographic stresses are reduced.

For example, David Kirp’s 2019 book, *The College Dropout Scandal*, makes an impassioned argument for serious improvements in low

retention rates. The National Student Clearinghouse Research Center estimates that only 62 percent of students entering college in 2017 returned to the same institution the following fall. One in four didn't re-enroll anywhere only 12 months after beginning college. Glenn Davis and fellow researchers at St. Cloud State University, in Minnesota, figure that improvements in retention begin with identifying at-risk students. They have developed a brief survey that detects first-year students who are at risk for attrition because of a low sense of belonging despite strong grades. At Rutgers University, some student-work supervisors are being trained to use their professional relationships with student employees to connect them more securely with the campus. While student success is always of the highest value, shrinking pools of prospective students make retention improvements important to institutional sustainability.

Similarly, recent work by Strada and Gallup finds that students are more likely to see value in their education — and to view it as worth the price — if they've taken courses that they perceive as relevant to their lives and careers. While this result should not be used in misguided ventures to turn all students into STEM majors, it is a reminder that, regardless of major, higher education should prepare students for meaningful lives following college. Some colleges have responded with interdepartmental degrees, such as “computer science + X,” which often pair marketable computer-science skills with humanities studies (though Stanford University recently backed

away from a similar initiative). Other colleges have brought relevance to existing programs through increased support for internships. However designed, these efforts aim to make clearer the links between college studies and life after graduation.

**By attending to
nondemographic threats,
we may just find that the
demographic stresses
are reduced.**

Barring significant changes in people's desire for college, demographic shifts promise to reshape parts of higher education in the decade to come. However, by looking past those forces, which we cannot control, and focusing keenly on the fulfillment of our missions, which we can control, we can create new and better futures for our students and our institutions.

*Nathan D. Graue is a professor of economics at Carleton College and the author of *Demographics and the Demand for Higher Education* (2018).*

5 Views on the Future of College Enrollment

Make Enrollment Count in Strategic Planning

By JOHN BOECKENSTEDT

It's hard to speak to anyone at a university without hearing about looming demographic changes. We are all keenly aware that the changing numbers and mix of our prospective-student markets, coupled with new economic realities, are changing how we address challenges and plan for a future that seems more uncertain. While we can't change the number of people born 18 years ago, we can adapt to a changing world. As you embark on strategic planning, here are important things to consider:

- **Understand that your portfolio of enrollments is complex.** Programs that bring big numbers may not be bringing you much revenue. Some programs may be vital from a mission standpoint, others from a revenue standpoint. Balance is key, and seeing the inherent trade-offs is an essential component of good decision making and planning. Often, unintended consequences are the ones you need to anticipate most.



John Boeckenstedt

immediate and the distant future? Are you including people in the planning process who might otherwise be invisible on campus?

- **Fix the problems you have, not the ones you wish you had.** Declining net revenue, deferred maintenance, and a lack of diversity all compromise both your immediate viability and your future market position; small decreases in SAT averages or a lack of National Merit Scholars are less critical.
- **Think about new opportunities, and streamline processes to bring them from idea to fruition.** You can't do much about state requirements that bog down degree approvals, but you can improve the efficiency

- **Take a look around.** Does your faculty, your staff, and your curriculum look a lot like they did before today's students were born? If so, do you think that best prepares you for the

of internal processes that consume precious time and resources, and you can create incentives to reward those who bring successful programs to market. Do you know how much of your enrollment is in relatively new programs? Should you?

- **At the same time, good strategy requires you to stop doing some things.** That, of course, is easier said than done at a university. Academic programs are always the first thing people think of, but there are many things a university does that are less vital to its mission, and those should be reviewed. Examples might include particular athletics teams, centers or institutes that neither generate revenue nor advance the mission, and promotional activities that have no measurable return on investment. This is perhaps the most vital component of strategy.

Good planning is hard, but it's essential, of course. Framing your challenges, understanding trade-offs, and thinking broadly don't guarantee success, but they increase its likelihood.

Jon Boeckenstedt is vice provost for enrollment management at Oregon State University.

No, Your College Is Not an Exception

By MADELEINE RHYNEER

The admissions landscape is distressing. College enrollment is down 1.7 percent nationwide, and universities up and down the quality chain missed headcount goals this fall. Throw in Moody's negative credit outlook for higher education; hyper-competition; a booming economy drawing prospective students into

the labor force; fewer high-school graduates in most regions; students with different needs and expectations; free-college initiatives; state funding challenges; and parents who can't or won't pay for college, and I see serious headwinds with a very long tail.

How can we inoculate our institutions from this storm?

Start by acknowledging that most families view college as a transaction, not as a time of transformation. I think fondly of my undergrad experience, when I was drawn by my love of learning, acquiring knowledge for



Madeleine Rhyneer

its own sake. Those days are gone. According to the CIRP Freshman Survey, students are going to college (and having their parents pay for college)

to get a good job. Understand their pragmatism and embrace it. It is time to prioritize what students want and

need over what we want to teach. Heresy, I know.

If colleges don't make bold decisions, the market will make them for us. We must collaborate internally to identify new academic programs, better retention methods, new modes of delivery, and other approaches that speak to what families seek and are

willing to pay for.

Finally, we must rewrite the business model of higher education. Our cost increases each year outstrip the ability of students and their families to pay — so we increase our discount rate, a zero-sum game. How can we reduce fixed costs and still provide a high-quality education? There's

a Nobel Prize in economics for the person who figures it out.

Madeleine Rhyneer is vice president for consulting and dean of enrollment services at EAB, a consulting firm based in Washington, D.C. She formerly served as vice president for enrollment and marketing at Susquehanna University.

The Definition of Insanity

By ANGEL B. PÉREZ

It is often said that the definition of insanity is doing the same thing over and over again and expecting a different result. For decades, this is how colleges handled enrollment. Instead of transformation, they tweaked at the margins. This is no longer sufficient. The answer to the "revenue problem" has always been "get more students who can pay" or "go recruit in a new market." Those wells are drying up.

Unlike businesses, colleges don't have many levers to pull when their product is no longer in demand. When computer sales drop, Apple creates a new device. When Americans buy fewer of its vehicles, Ford increases sales abroad. Higher education does not have this luxury. Colleges have to ask: What else can we do to increase revenue that is consistent with our

mission? Colleges have historically added programs, increased the size of their student body, or added fees. We are hitting a wall on all of those options.

The enrollment game is fiercely competitive, and every college plays it — which means that every college will have to decrease its dependence on traditional enrollment.

In short, colleges must be willing to radically reimagine their business models. This does not mean redefining who they are and what they do; it's about doing new things. Partnerships with corporate America, alternative uses for campus buildings, different methods of curricular delivery, and programming and housing for adult and retired populations are just a few options. Colleges should emulate successful businesses — figure out what their "customers" need, and design products and experiences to meet those needs.

The challenge is that this requires institutions to fundamentally change



Angel B. Pérez

how they operate. Small liberal-arts colleges, for example, are used to serving a traditional-age student population. If they are to attract adult and nontraditional learners, they

must redesign everything.

Change in higher education moves at a snail's pace, but this crisis requires expediency.

The colleges that will thrive in the decades ahead are those willing to take risks while keeping their mission and history at the core of every decision they make.

Angel B. Pérez is vice president for enrollment and student success at Trinity College, in Connecticut.

More Colleges Will Likely Close

By STEFANIE D. NILES

We have entered into a time of unprecedented uncertainty. Even when predictive models, based on years of tried and true results, indicate things are on track, more and more institutions get blindsided on May 1.

The typical answer to declining revenue is "enroll more students." That comes at a cost. Some institutions will still miss their net revenue targets since they have to provide deep discounts to get students in the door; others compromise by enrolling students who aren't academically prepared and may struggle to graduate.



Stefanie D. Niles

In the current climate, even compelling student outreach tactics won't necessarily help. There are simply fewer students going to college, and that will continue to be the case for at least the next 10-12 years.

As a result, colleges will likely continue to close. There are simply too many colleges competing for a dwindling pool

of individuals. Family incomes have remained largely stagnant over the past 20 years, yet the cost of education has risen sharply. The institutions that will thrive are those that are creatively addressing their pipeline and working to identify who, beyond the traditional pool of students, might be available to them.

Some colleges have been willing to try new things, like reducing prices

and providing aid for more students. Other colleges have restructured their curricula and added new majors and co-curricular programs. Still others have added online, hybrid, or other options to give students more flexibility.

Few institutions, however, have experienced real, sustainable success with these changes. Until higher education confronts head-on the

challenges of increasing costs and a shrinking pipeline, less financially secure institutions on the lower end of the prestige spectrum will continue to falter, and even disappear.

Stefanie D. Niles is vice president for enrollment and communications at Ohio Wesleyan University and immediate past president of the National Association for College Admission Counseling.

The Biggest Threat Is to the Neediest Students

By RICHARD A. CLARK

I'm often reminded that I sit in an enviable position. Georgia Tech is not fighting to meet our enrollment goals. We are not calling students from our wait list instead of enjoying Fourth of July barbecues or repackaging financial-aid offers in early August to fill beds and save faculty jobs.

At many colleges in New England and throughout the Midwest, however, each meeting of deans or trustees includes at least two citations from Nathan Grawe's book *Demographics and the Demand for Higher Education* (Johns Hopkins University Press, 2018). Meanwhile the South and the Southwest are growing.

As a result, the conversations around enrollment at healthy publics, particularly in the South, is not *will*



Richard A. Clark

economically homogeneous.

With drastic declines in state support, particularly since the Great Recession, public universities with strong brands have increasingly sought nonresident tuition to satisfy the bottom line. Combined with the steadily increasing cost of attendance, the representation of high-income students on these campuses has ballooned.

While programs like the University of North Carolina's Carolina Covenant and Georgia Tech's Promise have done an excellent job of providing debt-free

we be a decade from now, but rather *who will we be?* My biggest concern is that our nation's most prominent public universities will continue to become more socio-

education to the neediest students, representation of middle-income students has continued to dissipate, effectively creating a financial barbell. Initiatives such as the University of Georgia's Commit to Georgia and the Texas Advance Commitment at the University of Texas are seeking to address the problem, but they are also indicators of the extreme challenge many flagships face enrolling diverse socioeconomic classes.

Without more concerted efforts, the middle-class student will continue to be squeezed out — or saddled with an unconscionable debt burden upon graduation. If our most prominent public universities are unable to re-establish public trust and effectively articulate their need for state appropriations to bolster need-based financial aid, they risk losing the very students they were created to educate.

Richard A. Clark is director of undergraduate admissions at the Georgia Institute of Technology.

Some of these excerpts were drawn from opinion articles in The Chronicle.

How 6 Colleges Are Responding to the Enrollment Crisis

When we asked a group of enrollment experts how their colleges were preparing for demographic change, we got a wide range of responses. Specifically, we asked: “Is your college planning to identify and/or evaluate applicants differently, or to use other strategies, such as broadening your academic offerings? If so, what are some of the steps you are taking? And how might your college’s strategic-planning process address changing demographics?” One common theme in these responses: Know who you are.



Jefferson R. Blackburn-Smith is vice president for enrollment management at Otterbein University.



Michael J. Knox is vice president for student enrollment, engagement, and success at West Texas A&M University.



Kirk D. Young is vice president for student affairs at Jamestown Community College, part of the State University of New York system.



Corry D. Unis is vice president for strategic enrollment management at Fairfield University.



Andrea Felder is assistant vice provost for undergraduate admissions at American University.



Sundar Kumarasamy is vice president for enrollment management at Northeastern University.

Jefferson R. Blackburn-Smith **Otterbein U.**

A Midwestern college taps underserved students and adds distinctive programs

Otterbein University, a private, liberal-arts university located in Westerville, Ohio, has been dealing with the changing demographics of the Midwest for the last decade. As an enrollment-dependent institution, that means diversifying our student body while remaining true to our mission and values.

To that end, we created the Urban Districts Initiative, focused on enrolling, supporting, and graduating underserved, low-income students from central Ohio's urban districts. Our faculty has adopted a framework that Otterbein must be a "student-ready" campus, rather than a campus looking for "college-ready" students. Recently Otterbein expanded the initiative statewide with the Opportunity Scholarship, which meets full-need tuition for Ohio residents whose families earn less than \$60,000 or who are Pell-eligible, by covering tuition costs not covered by state and federal aid. This increase in institutional need-based aid allows Otterbein to serve students who would not have considered us in the past. As a result, a third of our entering students are now Pell-eligible.

We added academic programs that are distinctive or meet a growing need in our community. Our Zoo and Conservation Science program is one of a handful of programs nationally that provide undergraduate internship and research opportunities in zoos and conservation programs around the world. The addition of systems engineering led to the creation of The Point, a unique STEAM Innovation Center covering science, technology, engineering, arts, and math. It brings together academic programs,

a public makerspace, and an array of business and industry tenants, including start-ups and established corporate partners like JPMorgan Chase, which provide student work experiences. New graduate programs, including the master of educational mathematics, the psychiatric and mental-health nurse practitioner major (an online option within the nursing program), the master of allied health, and a soon-to-launch master of athletic training have helped sustain our graduate enrollments.

In partnership with Columbus State Community College, we created a dual-admission program with shared academic advising that gives students a unified academic experience on two campuses, eliminates transfer barriers, and offers one of the most affordable pathways to a bachelor's degree.

The results of this work are truly impactful. Since 2015, our undergraduate degree-seeking enrollment is up 167 students, or 7.5 percent — all from new programs or underserved, low-income students. Equally important: Our retention rate is up 6 percentage points (to 83 percent), and our four-year graduation rate is up 9 percentage points (to 60 percent). By assessing the challenges of demographic change as they began and responding strategically, Otterbein is a step ahead of many universities that are just beginning to respond to this crisis. We have also developed a road map for our future success.

Michael J. Knox **West Texas A&M U.**

A public university's selling points: low cost, high quality, rural values

West Texas A&M University is fortunate to be located within a state that, unlike many others, has a grow-

ing number of high-school graduates. Despite that, we are taking many proactive steps to help our institution succeed in an increasingly competitive recruitment environment. Many of our strategies are aimed at differentiating ourselves through a strong focus on our region's geography, values, and passions: We serve the plains, towns, ranches, farms, and communities of the Texas Panhandle.

In our recently published strategic plan (called WT 125, a reference to our 125th anniversary), we envision our institution 20 years from now. We lay out a strategy to carve out a new space as a regional research university — a classification category that currently does not exist. We believe that being responsive to the rural needs of West Texas will make us more attractive not only to students with whom we share geography, but also to those in many other rural regions in the nation and the world. (We have about 250 international students on our Canyon campus and an online presence in 27 countries.)

Although rural Americans make up just 20 percent of the U.S. population, we see a niche we can fill, since most universities are more likely to recruit students in dense population centers. For example, we recently launched an online doctoral program in education leadership that focuses on leadership of small school districts. That program enrolled 30 doctoral students in its first year — double what we expected — and demand has since exceeded our capacity.

In undergraduate admissions, in 2019 we launched the WT Principal's Scholars program, which "deputized" high-school principals to identify up to five graduating students for direct admission to WT. We accept those students solely based on the recommendations of principals in school districts we serve, and of principals of small high schools statewide. The students do not need to go through

the formal admissions process or pay an application fee. The program contributed to an almost 10-percent boost in our freshman class in fall 2019. We are working on obtaining scholarship money for the program and will review the success rates of its students.

Finally, we work to keep a cost structure that is among the most competitive in the country. That sweet spot where high quality and low cost meet makes a compelling recruiting pitch.

Kirk D. Young

Jamestown Community College

A community college in the Rust Belt grows more diverse

At our college we are undertaking a number of strategies to try to address the very challenging situation we are facing in rural upstate New York. I have worked all over the country in enrollment management, and working in the Rust Belt presents a number of significant challenges. The most serious is the decline in our region's population, from which we have always drawn most of our students.

We are taking a number of steps to try to mitigate the impact of these demographic changes. They include:

- **Broadening our reach.** We are significantly increasing our investment in out-of-state and international recruitment. We have also invested significantly in recruiting in New York City. As a result, our student body is rapidly becoming more diverse — something that is very new to our community.
- **Supporting diversity.** As our college becomes more diverse than the local population, we must do a better job as an institution at recognizing the value of

diversity and serving the needs of all our students.

• **Forming strategic partnerships with several regional, four-year institutions.** While these colleges previously may have rejected applicants that did not meet academic admissions standards, they are now working with us to give those students a better chance to succeed. When they are ready, students transfer to our four-year partners. This is proving to be a valuable partnership for us, the four-year institutions, and the students.

We are also aggressively pursuing additional academic programs, seeking funding to help students with expenses other than tuition, hiring additional recruitment counselors, investing heavily in digital marketing, and leveraging our social-media outlets.

Corry D. Unis

Fairfield U.

Using demographic challenges to shape priorities

As we develop the next version of our strategic plan (adopted in 2014), Fairfield University, in Connecticut, has taken an aggressive approach to prepare for forthcoming demographic challenges. Fairfield has made significant investments in our academic infrastructure, with new facilities for our Egan School of Nursing and Health Studies and our Dolan School of Business. These modern facilities allow students to receive a cutting-edge academic experience focused on successful student outcomes.

We have added degrees at both the undergraduate and graduate levels, and found ways to create seamless pathways for our undergraduate students to directly matriculate into

our master's-degree programs. Our faculty and academic affairs divisions are keenly aware of the headwinds and are constantly evaluating potential areas of expansion that sync with institutional strengths and priorities.

Equally as important as academic infrastructure, we have increased our housing capacity and have made many improvements to facilities that support student life. It is important for our university's history and ethos to position ourselves in a way that focuses on student well-being and student success.

The conversations around changing demographics have inspired us to cast a wider net when it comes to our student demographics. We have been actively recruiting students throughout different regions in the United States and have started to make strides to enroll students from other nations.

In terms of student profile, we have made a conscious decision to become more selective in those we admit. Our acceptance rate has fallen more than 14 percentage points in the last five years, and average GPAs and standardized test scores have risen. We believe our increased academic profile will help us shape the class in meaningful ways that will assist us in a competitive enrollment landscape.

As for our enrollment-management process, we have made tremendous strides in our analytical capabilities and have made investments for deeper data analysis. Our enrollment team understands the importance of data-driven decisions and how modeling can assist us with accomplishing complex goals.

The challenges facing higher education have actually been helpful in our strategic-planning process by helping us to synthesize what our institutional priorities should be, and by allowing us to build consensus about our strengths as a modern, Jesuit university that is values-based, student-centric, and outcomes-focused.

Andrea Felder American U.

Expanding opportunities to study in the nation's capital

Because of our location in Washington, D.C., American University has been able to draw students from across the United States and around the world. However, we draw our largest number of applicants and matriculants from the mid-Atlantic and Northeastern regions of the U.S. — areas expected to experience declines in the number of high-school graduates in the coming years. Among other priorities, our university's new five-year strategic plan — *Changemakers for a Changing World* — seeks to address future demographic challenges.

While AU will continue to recruit talented and diverse students nationally and globally, the university aims to build stronger connections with the Washington region. Specific to enrollment, the university aims to expand educational opportunities for regional students who have not traditionally sought higher education at American University. AU will broaden its dual-enrollment partnerships between our School of Education and D.C. Public Schools to create a pipeline of students focused on education and teacher preparation. In addition, we will refine our recruitment and financial-aid strategies to encourage marginalized communities, in D.C. and elsewhere, that are traditionally left out of higher education to apply and enroll at American University.

We will continue to expand our pipeline of international students via English-pathway programs. We also intend to create regional hubs around the globe that will leverage existing relationships with school counselors, alumni, parents, and other friends of the university to recruit global students to AU.

Lastly, the university intends to improve the educational value and experience for transfer students and student veterans so that AU becomes a destination institution for these two growing student populations. As AU welcomes these students to campus, we must also consider if we are providing the support and services necessary for these students to succeed.

Sundar Kumarasamy Northeastern U.

A global emphasis and innovative majors draw new students

At Northeastern University, we are acutely aware of macro-level trends that will affect the higher-education landscape in the coming years. In light of many projected changes, Northeastern has embarked on a bold strategic plan centered around the creation of a global university system that gives students the opportunity to learn from wherever in the world they are.

Building upon our expertise in experiential learning, the university's expanding network of campuses and academic partners across the globe positions us to tap into new markets and to attract students by offering a differentiated educational experience — one that facilitates student mobility; provides immersive, experiential-based learning opportunities; and offers flexible options to existing semester-based course and program structures. For example, in 2019 we invited a small cohort of first-year students to enter the Global Engagement Program, an interdisciplinary undergraduate experience in which students rotate among London, Boston, Seattle, and San Francisco during their four years. The continued build-out of our global university system and the unique experiences we can offer will become increasingly attractive

to both domestic and international students who value immersive educational opportunities.

Innovative program offerings also can attract new audiences. Specifically, Northeastern's ever-growing list of 130-plus combined majors represent unique, hybrid degree programs that encourage students to explore multiple academic fields without increasing cost and time to complete the degree. These combined majors, which include degrees pairing physics and music or computer science and sociology, to name a few, reflect Northeastern's vision of becoming a model of interdisciplinary collaboration. Solutions to society's most pressing problems are addressed by blending knowledge across multiple disciplines.

Furthermore, as demographic shifts take place and the world around us continues to rapidly evolve in the age of artificial intelligence, the way in which we evaluate students as being a fit for Northeastern also requires adaptation. Increasingly, professional success requires a new set of skills that combines an understanding of the highly technical environment that surrounds us, coupled with uniquely human qualities such as creativity and mental flexibility.

To this end, Northeastern continues to explore ways of evaluating students beyond the traditional methods of standardized-test scores and grades, instead looking toward evaluation methods that showcase competencies across literacies in technology, data, entrepreneurship, creativity, and ethical decision-making. Our focus is on identifying and attracting students who are multidimensional, take an interdisciplinary approach to problem-solving, and show a passion for pursuing an education that transcends the artificial boundaries of place and circumstance that, for far too long, have constrained higher education.

Further Reading

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“The Coming College Enrollment Bust,” by Justin Fox, *Bloomberg*, May 30, 2019

Demographics and the Demand for Higher Education, by Nathan D. Grawe, Johns Hopkins University Press, 2018

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“Higher Education is Headed for a Supply and Demand Crisis,” by Jeff Selingo, *The Washington Post*, January 28, 2018

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“Private Colleges in Peril,” by Stephen Eide, *Education Next*, fall 2018

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ABOUT THE AUTHORS



Eric Kelderman, a senior reporter at *The Chronicle*, focuses on federal and state policy, the future of public higher education, and accreditation. He speaks regularly about these issues at higher-education conferences and in broadcast-media interviews. He also occasionally covers legal issues and music for *The Chronicle*.

In 2010, Kelderman was part of a team of *Chronicle* reporters that won first prize from the Education Writers Association for a series of articles about philanthropy's influence on higher education. He joined *The Chronicle* in 2008 from Stateline.org, at the time a project of the Pew Research Center. He also covered education and state politics for the Gazette newspapers, in Montgomery County, Md. Kelderman holds a bachelor's degree in music from Luther College and master's degrees in journalism as well as in music theory and composition.



Lee Gardner, a senior reporter at *The Chronicle*, covers the management of colleges and universities and the ways in which leaders navigate change. He also writes about facilities, advancement, higher-education marketing and branding, and the forces changing traditional college models. He formerly

served as editor of the Finance and Policy section, overseeing *The Chronicle's* coverage of state and federal government, for-profit colleges, and the business of higher education. His recent work includes a series of articles on how public comprehensive universities across the country are trying to adapt to shifting demographics and questions about their missions. Before joining *The Chronicle* in 2012, Gardner spent nine years as editor in chief of *Baltimore City Paper*.

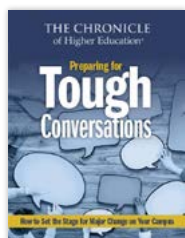
Lawrence Biemiller, Kelly Field, Ruth Hammond, Maura Mahoney, and Alina Tugend contributed to this report.

Related Publications

The Chronicle produces a series of in-depth reports for campus leaders. Here are a few complementary titles.

Preparing for Tough Conversations

How to set the stage for major change on your campus

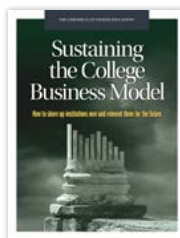


The changes roiling academe today are more complex than ever, and provide plenty of reasons why a college leader might need to have a tough conversation with faculty members, students, administra-

tion, or other key groups on campus. Learn how to communicate and manage even the most complex challenges. Few enjoy difficult conversations in the workplace, but certain strategies and practices are more likely to lead to productive dialogue and positive change.

Sustaining the College Business Model

How to shore up institutions now and reinvent them for the future economy



Pressures have mounted in recent decades: rising labor costs, falling public funding, suppressed tuition revenue, and demographic changes. Understand the market forces bearing down on

colleges, identify the internal challenges that hold you back, and explore strategies to leverage both tradition and innovation to pivot in new directions.

The Right Mix of Academic Programs

Making decisions to add, cut, grow, or shrink departments and degrees



Mounting financial pressures and increased competition for students are pushing more colleges to re-evaluate their academic programs. But before proposing — or even considering — changes

to the academic lineup, campus leaders need to take stock. Learn how to approach a program audit or prioritization process and where to go from there.

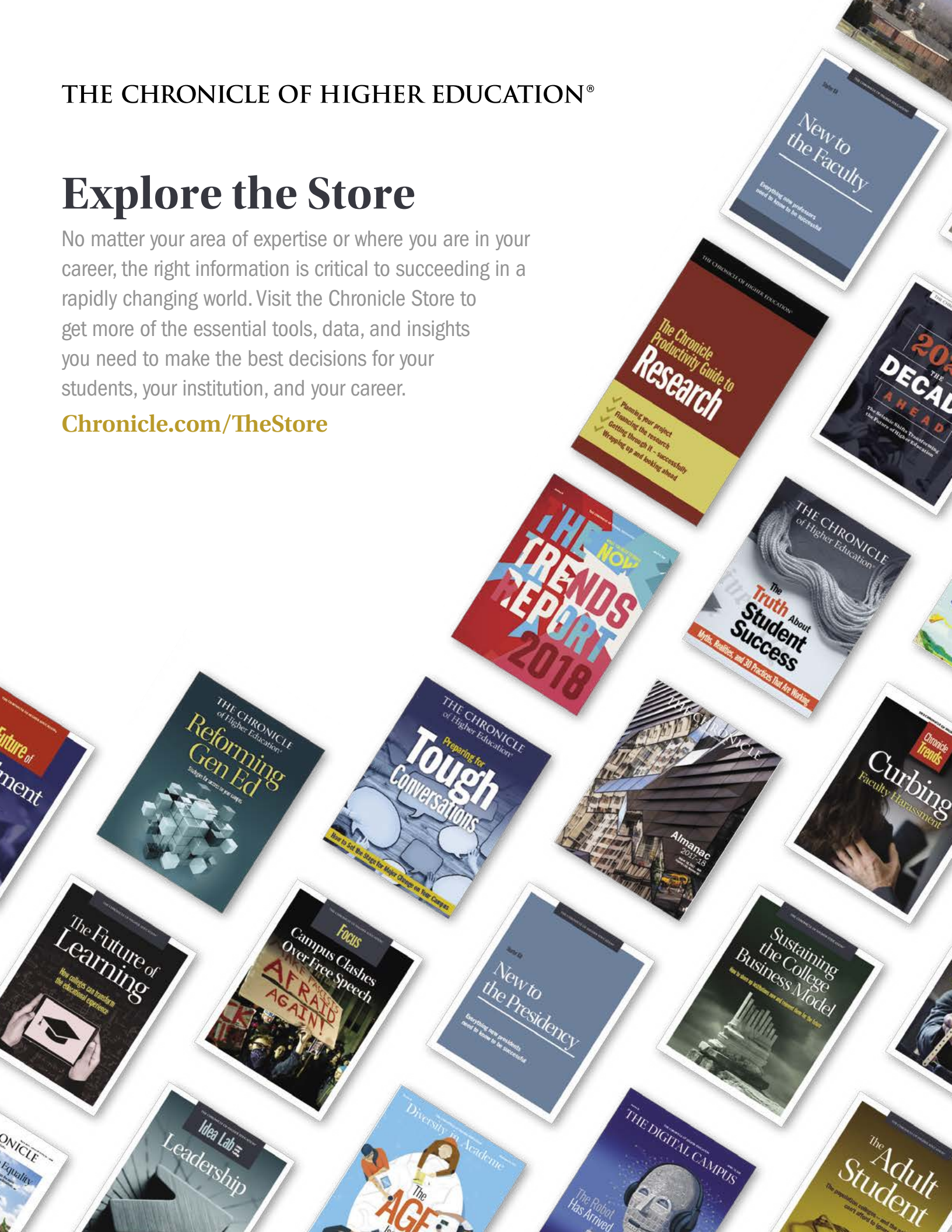
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The Great Enrollment Crash

Students aren't showing up. And it's only going to get worse.

By BILL CONLEY

Chronicle illustration, Getty Images

September 6, 2019

Question: Who do you think made the following observation — and when?

“Even more alarming is the perception among a growing number of young people today that, with escalating college costs and diminishing payoffs in terms of guaranteed career opportunities, a postsecondary education simply may not be worth the huge investment.”

If you guessed that I pulled this from a magazine article published in the past couple of years, you wouldn’t be alone. Point of fact: The above statement was made by Jack Maguire in *Boston College Magazine* ... in 1976.

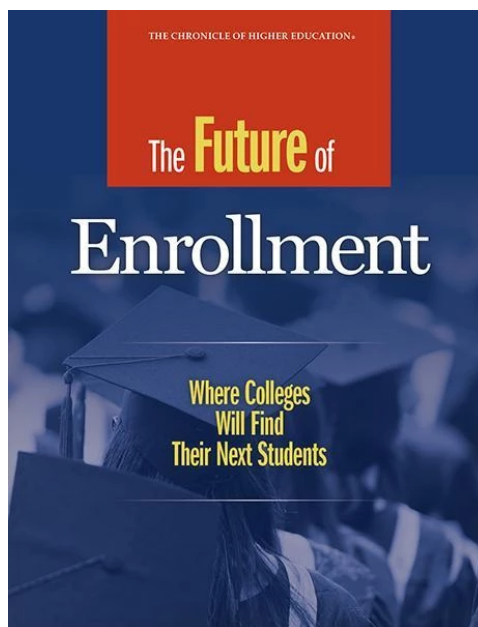
For those of us who have been doing admissions work for a while — I’ve been in the business since 1980 — to hear some form of Maguire’s concern today just seems like déjà vu all over again. The 1980s were quickly dubbed the “demographic decade” as high-school graduation rates declined and a stubborn recession pressed family pocketbooks. In fact, Maguire is widely acknowledged as the father of enrollment management, the science that would be called upon to relieve higher education’s enrollment pressures at the time.

Yield models have been invalidated by the sea change in student college-choice behavior.

The two decades that followed saw ebbs and flows in high-school graduation rates and an inexorable increase in the sticker price of college. Yet with each demographic blip, and with every crossing of a new *are-you-kidding-me?* threshold for cost of attendance, colleges still reported record selectivity, robust enrollments, and financial-aid programs that, for some, effectively reduced sticker shock. Indeed, reports of a higher-education bubble about to burst appeared to be greatly exaggerated. American higher education seemingly had an elasticity that could withstand periodic, short-term fluctuations in demand and cost.

Then came 2008. The Great Recession devastated university endowments, shattered the majority of family wealth and income, and confounded the predictive modeling of enrollment managers. The near-term chaos was very real. Somehow, at varying rates,

most colleges managed to survive, but in order to do so they established a “new normal” that would allow them to claim renewed stability for the long haul. That brings us to the summer of 2019, when the cracks in this new normal really started to show.



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As has been the case in recent years, Bucknell University had a large and talented applicant pool for the Class of 2023. Setting an aggressive target of 980 (40 more first-year students than in 2017), our yield model indicated that our admit pool, plus 30 to 35 students enrolled from the wait list, would safely land us there by the first day of fall classes. That all changed on May 2. The enrollment-deposit spigot went dry, considerably short of our goal. As it turned out, we would need to enroll about 100 students from our wait list.

In the process of calling these wait-listed applicants, we learned that Bucknell was hardly alone in its shortfall. Up and down the selectivity ladder, especially among private colleges, yield models had been invalidated by a sea change in student college-choice behavior. After the May 1 deadline for candidates to accept or reject admissions offers, the

National Association for College Admission Counseling (NACAC) provides colleges the option to post a “still open for business” status alerting potential applicants that there’s still time to submit an application. For classes entering between 2014 and 2016, the average number of colleges that would consider postdeadline applications over that three-year span was 436. For the past three years? The average was 554 — a 27-percent increase.

This is my summer of 2019 takeaway: Higher education has fully entered a new structural reality. You’d be naïve to believe that most colleges will be able to ride out this unexpected wave as we have previous swells.

Those who saw modest high-school graduation dips by 2020 as surmountable must now absorb the statistical reality: Things are only going to get worse. As Nathan Grawe has shown (<https://www.chronicle.com/article/Demographic-Changes-as-Destiny/242062>), a sharp decrease in fertility during the Great Recession will further deepen the high-school graduation trough by 2026. Meanwhile, the cost of attendance for both private and public colleges insists on outpacing inflation, American incomes continue to stagnate, and college-endowment returns or state subsidies can no longer support the discounting of sticker prices. And nearly three out of four (<https://www.washingtonpost.com/business/2019/08/19/out-economists-predict-us-recession-by-survey-finds/>) economists reportedly believe a significant recession is likely to be underway by 2021.

This perfect storm has changed, and will continue to change, student and family college-choice behavior for the next decade and more. I see this playing out across three dimensions: majors, money, and mission.

As any number of reports have shown, students have been inexorably marching away from the traditional liberal-arts majors. One such report (<https://www.humanitiesindicators.org/content/indicator.doc.aspx?i=34>) from the American Academy of Arts & Sciences noted that bachelor’s degrees in the humanities represented 17 percent of all degrees conferred in 1967, compared with 5 percent in 2015. Pitzer College, a nationally ranked liberal-arts college, reported that the five top majors among its Class of 2019 (<https://participant.pitzer.edu/commencement/>) were: environmental analysis, organizational studies, biology, economics, and psychology. Some preprofessional majors are faring no better: Bachelor’s degrees in education

declined by 15 percent between 2005 and 2015. It is little wonder that the Pennsylvania System of Higher Education, significantly dependent on teacher education, has seen its 14 state-owned universities lose 20

(https://www.witf.org/2019/04/29/pennsylvania_colleges_face_steep_enrollment_declines_in_2026/) percent of their collective enrollment since 2010.

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails.

I don't see these trends changing, especially when coupled with stagnating income and the resulting pressure on a family's return-on-investment calculus. Many in higher education assume families don't value the liberal arts anymore, but it's more nuanced than that. Families hear the importance of "soft skills" (communications, creativity, etc.); they just don't accept their children need to major in a liberal-arts field to gain them and to secure a job after graduation. Continued adherence to traditional, low-demand curricula or knee-jerk adopting of "hot" majors will only exacerbate the problem.

Bucknell's most significant shortfall this year was in admitted students who were offered financial aid. I heard from other enrollment managers who had a similar experience. So, what gives?

One answer could be Virginia Tech — not just the institution itself but the sector it represents. Virginia Tech overenrolled (<https://www.chronicle.com/article/Virginia-Tech-Has-1000-More/246416>) its incoming first-year class by 1,000 students (talk about a yield model imploding!). My guess is they did not anticipate the sharp rise in students aiming to attend lower-cost, high-profile public institutions. Last year, four of the top six enrolled-overlap schools for Bucknell were public universities. We fully expect to see at least that many for the Class of 2023.

The handwriting was probably on the wall, as the national, first-year discount rate had already crested the 50-percent mark; according (<https://www.nacubo.org/research/2018/nacubo-tuition-discounting-study>) to the National Association of College and University Business Officers (NACUBO), it was 39 percent as recently as 2008. This steep rise is significantly fueled by colleges that have adopted the airline pricing model: If the plane is going to fly anyway (and if there are still spots open), no harm in getting even pennies on an otherwise unsold ticket. For colleges

discounting at or above the national figure, this is unlikely to be a sustainable strategy. However, in the meantime, they are no doubt pulling students away from colleges that expect full-pay or better-pay students to foot the true bill. In short, price sensitivity is a structural reality when supply (number of college beds and desks) is greater than demand.

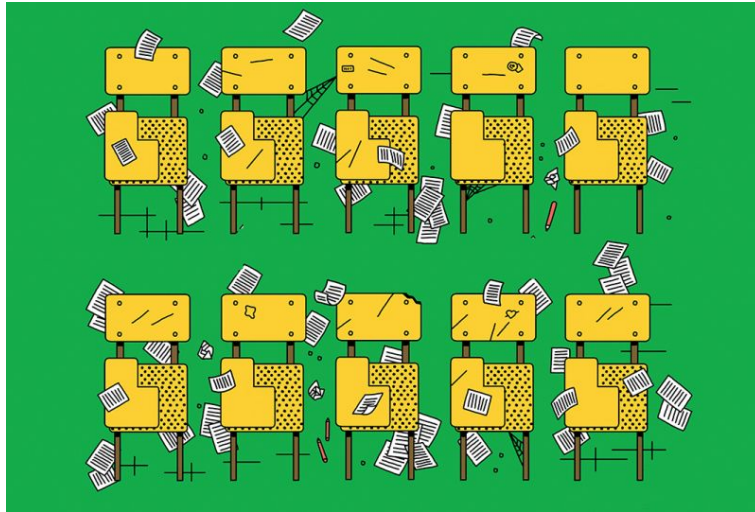
At the dawn of the 20th century, the railroad industry nearly collapsed. Why? Because industry leaders (wrongly) believed their primary mission to be railroading, not transportation. For too long, colleges — public and private, liberal arts and research-driven, rural and urban — have operated as if they're solely in the higher-education business rather than in the broader postsecondary-education sector. Traditional residential colleges took solace in slaying one-and-done competitors like the University of Phoenix or MOOCs. Now the challenges come on multiple fronts: There are still for-profit insurgents clipping at our heels, not to mention distance-learning platforms, academic boot camps, and company-sponsored certificate programs. Consider [this comment \(https://www.businesstoday.in/latest/trends/tim-cook-apple-ceo-says-4-year-degree-not-necessary-coding/story/345666.html\)](https://www.businesstoday.in/latest/trends/tim-cook-apple-ceo-says-4-year-degree-not-necessary-coding/story/345666.html) from May 2019 by Tim Cook, Apple's chief executive: "I don't think a four-year degree is necessary to be proficient in coding. I think that is an old, traditional view."

I don't expect Bucknell's analysis of this year's admissions cycle to show any meaningful incursion by nontraditional competitors. However, what we won't know is how many high-school seniors opted out of the four-year college pathway in favor of shorter-term, anytime, lower-cost credentialing. These legitimate competitors pose risks enrollment managers must acknowledge before it is too late.

Disruption is here to stay. Campus leaders cannot change the wind direction, but they can trim the institutional sails. For too long, the admissions dean or enrollment manager had the lone hand on the tuition-revenue tiller. Now, it's all hands (campus leadership, faculty, staff, trustees, etc.) on deck, pulling the tactical lines in a coordinated, strategic fashion. Given the perilous voyage ahead, what will your institution's mix of majors, money, and mission be?

Bill Conley is vice president for enrollment management at Bucknell University.

Related Stories



Where Did All the Students Go?

Five views on the great enrollment crash



'Welcome to the Wild West': The Competition for College Applicants Just Intensified

Under pressure from the Justice Department, admissions officials have changed the ethics code that governs the recruitment process. Now many of them expect bidding wars and poaching of students.



Enrollment Shortfalls Spread to More Colleges

The private institutions, in the Northeast and mid-Atlantic regions, have rarely, if ever, had to worry about filling their classes.

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THE CHRONICLE REVIEW

Where Did All the Students Go?

Five views on the great
enrollment crash

Cristina Spanò for The Chronicle

October 2, 2019

“Higher education has fully entered a new structural reality,” argues Bill Conley, vice president for enrollment management at Bucknell University, in a recent essay

(<https://www.chronicle.com/interactives/20190906-Conley>) in *The Chronicle Review*.

When Bucknell failed to hit its enrollment goals this spring, it wasn't alone — National Association for College Admission Counseling data show a large increase in the number of colleges still soliciting applications after the May 1 deadline. “Up and down the selectivity ladder, especially among private colleges,” Conley writes, “yield models had been invalidated by a sea change in student college-choice behavior.”

We reached out to five leaders in enrollment from across the country and asked them: What does the enrollment crash look like to you? Here's what they told us.

— The Editors

A Collision Course With Reality

By JON BOECKENSTEDT

During my 35 years in admissions and enrollment management, there has been one constant: the incessant background hum warning about the pending economic decline of higher education. I remember hearing in the early '80s that birth rates were beginning to decline, that the pipeline of prospective college students was drying up, and that many colleges would soon face closure. A few did, of course; but in fact, colleges had always closed with the ebbs and flows of the economy and changes in demographics and demand, as witnessed by the 5,000 entries in the *College History Garden* (<https://collegehistorygarden.blogspot.com/2014/11/index-of-colleges-and-universities-that.html>), the online graveyard for defunct institutions.

If you look through that list you'll notice the dearth of big names: St. Joseph's College in Santa Clara, California (closed in 1991); Westmar University in Iowa (1997); Barat College in Illinois (2005); Lon Morris College in Texas (2012). Their collective impact on the national discourse is regrettably small, perhaps because they were never really a part of it. Against a backdrop of over 2,300 (<https://nces.ed.gov/ipeds/use-the-data>) four-year public and private nonprofit colleges and universities, a few closures were unfortunate, but inevitable.

The ecosystem of American higher education today is like an aging baby boomer who has never exercised: Years of neglect, ignored warnings, and doing things we know we shouldn't do may finally be catching up to us. The lack of large-scale, high-profile closures made us stop paying attention to the trends creeping up on us: "Yes, this class is a bit smaller and the discount a bit higher, but we can handle that," we told ourselves. "We'll invest more to turn things around."

Now the background hum has become a din, and the amorphous specter that only a few could see has morphed into the elephant in the room that no one can miss. Arthur Levine's 1997 *Chronicle* essay (<https://www.chronicle.com/article/Higher-Educations-New-Status/76222>), "Higher Education's New Status as a Mature Industry," should have been on the wall of every college president, and required reading for every new trustee. Levine argued that because higher ed had left its growth stage, it should expect government to reduce its autonomy, increase regulation, and demand greater accountability.

Colleges have been reluctant to change, or to be boldly distinctive, for one simple reason: In our industry, innovation is dangerous. If you take a big risk and it's successful, everyone soon shares the payoff on your bet. If you fail, the cost and the consequences fall squarely on you.

Fundamentally, colleges are the same: We measure quality by easily quantifiable inputs, not by more nebulous outputs; we take stock of the opinions of consumer magazines and newspapers more than of knowledgeable educators; we refuse to let competitors surpass us. If students once saw real differences between Carleton, Grinnell, and Oberlin, those distinctions faded as the sector became commoditized. It is no wonder that applications are skyrocketing (<https://highereddatastories.blogspot.com/2019/03/varsity-blues-and-real-admissions-data.html>), yield rates are falling, predictive models are failing

(https://www.chronicle.com/interactives/20190906-Conley?cid=wsinglestory_hp_1) us, discounts (<https://highereddatastories.blogspot.com/2019/03/looking-at-discount-2016.html>) are rising, and — yes — colleges of some renown are starting to close (<https://www.chronicle.com/article/Everything-Must-Go-A/246514>).

In retrospect, 2007 seems to have been the tipping point, the final warning that we were on a collision course with reality. Tuition increases have slowed a bit (<https://research.collegeboard.org/pdf/01469-061-trendscpf3t2f4a4b.pdf>) since then but are still increasing faster than inflation and are exacerbated by flat or decreasing (<https://fred.stlouisfed.org/series/MAFAINUSA672N>) family incomes.

We are facing a crisis in enrollment, but it's not just an enrollment challenge. Instead, it requires the attention of every member of every university community coming together to think less about our own self-interest and more about the common good of our institutions and society. Big public universities and well-endowed private colleges with powerful brands are safe for the near future — or so it seemed until a few recent announcements (<https://www.chronicle.com/article/Enrollment-Shortfalls-Spread/246341>) that make even the most optimistic of us wonder.

The big question: Can we begin to get back in shape, or will our collective complacency finally do us in?

Jon Boeckenstedt is vice provost for enrollment management at Oregon State University.

The Definition of Insanity

By ANGEL B. PÉREZ

It is often said that the definition of insanity is doing the same thing over and over again and expecting a different result. For decades, this is how colleges handled enrollment. Instead of transformation, they tweaked at the margins. This is no longer sufficient. The answer to the “revenue problem” has always been “get more students who can pay” or “go recruit in a new market.” Those wells are drying up.

Unlike businesses, colleges don't have many levers to pull when their product is no longer in demand. When computer sales drop, Apple creates a new device. When Americans buy fewer of its vehicles, Ford increases sales abroad. Higher education does not have this luxury. Colleges have to ask: What else can we do to increase revenue that is consistent with our mission? Colleges have historically added programs, increased the size of their student body, or added fees. We are hitting a wall on all of those options.

The enrollment game is fiercely competitive, and every college plays it — which means that every college will have to decrease its dependence on traditional enrollment.

In short, colleges must be willing to radically reimagine their business models. This does not mean redefining who they are and what they do; it's about doing new things. Partnerships with corporate America, alternative uses for campus buildings, different methods of curricular delivery, and programming and housing for adult and retired populations are just a few options. Colleges should emulate successful businesses — figure out what their “customers” need and design products and experiences to meet those needs.

The challenge is that this requires institutions to fundamentally change how they operate. Small liberal-arts colleges, for example, are used to serving a traditional-aged student population. If they are to attract adult and nontraditional learners, they must redesign everything.

Change in higher education moves at a snail's pace, but this crisis requires expediency.

The colleges that will thrive in the decades ahead are those willing to take risks while keeping their mission and history at the core of every decision they make.

Angel B. Pérez is vice president for enrollment and student success at Trinity College, in Connecticut.

The Biggest Threat Is to the Neediest Students

By RICHARD A. CLARK

I'm often reminded that I sit in an enviable position. Georgia Tech is not fighting to meet our enrollment goals. We are not calling students from our waitlist instead of enjoying Fourth of July barbecues or re-packaging financial-aid offers in early August to fill beds and save faculty jobs.

At many colleges in New England and throughout the Midwest, however, each meeting of deans or trustees includes at least two citations from Nathan Grawe's book *Demographics and the Demand for Higher Education* (Johns Hopkins University Press, 2018). Meanwhile the South and the Southwest are growing.

As a result, the conversations around enrollment at healthy publics, particularly in the South, is not *will we be* a decade from now, but rather *who will we be*? My biggest concern is that our nation's most prominent public universities will continue to become more socioeconomically homogeneous.

With drastic declines (<https://www.chronicle.com/article/Enrollment-Shortfalls-Spread/246341>) in state support, particularly since the Great Recession, public universities with strong brands have increasingly sought non-resident tuition to satisfy the bottom line. Combined with the steadily increasing cost of attendance, the representation of high-income students on these campuses has ballooned.

While programs like UNC's Carolina Covenant (<https://carolinacovenant.unc.edu/>) and Georgia Tech's Promise (<https://finaid.gatech.edu/tech-promise>) have done an excellent job of providing debt-free education to the neediest students, representation of middle-income students has continued to dissipate, effectively creating a financial barbell. Initiatives such as The University of Georgia's Commit to Georgia (<https://give.uga.edu/>) and the Texas Advance Commitment (<https://texasadvance.utexas.edu/>) at the University of Texas are seeking to address the problem, but they are also indicators of the extreme challenge many flagships face enrolling diverse socioeconomic classes.

Without more concerted efforts, the middle-class student will continue to be squeezed out — or saddled with an unconscionable debt burden upon graduation. If our most prominent public universities are unable to re-establish public trust and effectively articulate their need for state appropriations to bolster need-based financial aid, they risk losing the very students they were created to educate.

Richard A. Clark is director of undergraduate admissions at the Georgia Institute of Technology.

No, Your College Is Not an Exception

By MADELEINE RHYNEER

The admissions landscape is distressing. College enrollment is down 1.7 percent nationwide, and universities up and down the quality chain missed headcount goals this fall. Throw in Moody's negative credit outlook (<https://www.chronicle.com/article/Moody-s-Gives-Higher-Ed-a/245258>) for higher education; hyper-competition; a booming economy drawing prospective students into the labor force; fewer high-school graduates in most regions; students with different needs and expectations; free-college initiatives; state funding challenges; and parents who can't or won't pay for college, and I see serious headwinds with a very long tail.

How can we inoculate our institutions from this storm?

Start by acknowledging that most families view college as a transaction, not as a time of transformation. I think fondly of my undergrad experience where I was drawn by my love of learning, acquiring knowledge for its own sake. Those days are gone. According to the CIRP Freshman Survey, students are going to college (and having their parents pay for college) to get a good job. Understand their pragmatism and embrace it. It is time to prioritize what students want and need over what we want to teach. Heresy, I know.

If colleges don't make bold decisions, the market will make them for us. We must collaborate internally to identify new academic programs, better retention methods, new modes of delivery, and other approaches that speak to what families seek and are willing to pay for.

Finally, we must rewrite the business model of higher education. Our cost increases each year outstrip the ability of students and their families to pay — so we increase our discount rate, a zero-sum game. How can we reduce fixed costs and still provide a high-

quality education? There's a Nobel Prize in economics for the person who figures it out.

Madeleine Rhyneer is vice president of consulting and dean of enrollment at EAB, a consulting firm based in Washington, D.C.

More Colleges Will Likely Close

By STEFANIE D. NILES

We have entered into a time of unprecedented uncertainty. Even when predictive models, based on years of tried and true results, indicate things are on track, more and more institutions get blindsided on May 1.

The typical answer to declining revenue is “enroll more students.” That comes at a cost. Some institutions will still miss their net revenue targets since they have to provide deep discounts to get students in the door; others compromise by enrolling students who aren't academically prepared and may struggle to graduate.

In the current climate, even compelling student outreach tactics won't necessarily help. There are simply fewer students going to college, and that will continue to be the case for at least the next 10-12 years.

As a result, colleges will likely continue to close. There are simply too many colleges competing for a dwindling pool of individuals. Family incomes have remained largely stagnant over the past 20 years, yet the cost of education has risen sharply. The institutions that will thrive are those that are creatively addressing their pipeline and working to identify who, beyond the traditional pool of students, might be available to them.

Some colleges have been willing to try new things, like reducing prices and providing aid for more students. Other colleges have restructured their curricula and added new majors and co-curricular programs. Still others have added online, hybrid, or other options to give students more flexibility.

Few institutions, however, have experienced real, sustainable success with these changes. Until higher education confronts head-on the challenges of increasing costs and a shrinking pipeline, less financially secure institutions on the lower end of the prestige spectrum will continue to falter, and even disappear.

Stefanie D. Niles is the vice president for enrollment and communications at Ohio Wesleyan University and the immediate past-president of the National Association for College Admission Counseling.

Related Stories



The Great Enrollment Crash

Students aren't showing up. And it's only going to get worse.



‘Welcome to the Wild West’: The Competition for College Applicants Just Intensified

Under pressure from the Justice Department, admissions officials have changed the ethics code that governs the recruitment process. Now many of them expect bidding wars and poaching of students.



Enrollment Shortfalls Spread to More Colleges

The private institutions, in the Northeast and mid-Atlantic regions, have rarely, if ever, had to worry about filling their classes.

Internship Engagement: Progress and Way Forward

Relevant. Experiential. Applied. Learning. (REAL)

Board of Visitors
Academic and Health Affairs Committee
13 December 2019





VCU Relevant, Experiential
and Applied Learning

Internship engagement

This presentation will

- Define REAL in the context of internships and workplace learning
- Outline the areas of ongoing work related to developing internship opportunities at VCU
- Frame internships within student success, equity and access
- Engage a vision for future work



Hiring is becoming more skills based and the explosion of and acceptance of new credentials from a plethora of providers demand fresh approaches to academic programs.

***2019 Chronicle of Higher Education Report,
“Career-Ready Education”***

The challenge

- Low skill jobs are disappearing and the demand for skilled workers is outstripping the supply.
- The loss of low skill jobs will have a disproportionate effect on young people and minority groups.
- Higher education must be nimble, flexible and responsive to remain relevant and address the talent needs of the future workforce

“With forethought and mission-appropriate strategy, colleges that embrace this challenge can help blunt the worst effects of disruptions and secure the economic future of millions of people and the nation as a whole.

- Chronicle of Higher Education Report on Career-Ready Education

Meeting the challenge: REAL

VCU's REAL initiative ensures that ***all*** VCU students engage in transformative, **career-building** activities that connect classroom knowledge to real-world experience, create novel approaches to complex problems, and contribute actions that benefit our educational, professional, and civil communities.

Internships are one kind of REAL experience.



REAL experiences include

- Internship
- Co-operative education (Co-ops)
- Practicums/clinical placements
- Field experiences

Workplace
learning
experiences



- Project/performance-based learning
- Capstone
- Research
- Independent Study
- Interprofessional collaboration

- Integrative learning
- Global Learning
- Labs
- Entrepreneurship and innovation
- Career exploration and development
- Service-Learning
- Civic learning and engagement
- Leadership education
- Living learning communities

Beginning in Fall 2019, through the REAL initiative VCU will track student engagement in 18 types of experiential learning, four of which are within the category of workplace learning.

REAL helps VCU:

- **Assess workforce needs:** identifying and advancing solutions to workforce needs and industry trends
- **Identify structural and procedural internal barriers:** addressing the obstacles that keep qualified students from pursuing internship courses/experiences and that keep academic programs from responding quickly to emerging opportunities
- **Enhance data collection systems:** increasing the quality of data used to monitor progress and ensure the value of new and existing credentials
- **Stay student-centered:** responding to student and employer demand for adaptive career curricula, alternative credentials, and new modes for educational delivery

This was my first internship relevant to my studies and my first real look into a major piece of the finance industry — Asset Management. I'd held communication with my boss-to-be for several months leading up to my start date, and in the midst of all the excitement I still remember the sobering thought of, "If I don't like this industry, if this is a bad experience, how will I turn this barge — and will it be too late?"

Elisa Maurice, Class of 2021 VCU School of Business, on her summer internship with Dominion Energy

Value of workplace learning experiences

For **students**:

- valuable applied experience
- connections in professional fields they are considering for career paths

For **employers**, an opportunity:

- to guide and evaluate talent
- to build talent pipelines in emerging sectors

Aligning with VCU's strategic goals

REAL's workplace learning experiences align well with the priorities outlined in the Quest 2025 strategic plan, including:

Student Success:

- Improved retention
- Enhanced graduation outcomes
- Increased student satisfaction

Equity and Access:

- Identifying and addressing gaps
- Providing equitable experiences
- Ensuring value-add outcomes across all populations

Tracking progress

We know gaps are present — gaps in information, opportunities, and participation rates. Through REAL and other initiatives, VCU is creating the infrastructure to support academic excellence and student success, eliminate gaps in access to opportunities, and provide reliable and comprehensive information on our progress.

The goal is increased capacity to:

- Monitor participation trends
- Benchmark institutional performance
- Prioritize resources/work

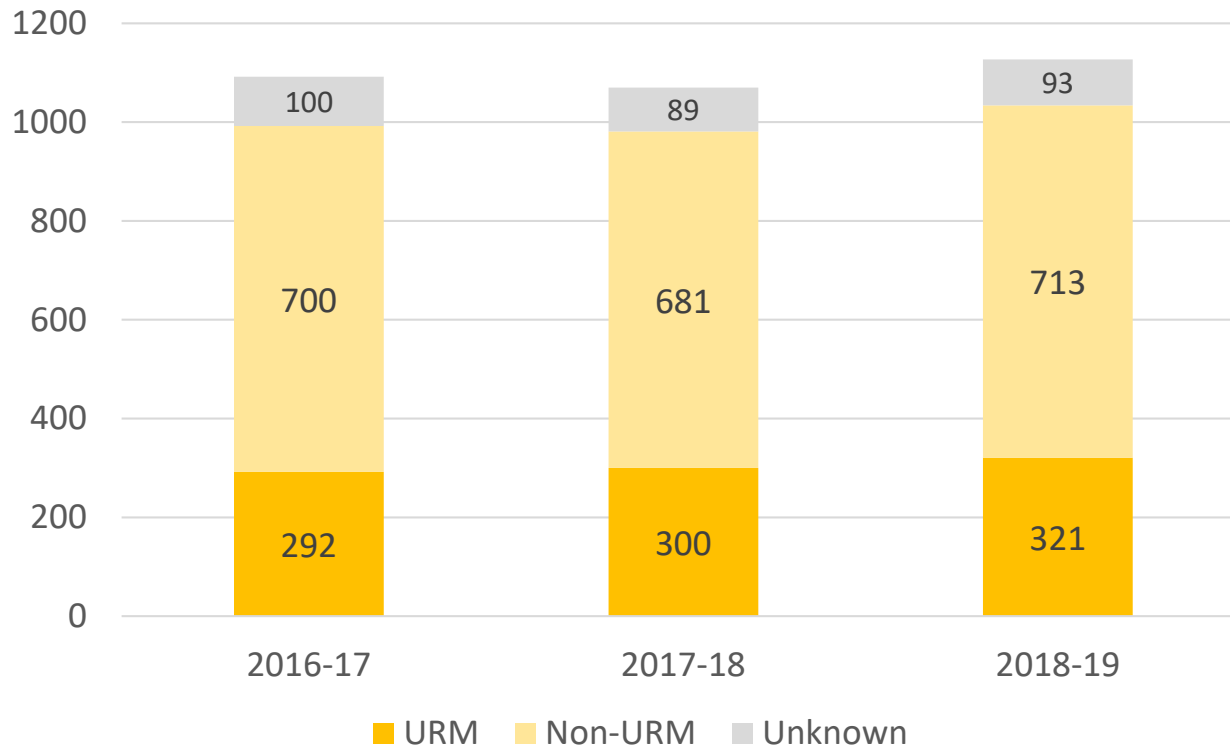
Current data sources:

- Course participation (internships taken for credit)
- Self-reported data (NSSE, VCU First Destination Survey)
- Career Services (Handshake postings and employer engagement)

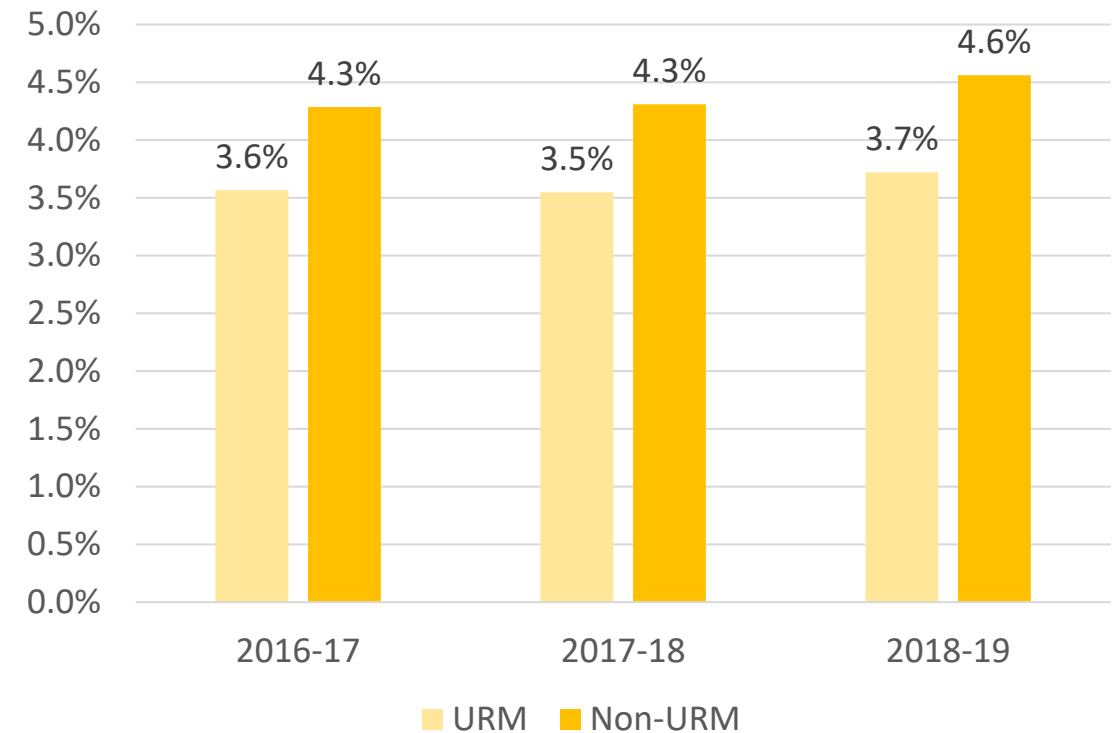
Equity and access: URM undergraduates

- Assess equity in internship participation based on enrollment in **course-based** internships.
- Participation in course-based internships is lower among URM undergraduates than among their Non-URM peers (3.7% vs 4.6% in AY 2018-2019)

Number of undergraduates with at least one course-based internship, by URM



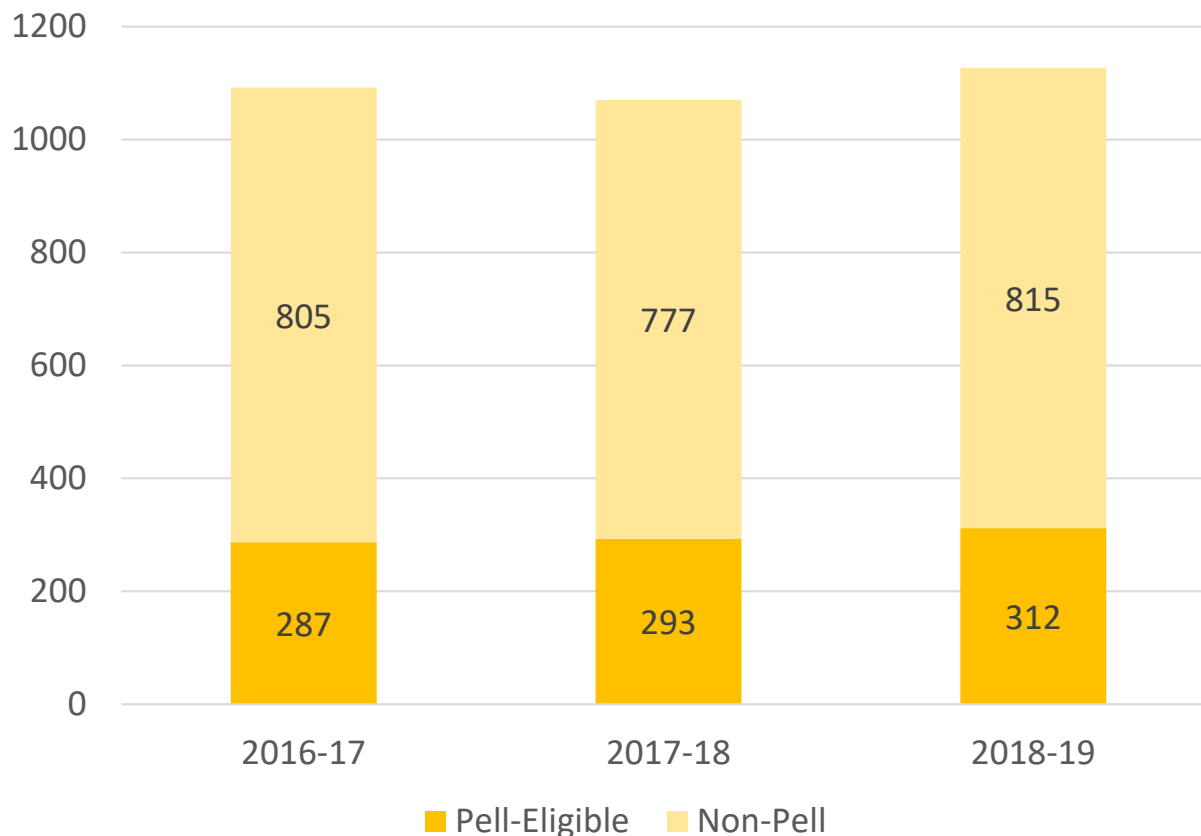
Percentage of undergraduates participating in a course-based internship, by URM



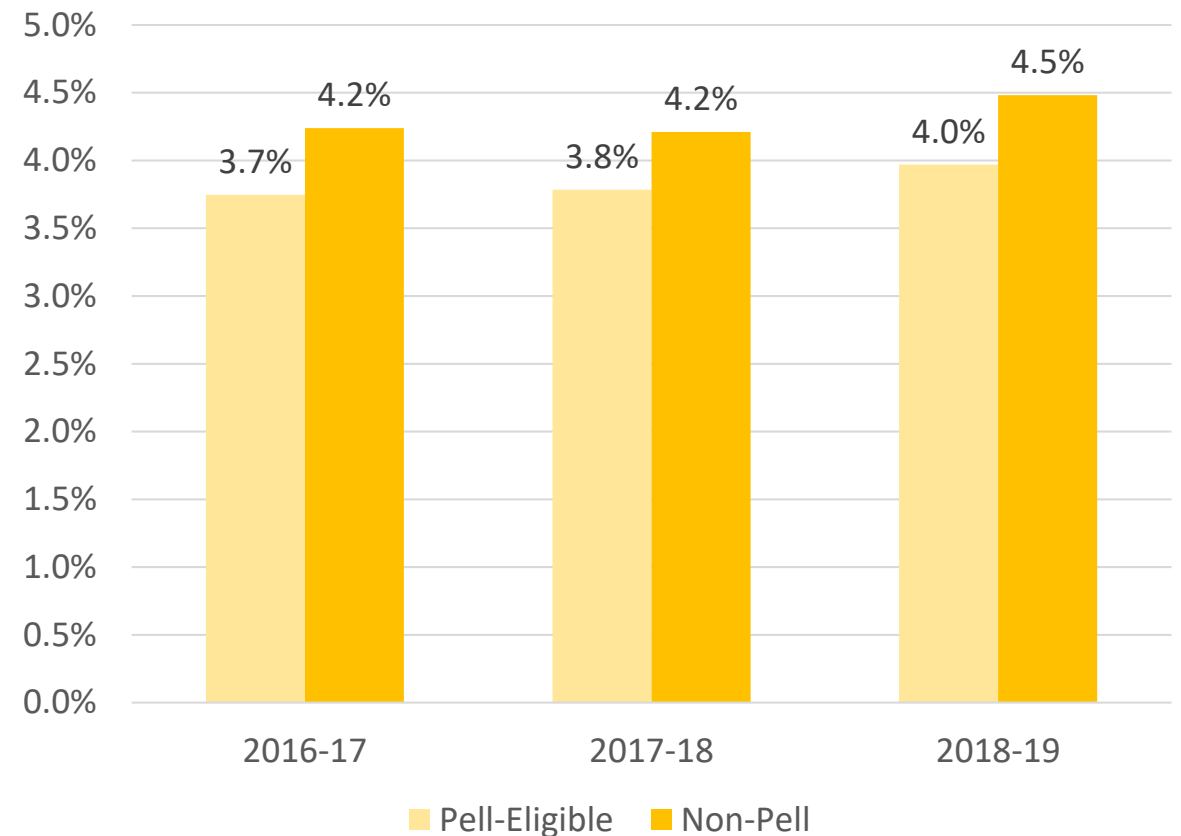
Equity and access: Pell recipients

- While the number of Pell-recipient undergraduates participating in course-based internships has increased over the last three years, there is a small but persistent participation gap, compared to non-Pell undergraduates.

Number of undergraduates with at least one course-based internship, by Pell



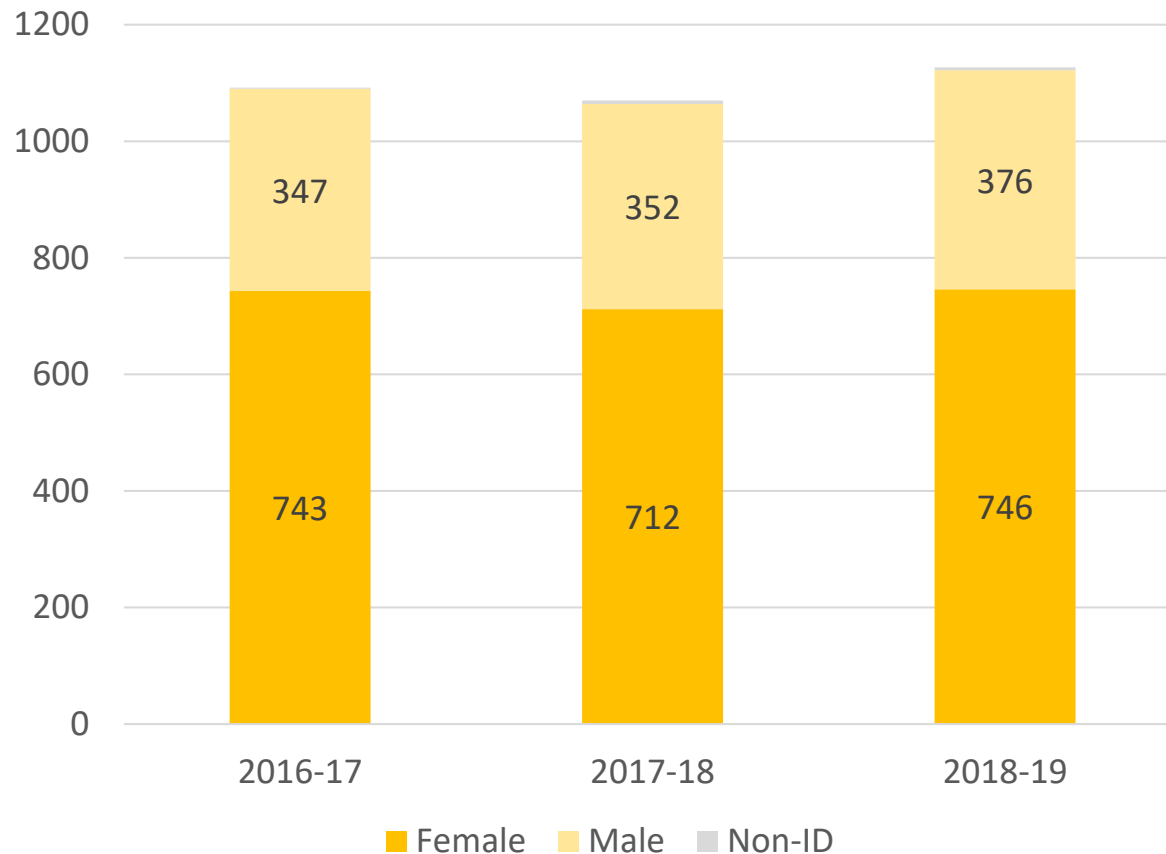
Percentage of undergraduates participating in a course-based internship, by Pell



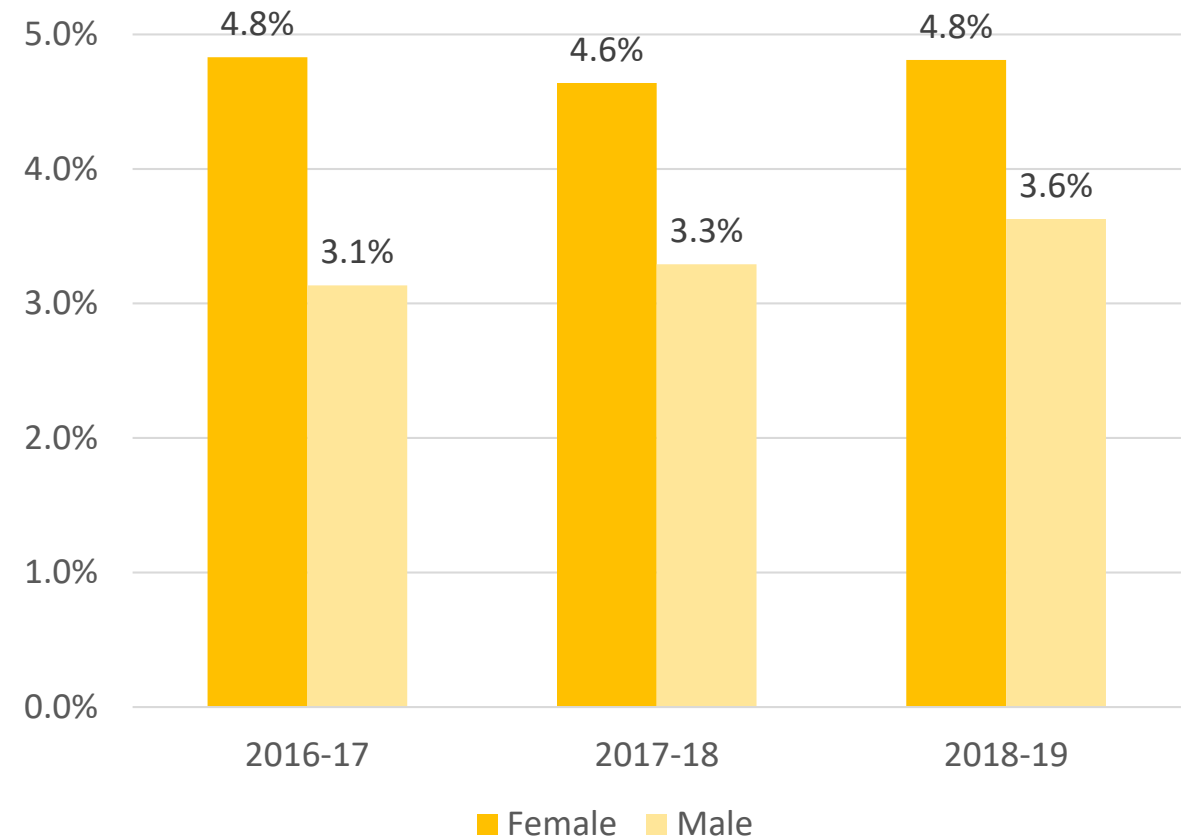
Equity and access: Gender

- Among course-based internships, there is a noticeable gender gap. There is also evidence that this gap is narrowing.

Number of undergraduates with at least one course-based internship, by gender

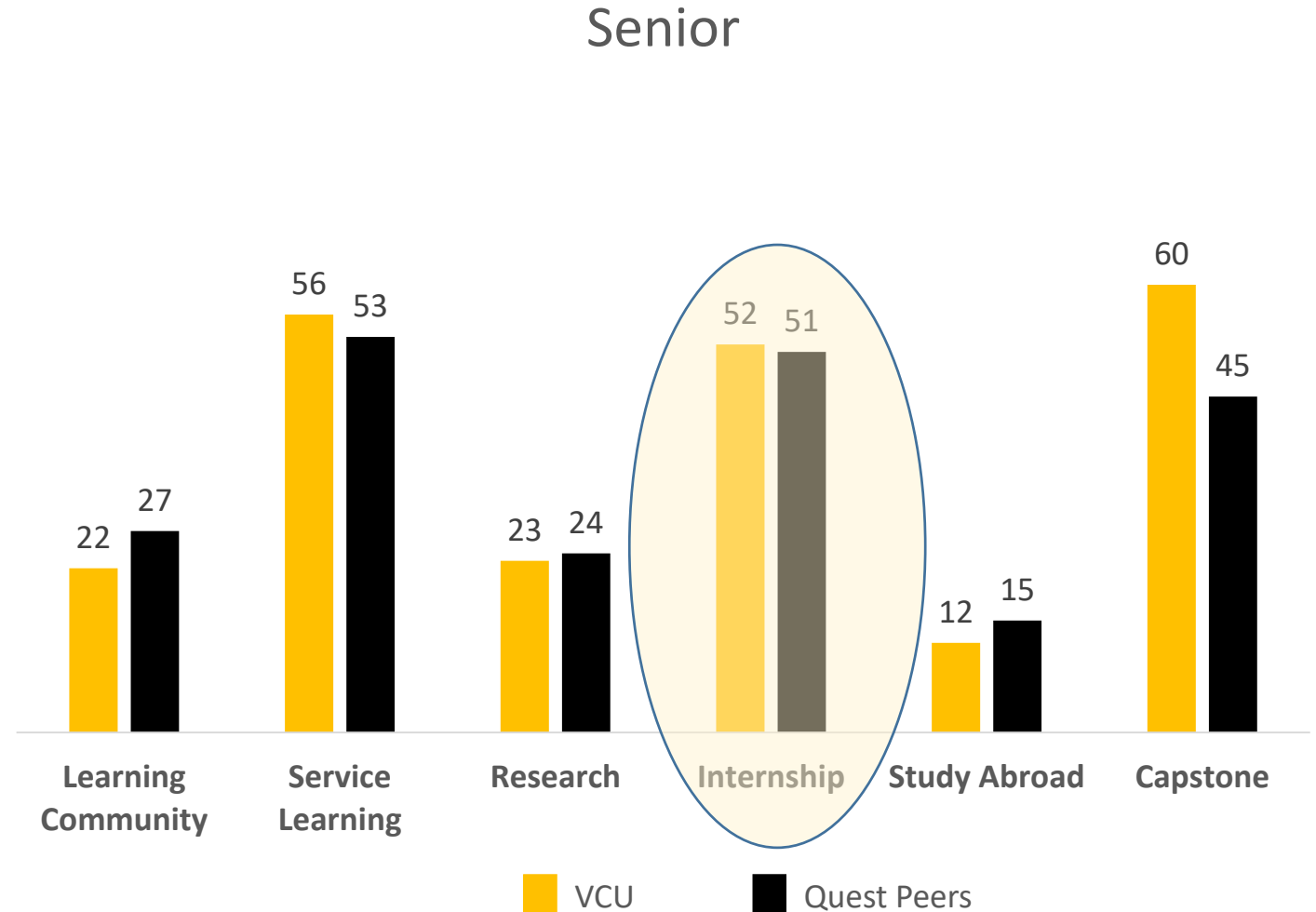


Percentage of undergraduates participating in a course-based internship, by gender



National Survey of Student Engagement

- 52% of seniors reported having an internship in the 2017 National Survey of Student Engagement (NSSE) survey
- NSSE is administered every three years and measures student responses against the responses of peer institutions. The results presented here are the most recent.



Career Services at VCU

VCU students access career services through three distinct offices:

- College of Engineering Career Services
- School of Business Career Services
- VCU Career Services (University Career Center) working with the remaining 11 colleges/schools, as well as alumni

Career Services points of contact

- VCU Career Services - Samara Reynolds, Director (sreynolds@vcu.edu)
- Engineering Career Services - Anita Taylor, Director (ahrtaylor2@vcu.edu)
- Business Career Services - Katybeth Lee, Director (kelee@vcu.edu)

VCU Career Services data

- From fall 2013 to spring 2018, student engagement with VCU Career Services increased by **91.31%** and employer engagement grew by **134%**, with more than 2,600 employers participating at some level.
- For 2018-19 academic year, a total of **5,434 internships** were posted on Handshake, VCU's career opportunities platform. This represents a 229% increase from the previous academic year
- In 2018-19, VCU students submitted a total of **16,525 applications to internships** through Handshake, a 90% increase from 2017-18.

First Destination surveys

From VCU Career Services:

- **48%** of graduating seniors in May 2019 reported an internship experience (749 of 1557)**

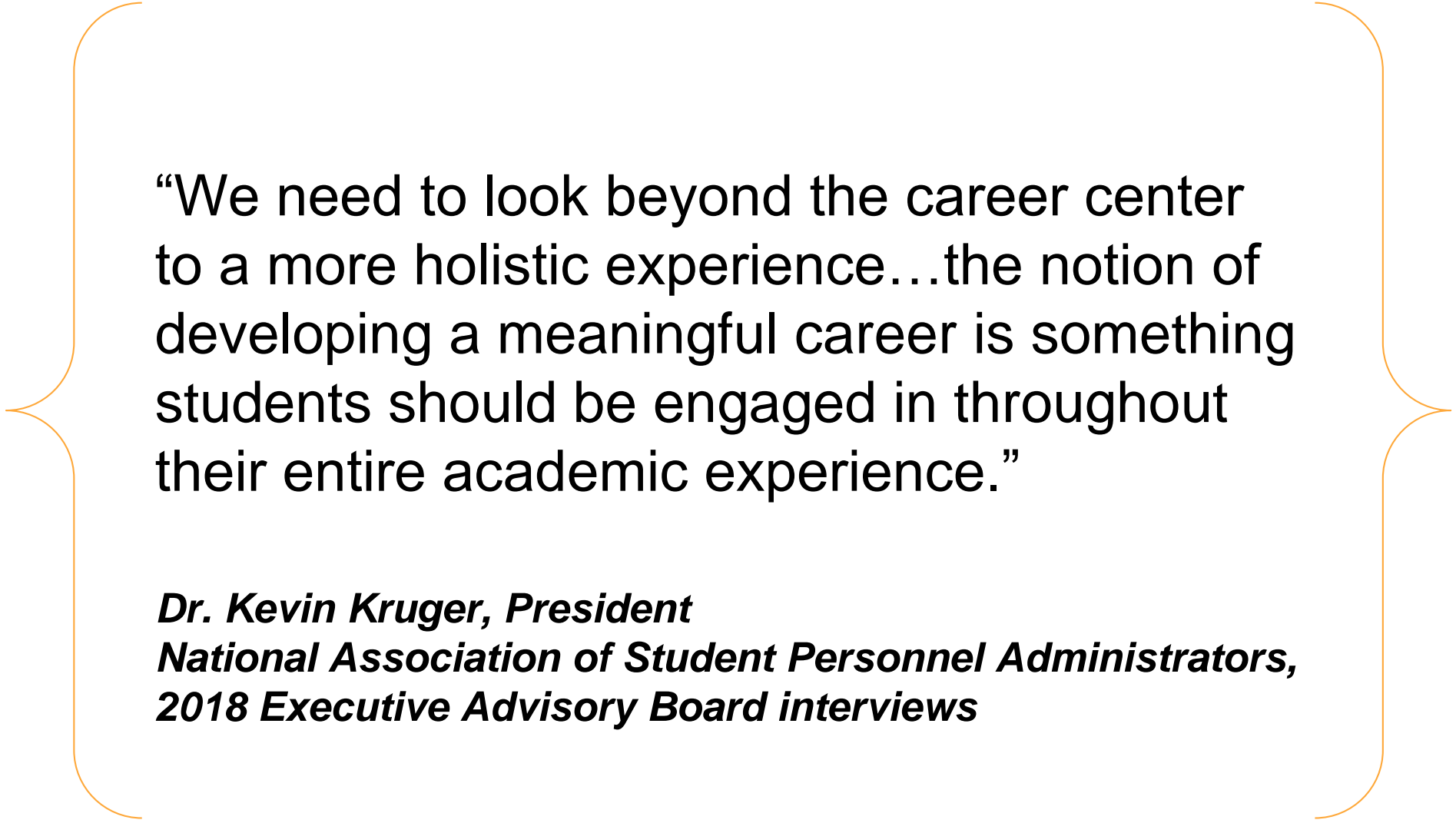
From College of Engineering Career Services:

- **74%** of May 2019 (230 of 312) graduates report having an internship

From School of Business Career Services:

- **46%** of graduating seniors in May 2019 (222 of 480) report having an internship

*** The results are preliminary.*



“We need to look beyond the career center to a more holistic experience...the notion of developing a meaningful career is something students should be engaged in throughout their entire academic experience.”

***Dr. Kevin Kruger, President
National Association of Student Personnel Administrators,
2018 Executive Advisory Board interviews***

Next steps

- **Expand engagement of internal stakeholders and of business and industry leaders**
- **Establish student pathways and pipelines** through a career counseling model (Major Maps and Transfer Maps)
- **Target IT investments** to increase student access to employment, experiential learning activities, and employer engagement events and provide verifiable records of participation (Handshake, Student Opportunity Center, and Suitable)

Engaging for the future

VCU's commitment to the goal of supporting every student's success, even before they reach us and long after they leave, is a vision that emphasizes a holistic view of student professional development, that seeks vertical alignment, and that aspires to raise the standards for everyone, from faculty to students, from staff to community and industry partners. It is also a vision that prepares the institution for the future by ensuring we understand and respond to the evolving needs of students, employers, and society.

VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS

ACADEMIC AND HEALTH AFFAIRS COMMITTEE CHARTER

I. PURPOSE

The primary purpose of the Academic and Health Affairs Committee is to provide oversight and make recommendations to the Board on all policies and plans regarding strategic enrollment management; academic quality; student matters; faculty matters; athletics; inclusive excellence and research consistent with the stated goals and objectives of the University and with its academic health center, including its affiliation with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- Strategic enrollment management
 - Admissions
 - Retention
- Academic quality
 - Quality
 - Degrees, programs and structure
 - Trends
 - Strategic priorities
 - Academic program review
 - Online education
 - SACS/accreditation
- Student matters
 - Academic Success
 - Rights and Responsibilities
 - Concerns
 - Safety, satisfaction and engagement
- Faculty matters
 - Employment, rights and responsibilities, and professional development
 - Salaries
 - Recruitment and retention
 - Benchmarks and best practices
- Athletics
 - Academic success of student athletes and compliance with NCAA guidelines
- Research
- Inclusive Excellence
- Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

In addition, the Academic and Health Affairs Committee provides oversight and counsel toward the achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

The function of the Academic and Health Affairs Committee is primarily oversight. University management, under the auspices of the President, the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System, is responsible for the development, implementation, and measurement of success regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs and activities.

II. COMPOSITION AND INDEPENDENCE

The Academic and Health Affairs Committee will be comprised of three or more Visitors. Each member must be free from any financial, family or other material personal relationship that, in the opinion of the Board or Academic and Health Affairs Committee members, would impair their independence from management and the University.

III. MEETINGS

The Academic and Health Affairs Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee chair should communicate with the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.

IV. RESPONSIBILITIES

In performing its oversight responsibilities, the Academic and Health Affairs Committee shall:

A. General

1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed annually and updated as necessary.
2. Maintain minutes of open session portions of meetings.
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
4. Consistent with state law, the Committee may communicate in closed session (with or without members of senior management present) with general counsel and/or the executive director of assurance services present to discuss matters that the Committee or any of these groups believe should be discussed privately.

B. Academic degrees, programs and structure

1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.
3. Review proposals for the organization of the academic structure of the University.

C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.

D. Academic research activities

1. Review and approve research policies deemed to require Board of Visitor action.
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.
3. Receive reports on the relationship of research activities to local, regional, national, and international economic development.

4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.
- E. Faculty and staff employment, rights and responsibilities, and professional development
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.
 2. Review and approve policies and programs on equal employment opportunity and affirmative action.
 3. Afford an opportunity for direct communication between Board members and members of the faculty.
- F. Admissions and retention
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.
- G. Accreditation
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.
- H. Academic Success of Students
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.
 2. Review topical areas of interest related to the student experience.
 3. Review major fall and spring activities.
 4. Review and monitor student academic success.
- I. Academic Success of Student Athletes
1. Review and oversee matters relating to the intercollegiate athletic program.
- J. Student Rights and Responsibilities
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System, and Student Code of Conduct.
 2. Review and oversee matters relating to student government, and appropriate student participation in University governance.
 3. Review and oversee matters relating to student organizations and extracurricular activities.
- K. Student Services
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, safety and other student services.
 2. Review and approve policies relating to student records.
 3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.
- L. Student Communications
1. Afford an opportunity for direct communication between Board members and students.
- M. International Partnerships and Collaborations
1. Review and approve international partnerships

Virginia Commonwealth University Board of Visitors

Academic and Health Affairs Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Mar	May
A. General							
1. Review, update, and approve Academic and Health Affairs Committee charter	X			X			
2a. Approve minutes of previous meeting		X		X	X	X	X
2b. Maintain minutes of meetings		X		X	X	X	X
3. Authorize investigations into any matters within the Committee's scope of responsibilities			X				
4. Report Committee actions to the Board of Visitors with recommendations deemed appropriate		X		X	X	X	X
5. Communicate in executive session, with general counsel		X		X	X	X	X
6. Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year	X			X			
7. Monitor student academic success.		X		X	X	X	X
B. Academic degrees, programs and structure							
1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.			X				
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.			X				
3. Review and approve proposals for the organization of the academic structure of the University.			X				
C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority							
1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.			X				
D. Academic research activities							
1. Review and approve research policies deemed to require Board of Visitor action.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
				Q1	Q2	Q3	Q4
	A	Q	AN	Sep	Dec	Mar	May
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)							
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.			X				
3. Receive reports on the relationship of research activities to local, regional, national and international economic development.			X				
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.	X				-		X
E. Faculty and staff employment, rights and responsibilities, and professional development							
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.			X				
2. Review and approve policies and programs on equal employment opportunity and affirmative action.			X				
3. Afford an opportunity for direct communication between Board members and members of the faculty.		X		X	X	X	X
4. Afford an opportunity for direct communication between Board members and members of the staff.		X		X	X	X	X
F. Admissions and retention							
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.			X				
G. Accreditation							
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.			X				
H. Academic Success of Students							
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.	X					X	
2. Review topical areas of interest related to the student experience and overall student engagement.		X		X	X	X	X
3. Review major fall and spring activities.	X				X		X
4. Review and monitor student academic success.			X				
I. Academic Success of Student Athletes							
1. Review and oversee matters relating to the intercollegiate athletic program.	X				X		
J. Student Rights and Responsibilities							
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Mar	May
2. Review and oversee matters relating to student government, and appropriate student participation in University governance.			X				
3. Review and oversee matters relating to student organizations and extracurricular activities.			X				
4. .			X				
K. Student Services							
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services			X				
2. Review and approve policies relating to student records.			X				
3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.	X					X	
L. Student Communications							
1. Afford an opportunity for direct communication between Board members and students.		X		X	X	X	X
M. International Partnerships and Collaboration							
1. Review and approve international partnerships			X				

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