RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
10:30 A.M. **
FEBRUARY 16, 2017
BOARD ROOM
MARTIN HALL – THIRD FLOOR

DRAFT

AGENDA

- **CALL TO ORDER** — Dr. Susan Whealler Johnston, *Chair*

- **APPROVAL OF AGENDA** — Dr. Susan Whealler Johnston, *Chair*

- **APPROVAL OF MINUTES** — Dr. Susan Whealler Johnston, *Chair*
  November 10, 2016

- **ACADEMIC AFFAIRS REPORT** — Dr. Joe Scartelli*, Interim Provost & Vice*
  o Report from the Provost — *President for Academic Affairs*

- **REPORT FROM THE FACULTY SENATE** — Dr. Carter Turner, *President,*
  PRESIDENT — *Faculty Senate & Professor,*
  Department of Philosophy and Religious
  Studies

- **DISCUSSION ITEM** — Dr. Joe Scartelli*, Interim Provost & Vice*
  o Proposal for Doctor of Education (Ed. D.) — *President for Academic Affairs*

- **OTHER BUSINESS** — Dr. Susan Whealler Johnston, *Chair*

- **ADJOURNMENT** — Dr. Susan Whealler Johnston, *Chair*

** All start times for committees are approximate only. Committees meet sequentially in the order appearing. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

Academic Affairs Committee
Dr. Susan Whealler Johnston, Chair
Mr. Randolph "Randy" J. Marcus, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Ann Snyder-Falkinham
Dr. Carter Turner (non-voting, faculty advisory member)

**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
8:30 A.M.
NOVEMBER 10, 2016
BOARD ROOM
THIRD FLOOR-MARTIN HALL
RADFORD, VA**

DRAFT

MINUTES

COMMITTEE MEMBERS PRESENT
Dr. Susan Whealler Johnston, Chair
Mr. Randolph "Randy" J. Marcus, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Carter Turner (non-voting, faculty representative)
Mr. Christopher Wade, Rector

OTHER BOARD MEMBERS PRESENT
Ms. Callie M. Dalton
Mr. Kevon DuPree (non-voting, student representative)

OTHERS PRESENT
President Brian O. Hemphill
Dr. Irvin Clark, Interim Vice President for Student Affairs
Mr. Danny M. Kemp, Vice President for Information Technology & Chief Information Officer
Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Margaret McManus, University Auditor
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Melissa Wohlstein, Vice President for University Advancement
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER
Dr. Susan Whealler Johnston, Chair, formally called the meeting to order at 8:32 a.m. in the Board Room, Third Floor-Martin Hall on the campus of Radford University.

APPROVAL OF AGENDA
Dr. Johnston asked for a motion to approve the November 10, 2016 agenda. Ms. Krisha Chachra so moved, and Dr. Rachel D. Fowlkes seconded and the agenda, as published, was unanimously approved.

APPROVAL OF MINUTES
Dr. Johnston asked for a motion to approve the minutes of the September 15, 2016 meeting of the Academic Affairs Committee, as published. Ms. Chachra so moved, Ms. Georgia Ann Synder-Falkinham seconded the motion and the September 15, 2016 minutes were unanimously approved. Available online: http://www.radford.edu/content/bov/home/meetings/minutes.html.

ACTION ITEMS
Dr. Scartelli presented two action items to the committee for consideration to take forward to the full Board. The two items are as follows:

Action Item 1- Proposal for a *Bachelor of Science in Computer and Cyber Science (BSCCS)*.
A resolution to approve the proposal for the BSCCS was presented. After discussion regarding the proposal approval process and justification for the program, Dr. Johnston asked for a motion recommending that the Academic Affairs Committee approve the resolution. Dr. Fowlkes so moved, Mr. Randy Marcus seconded and the motion was unanimously approved to forward to the full Board of Visitors consideration. The proposal is attached hereto as *Attachment A*, and is made a part hereof.

Action Item 2 - Recommendation of Teaching and Research Handbook Changes.
After a brief summary regarding the changes from Dr. Scartelli and Dr. Carter Turner, Chair of the Faculty Senate, Dr. Johnston asked for a motion recommending that the Academic Affairs Committee approve the resolution. Dr. Fowlkes so moved, Mr. Marcus seconded and the motion was unanimously approved to forward to the full Board of Visitors consideration. The Teaching and Research Faculty Handbook amendments are listed below and attached hereto as *Attachment B*, and is made a part hereof.

> Section 1.4.1.4.2: *Evaluation Procedures for Special Purpose, Full-time Temporary, and Part Time Faculty*.
> Section 1.4.1.3: *Student Evaluations of Faculty* (content)
> Section 1.4.1.3: *Student Evaluations of Faculty* (timeline)
> Section 1.4.1.4.1: *Evaluation Procedures for Tenured and Tenure-Track Faculty*

REPORT FROM THE PROVOST
- Report on Accreditation - Dr. Scartelli reported on the Academic Affairs Accreditation Summary as an informational item. The report is attached hereto as *Attachment C*, and is made a part hereof.

- Emeriti Faculty - Dr. Raymond Linville in the Department of Communication Sciences and Disorders and Dr. Joe Flickinger in the School of Communication were awarded emeriti status this summer and fall. The informational item is attached hereto as *Attachment D*, and is made a part hereof.

- Career Center Presentation - Dr. Angela Joyner, Executive Director of the Career Center made a presentation on the Career Center. The presentation is attached hereto as *Attachment E*, and is made a part hereof.

REPORT FROM THE FACULTY SENATE PRESIDENT
Dr. Carter Turner, Faculty Representative for the Faculty Senate, reported on concerns and challenges the faculty are experiencing in making adjustments in their teaching in order to

address student retention. Dr. Turner gave an overview of some of the strategies the Faculty Senate are looking at including mandatory attendance and adjustments in work assignments.

ADJOURNMENT
With no further business to come before the Committee, Dr. Susan Whealler Johnston, Chair, adjourned the meeting at 10:29 a.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

Resolution for Approval of
Bachelor of Science in Computer and Cyber Science

November 11, 2016

WHEREAS, the Department of Information Technology (ITEC) in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS); and

WHEREAS, the BSCCS will build upon and extend the department's highly successful computer science degree and the undergraduate certificate in information security; and

WHEREAS, the proposed BSCCS program will prepare the next generation of security professionals; and

WHEREAS, the BSCCS program will provide a well-rounded curriculum by combining foundational computer science courses with security courses from the undergraduate certificate and new courses in reverse engineering and embedded device security; and

WHEREAS, student interest, alumni recommendations, and employment projections support the establishment of the BSCCS degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the program for the Bachelor of Science in Computer and Cyber Science, CIP 11.1003 (hereafter "Program"); and be it further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

To: Dr. Joe Scartelli, Provost and Vice President for Academic Affairs
        Radford University

From: Orion Rogers, Dean
        College of Science and Technology

Date: August 15, 2016

Re: Executive Summary of Proposed B.S. in Computer and Cyber Science

Introduction

The Department of Information Technology in the College of Science and Technology proposes to establish a Bachelor of Science in Computer and Cyber Science (BSCCS). The proposed degree focuses on cybersecurity and the vast array of foundational information technology and computer science topics needed for cybersecurity. Radford will become the second public university (the other being Old Dominion) with an undergraduate degree in in this field. The proposed BS degree will build upon the courses developed and taught in the Department's highly successful undergraduate certificate in information security. BSCCS will develop specialized competencies and skills to prepare graduates for entry-level careers in cybersecurity.

Security professionals constantly face new challenges in a rapidly evolving world. Increasingly sophisticated attacks force organizations to secure every aspect of their business from training personnel to hardening computing, networking, and data infrastructures. Bring your own device and the Internet of Things complicate security further. Many organizations are lowering costs with highly efficient, wireless accessible smart systems like HVAC. Protecting these systems requires security professionals with knowledge of embedded electronic devices. Traditional computer science degrees do not provide the breadth and depth of knowledge required to architect, develop, deploy, troubleshoot, plan, and manage security. The proposed BSCCS program will prepare the next generation of security professionals.

Justification

Computer science professionals with a deep understanding of cybersecurity are in high demand, especially those with an undergraduate degree in cybersecurity. According to Burning Glass' research, postings for cybersecurity jobs have grown 91 percent from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs. Furthermore, the Burning Glass Job Market Intelligence Report 2015[1] states that over 61 percent of the jobs require a B.S. degree or higher. This mirrors a similar conclusion by the Virginia Employment Commission and

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[1] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

the U.S. Bureau of Labor Statistics (2012-2022) that cybersecurity entry-level jobs require a bachelor's degree.

Traditionally, cybersecurity has been taught as a set of courses in a Computer Science or IT bachelor's degree programs. However, the required skillset for security professionals is greatly expanding, thereby prompting the need for a dedicated degree program. Specifically, as cyber attacks become increasingly sophisticated and target new domains, such as the Internet of Things, a traditional bachelor's degree in computer science is insufficient to prepare for graduates to defend corporations and the nation. Well-rounded security professionals must possess:

    (a) A strong background in the vast fundamental computing principles of cybersecurity such as: operating systems, networks, coding and discrete mathematics;

    (b) Skills to design, code, deploy and administer security solutions based on knowledge of software, data and network security, and cryptography; and

    (c) Knowledge of computer and embedded device architectures to design and troubleshoot security issues with emerging non-traditional computational devices, such as smart devices used in homes and corporations.

The BSCCS program will provide a well-rounded curriculum by combining foundational computer science courses with security courses from the undergraduate certificate and new courses in reverse engineering and embedded device security.

Current Support for Cybersecurity

BSCCS builds upon and extends the Department's highly successful computer science degree and the undergraduate certificate in information security. Furthermore, Radford University is building a reputation for its strong cybersecurity education as indicated by the following accomplishments:

    (a) The National Security Agency (NSA) and the Department of Homeland Security (DHS) designated Radford University as a National Center for Academic Excellence in Cyber Defense Education for 2016-2021.

    (b) Radford University's Cyber Defense Club, a club consisting of students pursuing security courses, has consistently placed in the regionals of the National Collegiate Cyber Defense Contest (reaching the regionals four out of the last five years). Only eight out of a total of approximately 31 colleges in the mid-Atlantic region qualify for the regionals each year. Radford is the only public university in Virginia to do so consistently over the last five years.

    (c) Strong, well-established K-12 outreach to increase the pipeline of potential majors in cybersecurity into Radford University. This outreach, supported since 2013 through four yearly competitive grants from the NSA, has reached a network of over 30 public schools and governor's schools and five community colleges across Virginia. The outreach includes curriculum and course materials for high school students in cybersecurity, as well as training K-14 teachers to incorporate cybersecurity into their curriculum. This outreach

program has received prominence at national forums, such as the NIST sponsored National K-12 cybersecurity education conference where Radford University was the co-chair for the high school cybersecurity education outreach program.

(d) Membership in national/federal advisory groups: Radford University has a working membership to set the national agenda in cybersecurity education through the National Initiative for Cybersecurity Education (NICE) Working Group (especially K12) – initiated at the National Institute for Standards and Technology (NIST).

Employment Demand

The employment demand for cybersecurity professionals, including graduates from programs such as the BSCCS, cannot be overstated. The National Initiative for Cybersecurity Education (NICE) group at the National Institute of Standards and Technology (NIST), published a report (based on research by Burning Glass, the Bureau of Labor Statistics, and CompTIA) stating that *"cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation. Specifically, according to Burning Glass' research, postings for cybersecurity jobs have grown 91 percent from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs."* The Bureau of Labor Statistics Occupational Outlook Handbook[2] indicates the job outlook for 2014-24 is expected to be 18 percent, faster than average. The demand hits close to home: according to the *Burning Glass Job Market Intelligence Report 2015*[3] the Commonwealth of Virginia currently ranks second in the country in total job postings in cybersecurity. In fact, Governor Terry McAuliffe's Executive Order 8, issued in February 2015, stated that almost 17,000 jobs in cybersecurity are unfilled. Further, according to the Burning Glass research report, employers are demanding more education or experience for these cybersecurity jobs with almost 61 percent of the jobs requiring a BS degree. Data from the Virginia Employment Commission and the U.S. Bureau of Labor Statistics (2012-2022) leads to a similar conclusion: a bachelor's degree or higher is typically required for entry-level jobs.

Projected Resource Needs

The BSCCS program is expected to incur modest start-up and maintenance costs as the program will leverage, to the extent possible, existing resources available to the Department. For the 2016-17 academic year, the Department converted an open Special Purpose position into a full-time temporary position. This position must be filled permanently with an experienced cybersecurity professional. Because this is a spin-off program, no additional faculty are needed to initiate the program. Additional faculty may be needed as enrollment increases. Existing hardware, software, and student laboratories are sufficient to initiate the program with future increases based on enrollment growth. The existing cybersecurity program currently incurs approximately $5,000 per year. Funding for this expense comes from external grants with supplements as needed from the

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[2] http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm
[3] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Department and College budgets. This cost must be institutionalized to sustain the BSCCS program.

Summary

If approved, the proposed BSCCS will be one of only two undergraduate programs in Virginia to develop the highly competent professionals needed to meet the growing demand for cybersecurity professionals. The NSA/DHS designated Center for Academic Excellence and the robust K-12 outreach program will attract highly qualified students. The existing undergraduate certificate in cybersecurity, the award-winning cyber defense club, and emphasis on practical, hands-on experience will ensure that students develop the knowledge, skills, and experience that industry and federal agencies need. Extensive engagement with corporate partners across the state will expose students to career opportunities and retain graduates within the Commonwealth. Student interest, alumni recommendations, and employment projections support the establishment of the Bachelor of Science in Computer and Cyber Science degree.

1. Institution	2. Program action (Check one):
	    New program proposal _____
	    Spin-off proposal _____
	    Certificate proposal _____

3. Title of proposed program	4. CIP code

5. Degree designation	6. Term and year of initiation

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

8. Term and year of first graduates	9. Date approved by Board of Visitors

10. For community colleges:
     date approved by local board
     date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate).

   Department(s) or division of   _____

   School(s) or college(s) of _____

   Campus(es) or off-campus site(s) _____

   Distance Delivery (web-based, satellite, etc.) _____

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Bachelor of Science in Computer and Cyber Science
Description of Program

Program Background
The Department of Information Technology in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS) to begin in the Fall 2017. BSCCS builds on the Department's Bachelor of Science in Computer Science and undergraduate Information Security Certificate and creates a new program to prepare students to work in the emerging field of cybersecurity, developing, deploying, and managing security solutions for different computing infrastructures. The program will be initiated as a traditional in class program taught on the Radford University campus.

In addition to teaching traditional computer science concepts and principles, the BSCCS program will teach students: basic principles and concepts of information security; how to secure databases, operating systems, and computing systems; how to apply cryptography to secure data traveling across a network; basic principles of digital forensics; techniques to reverse engineer, analyze, and investigate computer systems; and how to develop policies and procedures to protect and govern information and maintain data quality and integrity.

In the past, a BS in Computer Science or Information Technology (IT) with a course in cybersecurity would have prepared students for these jobs. However, as the Internet of Things (IoTs) becomes more commonplace, so have the range of cybersecurity threats that target non-traditional computing platforms. Designing, developing, and deploying solutions for these threats requires traditional computer science skills, along with a deep emphasis on their application. This requires courses in areas such as: reverse engineering and security analysis. For instance, research from IBM in 2013 found out: *"there is more to teach and learn"* as the *"field of cybersecurity has significantly expanded with more domains to secure and more ways to attack"*[1]. The report concludes with the need to expand cybersecurity learning into areas such as: protection of *"heterogeneous systems and real-time security analysis".* To accommodate this applied nature of computer science, there is a need for a separate BS program that covers the vast field of cybersecurity and the wide array of foundational computer science/IT topics that cybersecurity builds on.

BSCCS will prepare graduates for entry-level positions in the cybersecurity field. These entry level positions include: engineers, managers/administrators, analysts, information security specialists/technicians, architects, and consultants[2].

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[1] Cybersecurity Education For the Next Generation, Advancing a Collaborative Approach, IBM Center for Applied Analytics, 2013 (http://www-01.ibm.com/common/ssi/cgi-bin/ssialias?subtype=XB&infotype=PM&appname=CHQE_ED_ED_USEN&htmlfid=EDE12345USEN&attachment=EDE12345USEN.PDF)
[2] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Engineers architect and develop security solutions for computing infrastructures. They are involved in secure design and coding of software, developing secure configurations/architecture, engineering cryptographic solutions, or analyzing network protocols for security issues.

Data, information and network security managers or administrators deploy and manage security solutions and troubleshoot issues, respond to intrusions, and/or perform security planning including developing security policies and procedures.

Architects, including security architects and network architects, develop and deploy secure configurations of network based computing infrastructure. Security consultants, such as network security consultants and infrastructure security consultants, deploy, debug, and perform security analysis of computing infrastructures. Their tasks also include malware analysis and intrusion handling. Security or information assurance analysts, perform risk management and assessment, audit planning, identify security threats, vulnerabilities and potential exploits, conduct penetration tests, and/or ensure legal compliance.

The program will develop the necessary skillsets for these jobs by covering a vast array of foundational topics such as: coding, operating systems, computer architecture, and networks, as well as the broad area of cybersecurity including: secure system design and implementation, risk assessment, security and systems analysis, security administration, security planning, intrusion detection, and digital forensics. BSCCS will accomplish this by building on the existing BS in Computer Science program.

The BSCCS will provide students the technical foundation to work in public and private organizations protecting the data, software, and hardware resources from criminal and espionage activities. The students will also learn the foundational issues with policy and procedures necessary for organizations to ensure the safe handling of data and management of resources.

Mission
BSCCS will contribute to the Commonwealth of Virginia and the nation by preparing students for careers in the cybersecurity field. These goals are entirely congruent with the mission of Radford University:

> Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society (Radford University, 2013).

BSCCS directly supports Radford University's mission by:
1. Emphasizing teaching and learning through hands-on projects that require meaningful interaction with faculty and industry partners.
2. Cultivating creative and critical thinking to analyze problems and implement solutions.
3. Developing technical skills that will benefit employers and the IT discipline.
4. Creating high impact learning opportunities for undergraduates through project and research opportunities.

Admissions Criteria
Freshmen applicants to Radford University must submit the following:
1. Application form
2. Official transcript of high school work completed (must have completed Algebra 2)
3. Official copy of SAT or ACT score report (students with a 3.50 GPA on a 4.0 scale may elect to be considered for admissions without submitting either an SAT or ACT score)
4. International students must either take the SAT or TOEFL to prove competency in the English language (minimum TOEFL scores are 520 for paper based, 190 for computer-based or 68 or higher for Internet-based).

The BSCCS will have no additional admissions requirements beyond the requirements for admission to Radford University.

Target Population
The target populations for the BSCCS are students seeking to complete a bachelor level degree to enter the cybersecurity field in entry-level positions. Since Radford University primarily serves residents of Virginia, the majority of the students will likely be graduates from a Virginia high school or students who have completed classes in the Virginia Community College System.

Given the exceptionally high demand for cybersecurity in Virginia, the state is actively working to increase the pipeline of K12 students pursuing cybersecurity. In February 2014, the Governor of Virginia passed Executive Order 8 to establish Cyber Virginia and the Virginia Cybersecurity Commission to support activities that increase the pipeline of students from K12 for cyber-security majors at the college/university level. Sample activities include: developing security curriculum and conducting summer camps in cybersecurity. Beginning in 2013[3], the Department of Information Technology at Radford University initiated several outreach activities to boost the K12 pipeline in cybersecurity with support from five grants from the National Security Agency (NSA).

Student recruiting for the proposed BSCCS will leverage the outreach activities described above, along with the strengths of the University and additional outreach activities including:
5. Radford University is a National Security Agency(NSA)/Dept. of Homeland Security (DHS) designated National Center for Academic Excellence (CAE) in Cyber Defense Education. Among the many benefits, the CAE designation affords Radford national recognition and visibility from its prominent listing on the NSA/DHS websites. Further, this designation recognizes the rigor and high quality of Radford's computer science and security offerings – making the University attractive to prospective students.
6. Radford University faculty are members of the National Initiative for Cybersecurity Education (NICE) group created by the federal organization National Institute of

Standards and Technology (NIST). Radford faculty are active on the NICE K12 working group for cybersecurity education and regularly serve on national panels on K12 cybersecurity education. For instance, they chaired panels at the National K12 CyberSecurity Conference in Linthicum, Maryland in 2015[3,4] and are doing so in 2016. The audience for these panels and work groups are K12/community college educators and decision makers. Recruitment efforts will include tapping this network to participate in Radford's outreach activities for recruitment.

7. K12 Cybersecurity outreach projects: With support from five grants from the National Security Agency (NSA) since 2013, Radford University developed a comprehensive two-tiered outreach program to increase the pipeline for cybersecurity at K12. This includes a motivational curriculum for K12 in security and teacher training to educators across Virginia. Some key outcomes of these activities include:

   a) An annual cyber defense contest called *RUSecure?:* First conducted in Spring 2014, this contest is now drawing around 90 high school students from across Virginia's public schools each year. In 2016, the NSA awarded Radford University a grant to fund the prizes for this competition, thereby increasing the number of students the competition can support.

   b) High school level cybersecurity course (ITEC 145) offered to students online: First offered in Spring 2015 (and offered every semester after that), this course has drawn over 25 students each semester from high schools, specifically: Radford City High School, Christiansburg High School, Blue Ridge Virtual Virginia Governor's School, Shenandoah Valley Governor's School, Southwest Virginia Governor's School, and Piedmont Governor's School. As a next step, the project proposes to make the course materials and lab resources available across Virginia through collaborations with community colleges.

   c) Graduate level K12 teacher training course (ITEC 545): First offered in Spring 2016, over 44 teachers from 41 schools/community colleges across Virginia have either taken (in Spring 2016) or are currently taking (in Fall 2016) this course. This course equips teachers with the tools needed to start cybersecurity curriculum in their schools. In fact, most of these teachers are taking this course as they prepare to develop and introduce a cybersecurity curriculum in their respective school districts. Two NSA grants provided partial funding for this effort.

   d) Community College outreach: Radford University is assisting regional community colleges (Virginia Western Community College and Virginia Highlands Community College) to develop cybersecurity curriculum in their colleges and meet the guidelines specified in Executive Order 8. Using this

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[3] Uppuluri. P, Panelist, Higher Education outreach efforts, National K12 Cybersecurity Education Conference, Linthicum, MD
2015 (https://www.youtube.com/watch?v=yTnHHwI3D48)

[4] Uppuluri. P, Panelist, Higher Education efforts: prepping for cyber defense competitions, National K12 Cybersecurity Education Conference, Linthicum, MD 2015 [VIDEO]

collaboration as a template, Radford University is also developing a transfer guide for VCCS students to transfer to the proposed BSCCS program.

e) Summer Bridge for High School students in cybersecurity: This program is conducted annually and draws female students from high schools, thereby providing an opportunity to participate in university level cybersecurity exercises for a week. Since 2009, around 25 female high school students have taken part in this exercise annually. In Summer 2016, part of this effort was funded with an NSA grant.

The outreach activities described above have enabled Radford University to establish a large network of collaborators in cybersecurity at the K12/community college level. We propose to tap into this network and continue these activities to attract students to the BSCCS program.

Curriculum

The proposed bachelor program is a spin-off degree from the Department's current computer science degree. The program will combine the University's CORE curriculum, core courses from the Department of Information Technology, courses from the Information Security Certificate, and newly developed courses to create a new 120-credit hour bachelor degree.

The table below provides a side-by-side comparison of the existing BS in computer science program (BSCS) and the proposed BSCCS program. The primary difference between these two programs is the additional 12 hours of cybersecurity education required by the proposed degree.

To graduate, all students must have a minimum overall 2.0 GPA and a minimum 2.0 in-major GPA. Students must complete the required courses and the necessary elective hours (free electives) from any university course to total 120 credit hours.

Current BSCS Program		Proposed BSCCS Program	
Core Curriculum (43-45 credits):			
		Core Curriculum (43-45 credits):	
Univ. Core A:Core Foundation	12		
Univ. B-Core Skills and Knowledge	16	Univ. Core A:Core Foundation	12
College Core A-National and International Perspectives	6	Univ. B-Core Skills and Knowledge	16
		College Core A-National and International Perspectives	6
College Core B-Supporting Skills and Knowledge	9-11	College Core B-Supporting Skills and Knowledge	9-11
Department of Information Technology core requirements (18 credits):			
		Department of Information Technology core requirements (18 credits):	
ITEC 110 - Principles of Information Technology	3		
ITEC 120 - Principles of Computer Science I	4	ITEC 110 - Principles of Information Technology	3
		ITEC 120 - Principles of Computer Science I	4

ITEC 220 - Principles of Computer Science II	4	ITEC 220 - Principles of Computer Science II	4
ITEC 225 - Web Programming I	3	ITEC 225 - Web Programming I	3
ITEC 345 - Introduction to Information Security	3	ITEC 345 - Introduction to Information Security	3
ITEC 490 - IT Professionalism	1	ITEC 490 - IT Professionalism	1

Mathematics requirements (12 credits)		*Mathematics requirements (12 credits)*	
MATH 151 – Calculus and Analytic Geometry I	3	MATH 151 – Calculus and Analytic Geometry I	3
MATH 152 – Calculus and Analytic Geometry II	3	MATH 152 – Calculus and Analytic Geometry II	3
MATH 251-Calculus and Analytic Geometry III	3	STAT 200 or 301 – Probability and Statistics	3
STAT 301 – Probability and Statistics	3	ITEC 122: Discrete Mathematics	3

Bachelor of Science requirements   *Bachelor of Science requirements*

Students must choose two courses from the following list: ASTR 111:ASTR 112; any Biology (except BIOL 301:BIOL 302); any Chemistry; any Geology (except GEOL 110, 205); any Physics (except PHYS 111:PHYS 112 and PHYS 221:PHYS 222 or PHYS 231); PHSC 301.	6-8	Students must choose any one course from the following list: any 500 or 600-level ITEC course approved by the Department Chair; MATH 152; ASTR 111, ASTR 112, any Biology (except BIOL 301 and BIOL 302); any Chemistry; any Geology (except GEOL 110 and 205), any Physics, or PHSC 301; CRJU 412	6-8

Information Technology core (27 credits):   *Information Technology core (27 credits):*

ITEC 122 – Discrete Mathematics	3	ITEC 310: C& UNIX	3
ITEC 320-Procedural Analysis and Design	3	ITEC 340 – Database Management Systems	3
ITEC 324 – Principles of Computer Science III	3	ITEC 350 – Computer Networking	3
		ITEC 352 – Computer Organization	3
ITEC 352 – Computer Organization	3	ITEC 371 – Operating Systems	3
ITEC 360-Data Structures and Analysis of Algorithms	3	ITEC 445 – Computer System and Database Security	3
ITEC 370-Software Engineering	3	ITEC 455 – Applied Cryptography and Network Security	3
ITEC 371 – Operating Systems	3		
ITEC 380-Organization of Programming Languages	3	ITEC 465 –Computer System Security Analysis and Investigation Techniques	3

ITEC 420-Computatbility Theory and Formal Languages	3	ITEC 466 – Information Assurance Program Management	3

Restricted Electives (one of the following courses) (3 credits)

Restricted Electives (one of the following courses) (3 credits)

ITEC 315 – Graphical User Interface Design and Implementation	3		
ITEC 340-Database	3	ITEC 360 – Data Structures and Analysis of Algorithms	3
ITEC 350-Introduction to Computer Networking	3	ITEC 420 – Theory of Computation	3
		ITEC 370 – Software Engineering	3
ITEC 410-Modelling and Simulation	3	ITEC 460-Translator Design and Construction	3
ITEC 430-Computer Graphics	3		
ITEC 460-Translator Design and Construction	3	Any MATH 400 level course	3
ITEC 480-Artificial Intelligence	3	*Other required courses (3 credits)*	

Physics (7 credits)

BLAW 203: Business Law 1	3

PHYS 221-Physics	4
PHYS 221-Physics	3

Student Retention and Continuation Plan

Our student retention and continuation plan is to engage students in and out of the classroom through advising, active learning, and interaction with faculty.

Advising
The highest quality education requires effective feedback, guidance, and mentoring from dedicated faculty members. All students will be assigned to an undergraduate faculty advisor who will meet with the students at least once per semester to review student progress, discuss academic issues, and plan future course work for the student. Advisors will also guide students on elective courses and career options.

Active Learning
Classes in the Department of Information Technology balance theory with practice. Necessary theoretical background, concepts, and fundamentals are reinforced with hands-on learning experiences. Many courses utilize a flipped or hybrid delivery model providing online content accessed outside of class to maximize the amount of in-class time devoted to active problem solving and faculty/student interaction.

Interaction
Student interaction with faculty and professionals in the field is a key component of a student's education. Interactions create relationships that provide students encouragement and a support system to envision and implement their academic plans. Our program facilitates these types of

interactions by maintaining a small student to faculty ratio in Department classes, student clubs and organizations, one-on-one advising, independent studies, and student competition teams sponsored by the Department. The Department hosts the award winning Cyber Defense Club (CDC), along with the ACM Student Association and the Upsilon-Pi-Epsilon (UPE) Honors Society. Students in the CDC have regularly participated in several national level competitions and achieved great success including:

1. Qualifying (8 out of 30 colleges) for the Mid-Atlantic Collegiate Cyber Defense Contest in four of the last five years – the only public college/University in Virginia to do so; and
2. Placing in the top 100 of the individual student contest – the National Cyber League, out of over 1,500 students in the past three years.

The Cyber Defense Club attracts students from different majors including freshman. Since its start in 2012, the club has been very active organizing weekly events, inviting presentations from distinguished speakers, helping students get comfortable with computing environments, organizing socials, and travelling to various security conferences.

Faculty

The Department of Information Technology has 17 full-time faculty positions, 13 of which are tenure-track positions. Every member of the Department's faculty has earned a master's or a doctorate degree in an information technology field that contributes deep skills, knowledge, and expertise in the core areas of the Department's programs. A minimum of four or five faculty members are well qualified to teach the core courses. Nine of the Department's 17 faculty members have extensive educational and work experience in computer science and areas related to cybersecurity (e.g., networking, operating systems, database, and coding). These nine faculty members will be the primary instructors in the core cybersecurity classes. Additional faculty members are available to teach BSCCS courses.

The Department does not request any new faculty positions to initiate the program. Additional faculty may be needed based on increased enrollment.

Program Administration

The program will be housed within the Department of Information Technology. The Department Chair will be responsible for scheduling classes, providing required resources, and ensuring sufficient faculty are available with the required expertise to teach the required and selected elective classes. The chair may appoint a program director from the Department faculty to assist in administrative tasks associated with the program if necessary. The program director would have no credentials beyond those required to teach classes in the program.

Student Assessment

Students will be assessed using various instruments including (but not limited to): projects, homework assignments, lab exercises, presentations, reports, quizzes, and examinations. The Department will collect samples of student work for assessment. Assessment will follow the three year ABET lifecycle that the current BS in Computer Science and Technology program follows. As part of this assessment each course will be assessed to determine if it meets the learning outcomes once every three years.

In addition to gaining core competency in computer science, graduates of the program will be able to:

1. Identify threats, vulnerabilities, and attacks on computer based systems of varying complexity and sizes.
2. Apply physical, administrative, and technological security controls include secure coding, secure design principles, and secure operations in the development and installation of software and networking systems.
3. Reverse engineer and detect malware for various computer architectures such as: x86 and embedded devices.
4. Acquire and apply effective communication techniques and strategies appropriate to the field.
5. Conduct risk assessment and perform risk management.

The curriculum emphasizes strong theory complemented with hands-on application to achieve the learning outcomes below. Graduates of the program will have gained competency in the following learning outcomes:

1. An ability to apply knowledge of computing and mathematics appropriate to the area of computer science and/or security.
2. Ability to analyze a problem and identify and define the computing and/or security requirements appropriate to its solution.
3. Ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Ability to function effectively on teams to accomplish a common goal.
5. Understand professional, ethical, legal, security, and social issues and responsibilities.
6. Ability to communicate effectively with a range of audiences.
7. Ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for, and an ability to engage in, continuing professional development.
9. Ability to use current techniques, skills, and tools necessary for computing and/or security practices.
10. Ability to apply design and development principles including: secure design and development standards in the construction of software systems of varying complexity.
11. Analyze, secure and administer computer networks of varying design and degrees of complexity.

Table 1, shown on the following page, maps the outcomes described above to specific courses.

Table 1: Student outcome and courses that achieve those outcomes. (S: Strong, M: Medium, W: Weak. An empty cell indicates that the outcome is not necessarily met by the course)

Student Outcomes to Course Mappings (S: Strong, M: Medium; W: Weak)											
Course	1	2	3	4	5	6	7	8	9	10	11
ITEC-110	M	W	W	M	M		M	W	W		
ITEC-120	S	S	S	W	M		W		M	W	
ITEC-122	S	S	S							S	
ITEC-220	S	S	S		S	M	W	W	S	S	
ITEC-225	M	S	S		S		W	W	S	M	
ITEC-310	S	S							S	S	
ITEC-340	M	S	S						S	S	
ITEC-345	M	S	M		S			M	M	M	M
ITEC-350	S		S	S		S		S	S	S	M
ITEC-352	S	S	S						M	M	W
ITEC-360	S	S	S						S	M	
ITEC-370	S	S	S	S	M	S	S	M	S		
ITEC-371	S		S		M			M	M	M	W
ITEC-420	S	M	M							S	
ITEC-445	S	S	S					M	S	S	S
ITEC 455	S	S	S	S	M	S	W	S	S	S	S
ITEC 465	S	S	S	W				S	S	S	S
ITEC 466	S	S	S	M			S	S	S	S	S
ITEC-490					S	S	M	S			

Program Assessment

The Department of Information Technology currently offers three BS programs that are ABET accredited. Consequently, the Department has an extensive and well established assessment program. The Department maps all student learning outcomes to specific courses that support each outcome as shown in Table 1 above. Each student outcome is assessed by measuring student performance in all courses mapped to the outcome. Selected assessments are conducted every semester with all mapped assessments being completed in a three-year cycle. The goal for each student outcome is a measured student competency of 3.5 on a 5.0 scale. The Department leadership team reviews the data each year and initiates corrective action if necessary. The Department also does alumni and senior surveys to gather feedback on the program, as well as conduct a meeting with industry partners to get feedback on graduates and industry trends on an

annual basis. Data from the course based assessment, alumni survey, senior survey, and industry meeting is summarized and reports on assessment outcomes are generated each summer. The Department's leadership team meets in the Fall to review the raw data and summary reports. The leadership team then decides what corrective actions and other program improvements are needed and an action plan is developed.

Prior to the beginning of the BSCCS program, the existing courses will be added to the established assessment rotation. This will follow a calendar (tentatively) as shown in Table 1. Assessment of student outcomes will begin in the first semester of the program. Course based assessment will be collected, summarized, and evaluated in Fall 2018 with corrective actions initiated by the Department leadership team if necessary.

Program Outcome	Supporting Assessments of Student Work Conducted in ITEC					
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
	1	2	3	4	5	6
1		320	120, 281, 352, 420	220, 340, 371, 455	465	122, 360, 425
2	345	360		465	120, 220, 352	122, 225, 315, 325, 370, 425
3	120, 226	225, 360	122, 281	220, 315, 340, 371, 425	324, 352, 380	320, 325
4	110	350		325	370	
5		425, 485	220, 490	345	340	495
6		227			370	490
7		340	485, 490		370	495
8	490					345
9	220, 225, 226, 281	227, 315, 320, 425	380	325, 350, 455	324, 340, 445	335, 360, 370
10	465	466	345			320
11	465	466				

The BSCCS will begin in Fall 2017, and junior and senior level courses will be taught starting in the Fall 2017. This rotation will allow for new transfer students, as well as students who have taken the correct prerequisite courses, to select the BSCCS program and begin as juniors in Fall 2017. The first graduates from the BSCCS program are expected in Spring 2019. In the Spring 2019 semester, the Department will begin senior surveys of BSCCS graduates and a report will be generated that summer for departmental review in Fall 2019. The following summer, the Department will have alumni from the program who have been in the workforce for at least one year, and the annual process of alumni surveying will begin. This will provide for the last piece of the established assessment process in the Department, and a full set of assessment reports will

be created in Summer 2020 for leadership team review in Fall 2020. At this point, the Department will assess and report on the BSCCS in the same cycle as the three established ABET accredited programs with an annual data collection, analysis, review, and action plan creation process. A thorough review of the annual reports, action plans, and student outcomes are completed at the end of each three-year assessment cycle and improvements are determined and an action plan created.

The Department chair also creates an annual program review report for the Dean of the College of Science and Technology on each program in the Department. These reports provide a review outside the Department and are conducted under the auspices of the Radford University Office of Academic Assessment. The annual reports are the basis for the University's five-year cycle of review for every academic program and include, but are not limited to, topics including program viability numbers, student retention, faculty productivity, and program strengths and weaknesses. The annual program review documents for the BSCCS will begin with the 2020-21 academic year after the program has had its first graduates in Spring 2020.

Benchmarks of Success

The BSCCS will produce graduates prepared to obtain jobs in the cybersecurity field or to enter a graduate program. The following benchmarks will measure how successfully the program meets its goals:
1. The BSCCS will attract and retain students
    a) Enrollment in the first year will equal at least 30 students (75 percent of the current number who are pursuing a BSCS degree with the undergraduate certificate in information assurance as a supplement).
    b) In subsequent years, the enrollment will exceed the above number.
2. Eight-five percent of the program's seniors will report on the senior exit survey being satisfied or highly satisfied with the program.
    a) Senior satisfaction will be reviewed annually and if the satisfaction is below 85 percent the leadership team will analyze the senior survey results and develop an action plan to improve satisfaction based on student responses.
3. Ninety percent of graduates are placed in appropriate employment or graduate school within one year of graduation.
    a) Employment and graduate school acceptance rates will be determined from the alumni surveys and reviewed on an annual basis. If the goals are not met, the leadership team will work with survey results and industry partners to determine the reason and develop an action plan to improve the program.

Spin-Off

The BSCCS program is a spin-off of the existing Bachelor of Science in Computer Science degree program.

The current certificate program was created to allow students in the Computer Science and Technology and Information Science and Systems programs to develop a deeper understanding of information security. The existing program is a nine credit hour undergraduate certificate and requires the following coursework:

ITEC 345 – Introduction to Information Security	3
ITEC 445 – Computer Systems and Database Security	3
ITEC 455 – Applied Cryptography and Network Security	3

The BSCCS builds a bachelor level degree from the foundation of a nine credit hour certificate. Additional security classes, classes from the current Bachelor of Science in Computer Science and Technology program, and the required general education and Bachelor of Science electives are included to create a new 120 credit hour bachelor degree program. Due to the overlap with the existing computer science program and information security certificate, the new BSCCS program can be created without any additional faculty. The required new courses will be within the Department's capacity and expertise to teach. The existing Information Security Certificate will continue to be offered as an option for students in the Computer Science and Information Systems programs.

Expansion of Existing Program
This program is not an expansion of an existing program.

Relationship to Existing Degree Programs
Although the proposed BSCCS is a stand-alone program, the BSCCS curriculum overlaps significantly with the existing Computer Science and Technology (CSAT) degree program, also taught in the Department of Information Technology. The BSCCS will require all of the Department's core classes. ITEC 122 (Discrete Math) will also be a core requirement of the BSCCS program. The BSCCS program will differ from the existing CSAT program by requiring two additional security classes and one additional class requirement at the 400 level within the Mathematics Department. The program will also differ from each of the four concentrations currently offered by the CSAT degree. The table below shows the number of courses in the BSCCS program that are different from each of the CSAT concentrations.

Concentration	Number of Different Courses
Computer Science	6 courses (18 credits)
Networking	7 courses (21 credits)
Software Engineering	7 courses (21 credits)
Database	7 courses (21 credits)

The proposed BSCCS degree is expected to have an impact on the current computer science program. Many of the students pursuing the Department's Information Security Certificate (approximately 90 each year) are majoring in computer science. Some of these students will change their major from CSAT to the proposed BSCCS program thereby reducing the number of majors in the CSAT program. Enrollment in the computer science program is very healthy with over 300 students. Losing some students to the proposed program will not hurt the viability of the CSAT program. Additionally, because the BSCCS shares a number of classes with the computer science program, enrollment in the CSAT courses should remain steady and eventually increase as the BSCCS program attracts new students.

Collaboration or Standalone

The proposed BSCCS degree is a stand-alone program.

Response to Current Needs

Over the last three decades, Computer Science has continued to be one of the most highly demanded and best paying majors[5, 6]. Among computer science jobs, information security tends to be even higher in demand. The National Initiative for Cybersecurity Education (NICE) group at the National Institute of Standards and Technology (NIST)[7] using research by Burning Glass, the Bureau of Labor Statistics, and CompTIA concluded that *"cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation. Specifically, according to Burning Glass' research, postings for cybersecurity jobs have grown **91 percent** from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs"*. The Bureau of Labor Statistics Occupational Outlook Handbook[8] indicates the job outlook for 2014-24 is expected to be 18 percent, faster than average. Moreover, a heavy demand exists for cybersecurity workforce in Virginia but there is a critical shortage in the number of workers. Specifically, Virginia currently ranks second in the country in total job postings in cybersecurity according to the *Burning Glass Job Market Intelligence Report* [9] (Figure 4), but almost 17,000 jobs in cybersecurity in Virginia are unfilled as stated by the Governor in his State of the Commonwealth 2016 address[10]. According to the Burning Glass research report, employers are demanding more education or experience for these cybersecurity jobs with almost 61 percent, of the jobs requiring a BS degree as shown in Figure 5. Data from the Virginia Employment Commission and the U.S. Bureau of Labor Statistics (2012-22) also come to the same conclusion (as shown in Figure 6): that a bachelor degree is typically required for entry-level jobs.

Top States by Total Postings*

	State	Total Postings	Location Quotient**	% Growth (2010-2014)
1	California	28,744	1.02	75%
2	Virginia	20,276	3.09	38%
3	Texas	18,525	0.92	113%

Figure 4: States with most cybersecurity jobs (source: Burning Glass Report 2015).

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[5] http://www.bankrate.com/finance/personal-finance/high-paying-college-majors-1.aspx

[6] http://www.forbes.com/pictures/lmj45jgfi/no-3-computer-science/#1d0ba3bd6323

[7] http://csrc.nist.gov/nice/map/faq.html

[8] http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

[9] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf 10 https://governor.virginia.gov/newsroom/newsarticle?articleId=13920
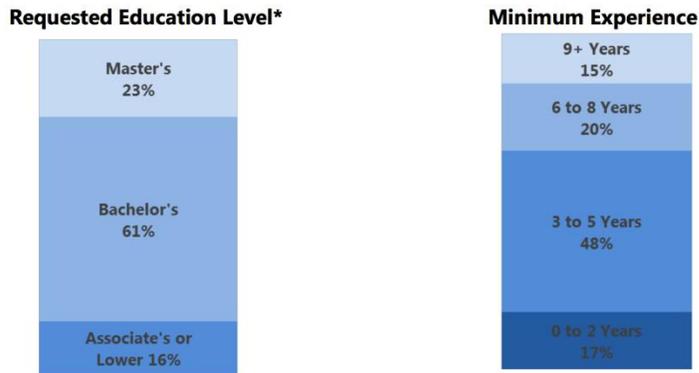
Figure 5: Education level for cybersecurity jobs (courtesy: Burning Glass Report 2016)
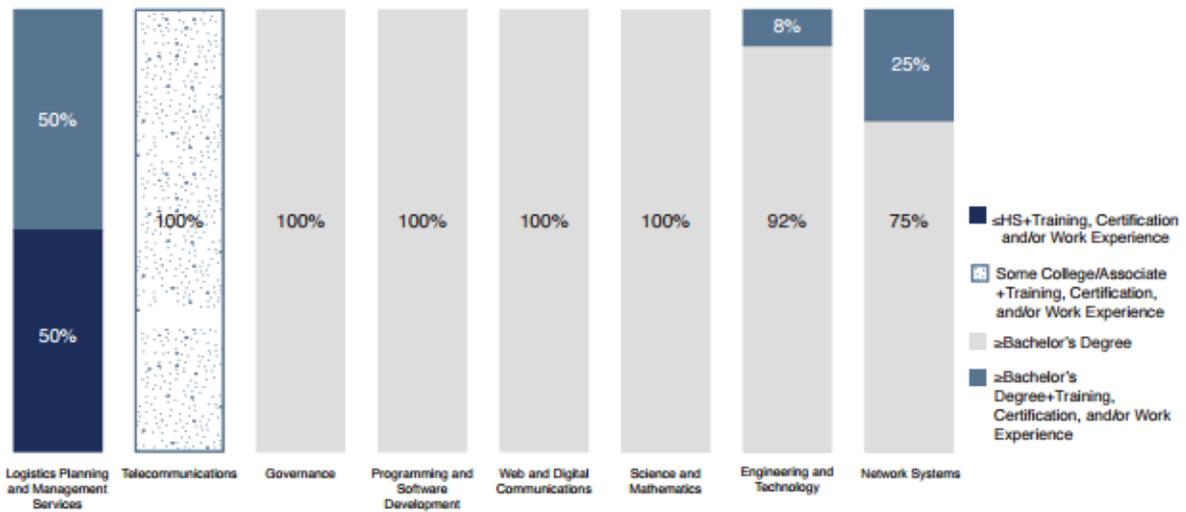

Figure 6: Predominant Education Level for Cybersecurity (source of this image is from the report: Virginia's 21st Century Career Pathway: Cybersecurity Page 12, Figure 4). The image shows that in most employment categories (Governance, Programming, Web, Science and Mathematics, Engineering and Technology and Network Systems), cybersecurity jobs require a bachelor degree or higher.

Employment Demand

The Commonwealth of Virginia has the highest concentration of cybersecurity positions in the country (Bureau of Labor Statistics refers to this field as 15-1122 Information Security Analysts).

States with the highest employment level in this occupation[1]:

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
Virginia	10,270	2.82	4.75	$50.34	$104,700
California	7,700	0.51	0.86	$51.06	$106,200
Texas	6,170	0.55	0.93	$42.99	$89,410
New York	4,760	0.54	0.91	$53.83	$111,970
Florida	3,790	0.49	0.83	$39.71	$82,610

[1]http://www.bls.gov/oes/current/oes151122.htm#top; Accessed 2/18/16.

As well as being a high demand field in Virginia, it is a high paid field with a mean annual wage of $104,700.

The Bureau of Labor Statistics also expects this field to grow faster than average with an 18 percent, growth rate where the national average is seven percent and have a higher median pay of $88,890 where the national median pay is $35,540. The Bureau's summary statistics are posted below.

Information security analysts work to protect a company's computer systems[2].

Quick Facts: Information Security Analysts	
2014 Median Pay	$88,890 per year $42.74 per hour
Typical Entry-Level Education	Bachelor degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2014	82,900
Job Outlook, 2014-24	18% (Much faster than average)
Employment Change, 2014-24	14,800

[2] http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.html. Accessed on 2/18/16.

Student Demand

In September 2016, three surveys were sent out to determine student demand for a Bachelor of Science in Computer Science and Cybersecurity. The first survey was sent to the 401 students currently majoring in Information Technology at Radford University. The second survey was sent to community college students at three colleges in the VCCS enrolled in IT classes. The final survey was sent to high school students in Virginia. The results from the three different groups are detailed below.

Radford University Department of Information Technology Student Responses

Of the 96 responding students, 20 were freshmen, 17 were sophomores, 29 were juniors and 30 were seniors. Respectively, 82 and 14 were majors in Computer Science and in Information Systems. Currently, 72 of the 96 were planning on getting the Department's Certificate in Information Security.

Among the 96 responding students, 59 said they were "Very Interested" in a new bachelor degree program in Computer Science and Cybersecurity. Another 25 were "Somewhat Interested" in the new security degree. When asked how likely they were to change from their current degree program to the new security degree program 35 said they were "Extremely Likely" and another 12 said they were "Slightly Likely."

How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?

Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Community College Student Responses

Surveys were sent to the community college from which the Department of IT receives the majority of its transferees. Contacts within the community college's IT programs were requested to ask students taking such classes to take the survey. Of the 66 respondents, all reported being currently enrolled in IT classes, and 39 considered it "Extremely Likely" they would be seeking a bachelor degree in the information technology field. Of the 66 students, 17 were "Very Interested" in a BS in Computer Science and Cybersecurity degree from Radford University, and 36 were "Somewhat Interested."

Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?

Answer	%	Count
Very Interested	27.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

High School Student Responses

Links to the high school student survey were distributed to high school students in Virginia through teachers who have established relationships with Radford University's Department of Information Technology faculty. Of the 338 high school students who responded, 120 were seniors, 103 were juniors, 94 were sophomores, and 21 were freshmen. One hundred twenty-five reported as being "Extremely Likely" to major in a computer science or information systems discipline in college. When asked if they would be interested in a Bachelor in Computer Science and Cybersecurity, 76 reported being "Very Interested" and 98 reported being "Somewhat Interested."

How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?

Answer	%	Count
Very Interested	22.49%	76
Somewhat Interested	28.99%	98
Neutral	20.12%	68
Somewhat Not Interested	12.72%	43
Not Interested	15.68%	53
Total	100%	338

Projected Enrollment

Year 1		Year 2		Year 3		Year 4 **Target Year** (2-year institutions)			Year 5 **Target Year** (4-year institutions)		
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021			2021 - 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
20		30		36		45		14	50		22

Assumptions
- 75 percent retention
- 90 percent full-time students, 10 percent part-time students, on average
- Full-time students will take 15 credit hours per semester.
- Part-time students will take 9 credit hours per semester.
- Full-time students will graduate in four years.
- Part-time students will graduate in seven years or less.

Duplication

Old Dominion University offers a BS in Cybersecurity through their Interdisciplinary Studies program, and the Volgenau School of Engineering at George Mason offers a BS in Cybersecurity Engineering. The proposed BSCCS is unique in that it is the first undergraduate cybersecurity degree based on in-depth computer science concepts and principles. The ODU degree is interdisciplinary, and the George Mason degree focuses on physical and hardware security.

https://www.odu.edu/academics/programs/undergraduate/cybersecurity

http://advising.gmu.edu/wp-content/uploads/Cyber-Security-Engineering-Sample-Schedule-2016-2017-1.pdf

Projected Resource Needs

The following items detail the resources necessary to initiate the proposed program.

Full-Time Faculty
No new faculty positions are needed. However, additional salary is needed for an existing Special Purpose Faculty position.

Graduate Assistants
One full-time graduate assistant is requested for the initiation year.

Equipment
The BSCCS program requires a dedicated external network connection that enables students to experiment with potentially harmful software, while insulating the University's network.

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

	Program Initiation Year 2017- 2018		Expected by Target Enrollment Year 2021- 2022	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.00	0.00	0.00	1.00
Part-time faculty FTE**	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	1.00	0.00	0.00	1.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	2.00	0.00	0.00	2.00

*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 2017- 2018		Expected by Target Enrollment Year 2022- 2023	
Full-time faculty	1.00	0.00	0.00	1.00
salaries	$96,815	$0	$0	$96,815
fringe benefits	$28,596	$0	$0	$28,596
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Graduate assistants	1.00	0.00	0.00	1.00
salaries	$9,000	$0	$0	$9,000
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0

Personnel cost				
salaries	$105,815	$0	$0	$105,815
fringe benefits	$28,596	$0	$0	$28,596
Total personnel cost	$134,411	$0	$0	$134,411
Equipment				$0
Library				$0
Telecommunication costs	$6,000	$0	$0	$6,000
Other costs				$0
TOTAL	**$140,411**	**$0**	**$0**	**$140,411**

Appendices*

Appendix A – Sample Plans

Appendix B – Course Descriptions

Appendix C – "Abbreviated CV's" for Faculty

Prem Uppuluri, PhD in Computer Science, 2003, Stony Brook University, Associate Professor of Information Technology. Specialization Area: security and privacy.

New Hire, PhD in Computer Science or related area, Special Purpose Instructor of Information Technology. Specialization Area: cybersecurity.

Appendix D – Employer Demand

Several prominent companies have agreed to write letters of demand for the BSCCS.

Appendix E – Employment Demand

We have collected 25 entry level job descriptions printed in mid-September 2016.

Appendix F – Student Demand

Several students from Radford University, Virginia community colleges, and Virginia high schools have agreed to write letters of demand for the BSCCS.

*Full Appendices provided in SCHEV submission.

Appendix G – Students Needs Survey for Computer and Cyber Science BS Degree Program

Default Report
RU Student Survey-Security Degree
September 29th 2016, 9:02 am EDT

Q1 - You are a:
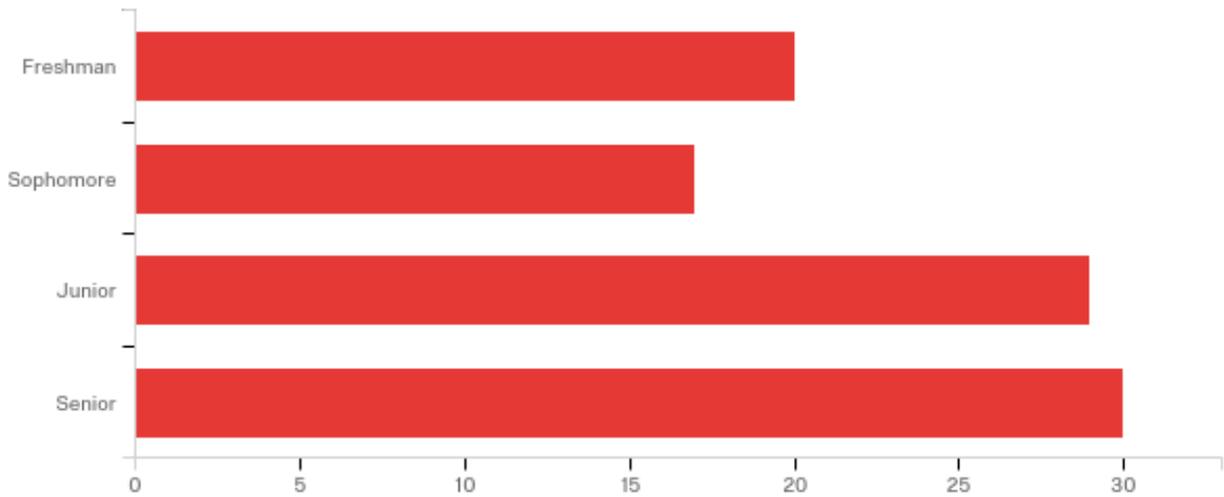
Answer	%	Count
Freshman	20.83%	20
Sophomore	17.71%	17
Junior	30.21%	29
Senior	31.25%	30
Total	100%	96

Q2 - Your Current Concentration (select all that apply):
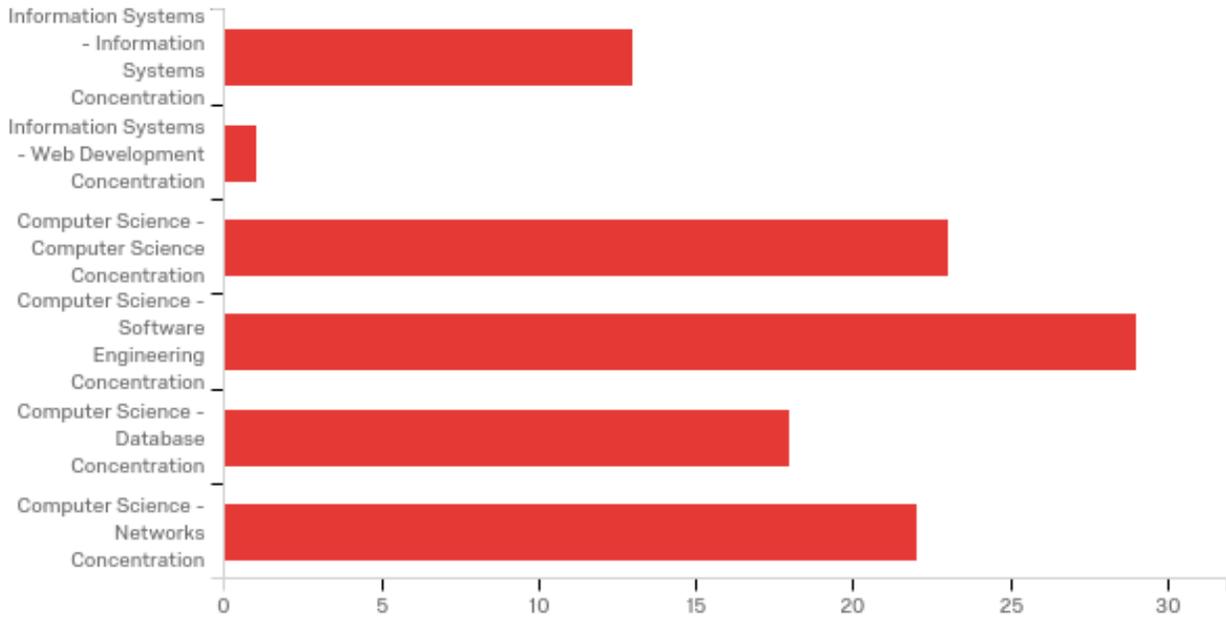
Answer	%	Count
Information Systems - Information Systems Concentration	13.54%	13
Information Systems - Web Development Concentration	1.04%	1
Computer Science - Computer Science Concentration	23.96%	23
Computer Science - Software Engineering Concentration	30.21%	29
Computer Science - Database Concentration	18.75%	18
Computer Science - Networks Concentration	22.92%	22
Total	100%	96

Q4 - Are you currently planning on getting the Certificate in Information Security?
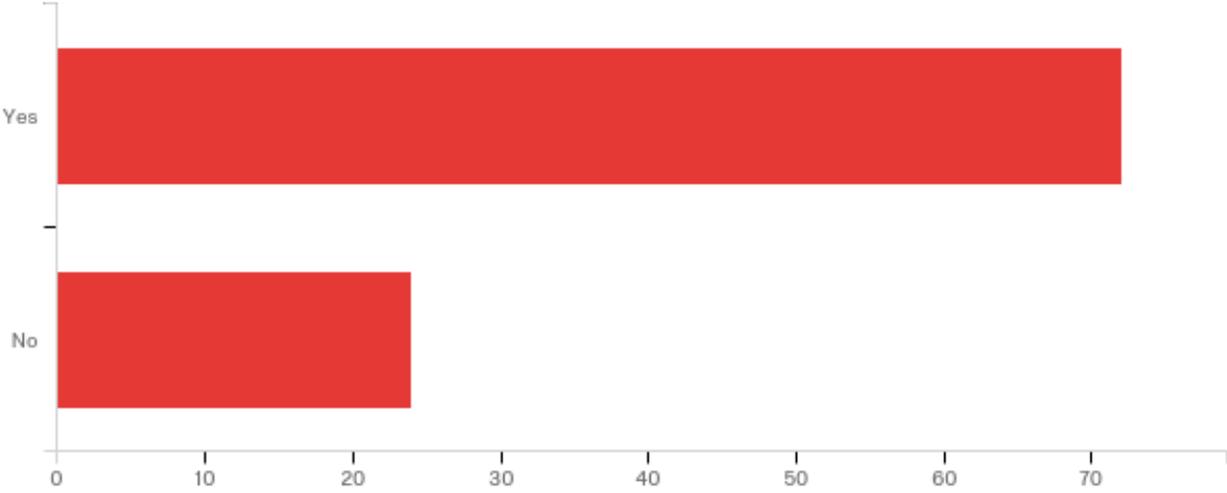
Answer	%	Count
Yes	75.00%	72
No	25.00%	24
Total	100%	96

Q5 - Are you currently planning on completing a Bachelor of Science degree (either at RU or another institution)?
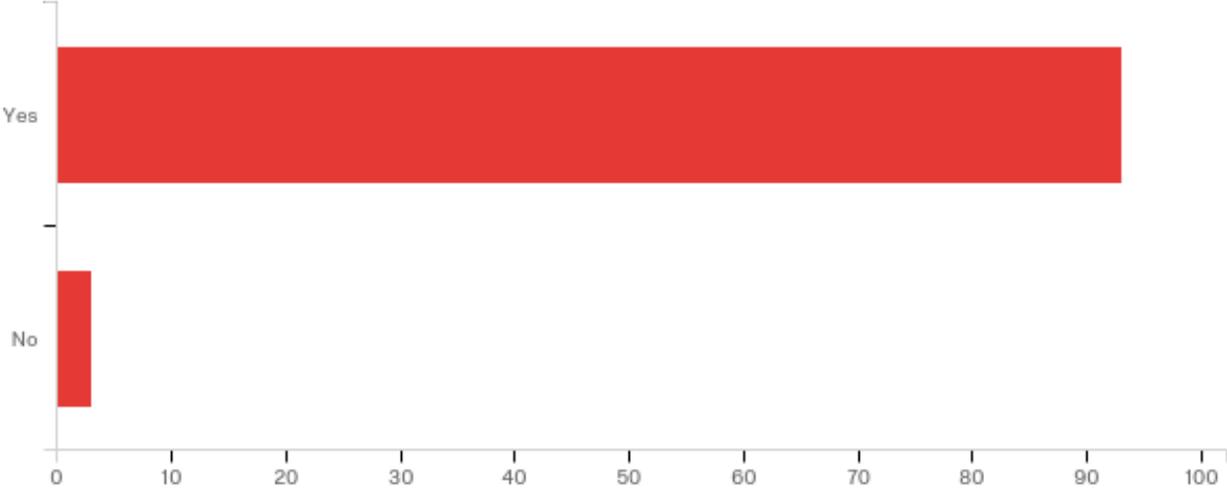
Answer	%	Count
Yes	96.88%	93
No	3.13%	3
Total	100%	96

Q6 - How interested would you be in a BS degree in Computer Science and Cybersecurity from the Department of Information Technology if one where offered?
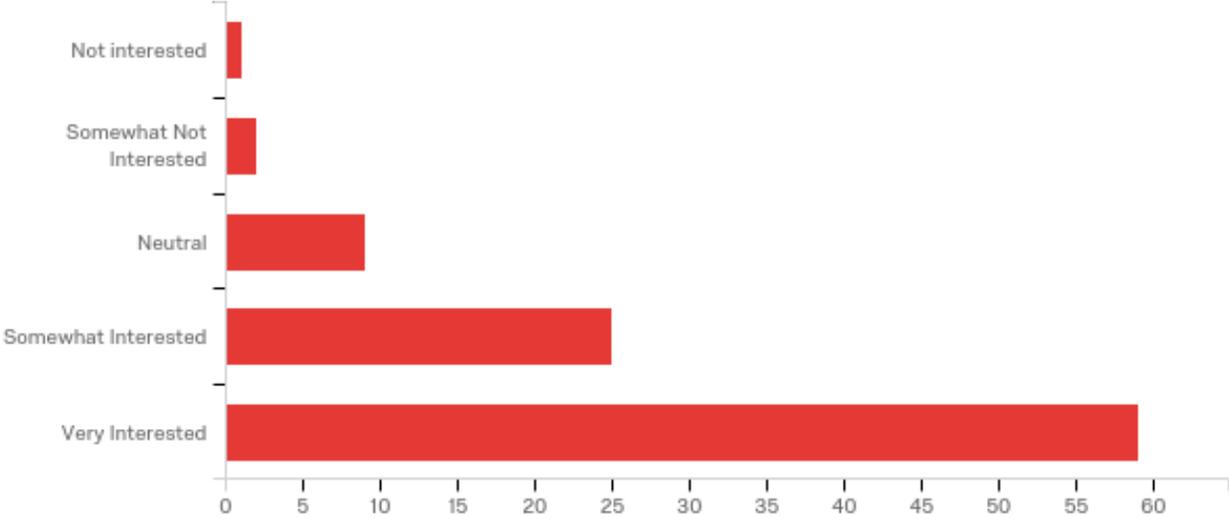
Answer	%	Count
Not Interested	1.04%	1
Somewhat Not Interested	2.08%	2
Neutral	9.38%	9
Somewhat Interested	26.04%	25
Very Interested	61.46%	59
Total	100%	96

Q7 - How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?
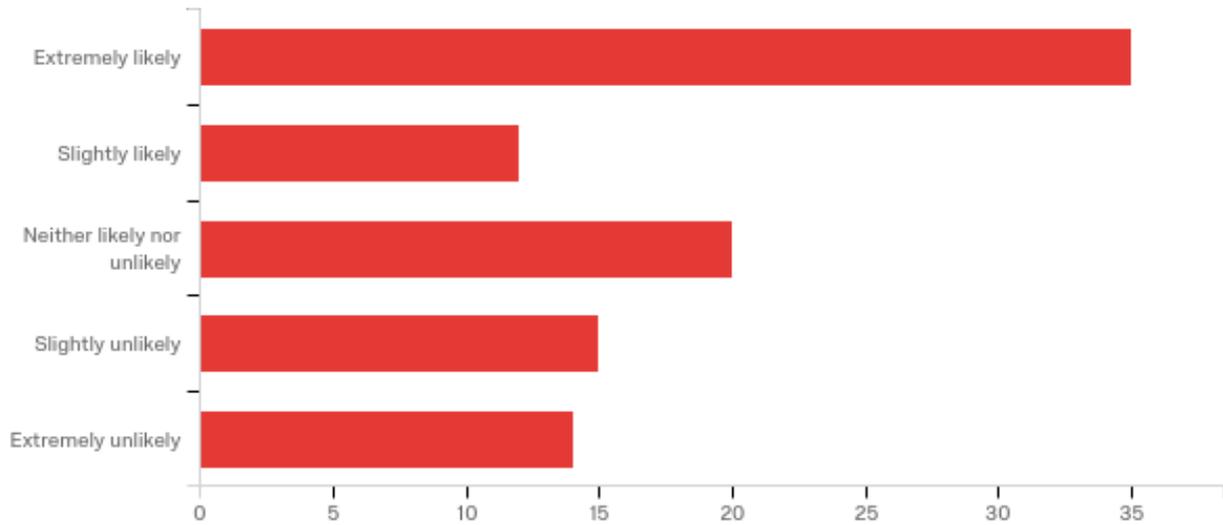
Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Default Report
CC Student Survey - Security Degree
September 29th 2016, 9:04 am EDT

Q1 - Are you currently taking CSC, ITP, ITN or ITD classes at a community college?
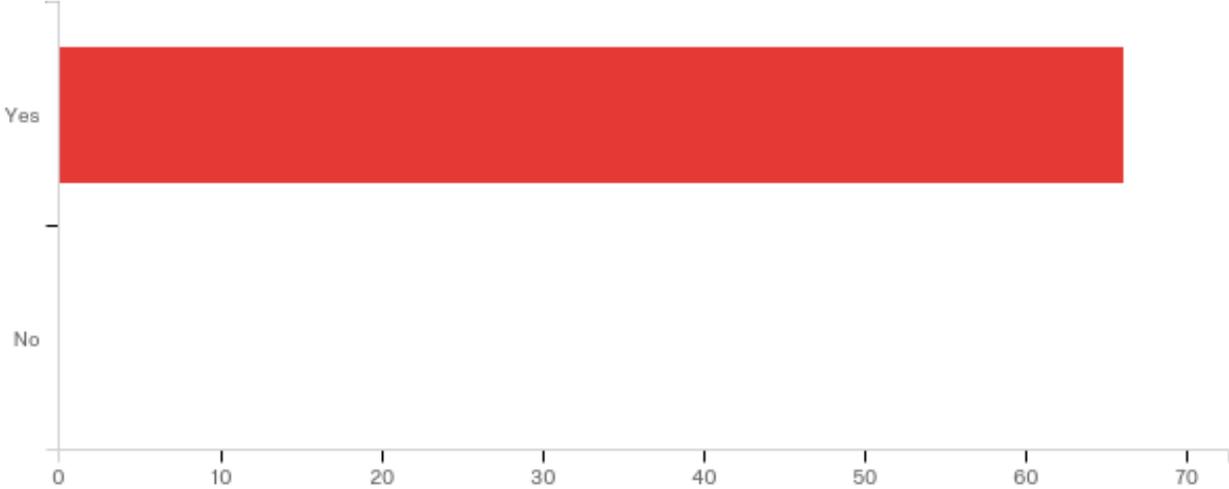
Answer	%	Count
Yes	100.00%	66
No	0.00%	0
Total	100%	66

**Q2 - How likely are you to pursue a 4-year bachelor degree in the Information Technology field?**
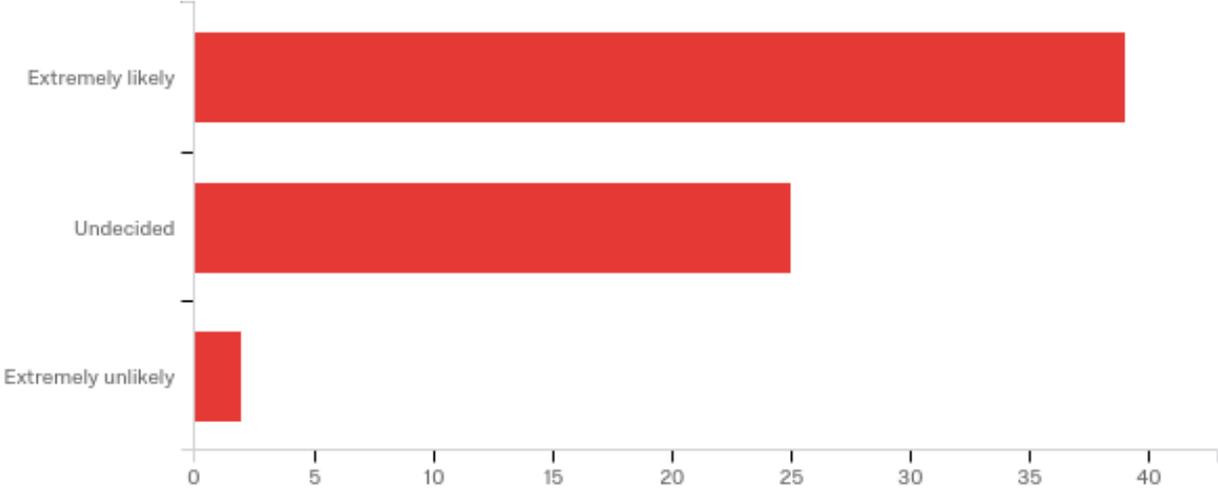
Answer	%	Count
Extremely Likely	59.09%	39
Undecided	37.88%	25
Extremely Unlikely	3.03%	2
Total	100%	66

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?
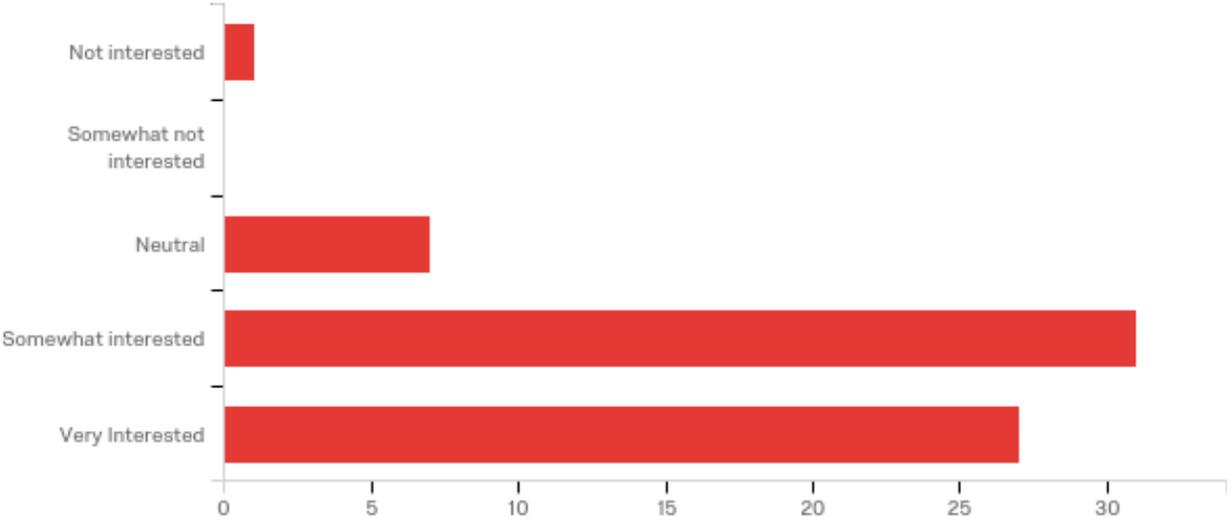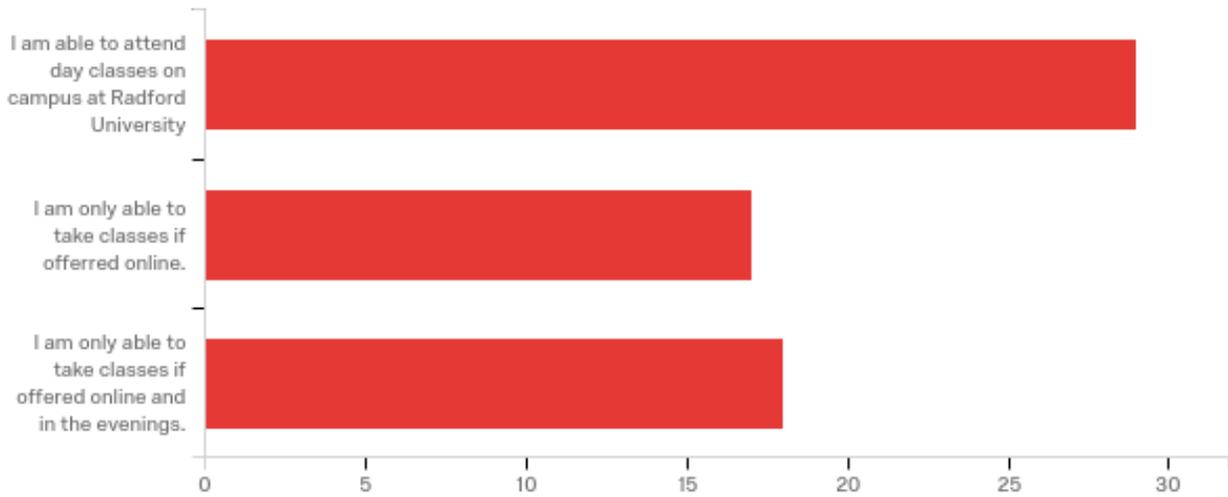

Answer	%	Count
Not Interested	1.52%	1
Somewhat Not Interested	0.00%	0
Neutral	10.61%	7
Somewhat Interested	46.97%	31
Very Interested	40.91%	27
Total	100%	66

Q4 - Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?
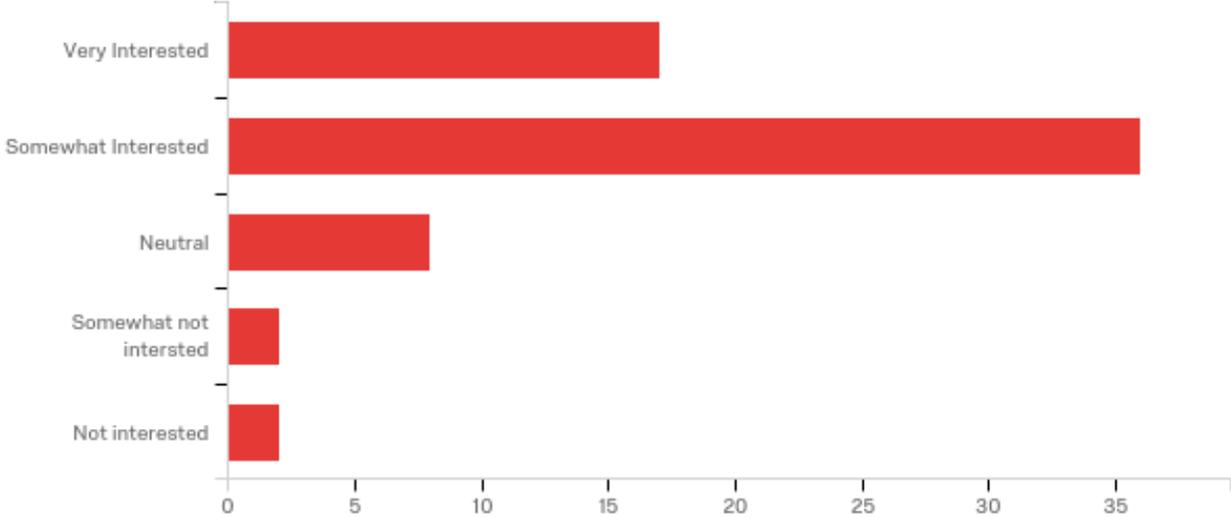
Answer	%	Count
Very Interested	25.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

Q5 - Please select the response that best suits your situation.

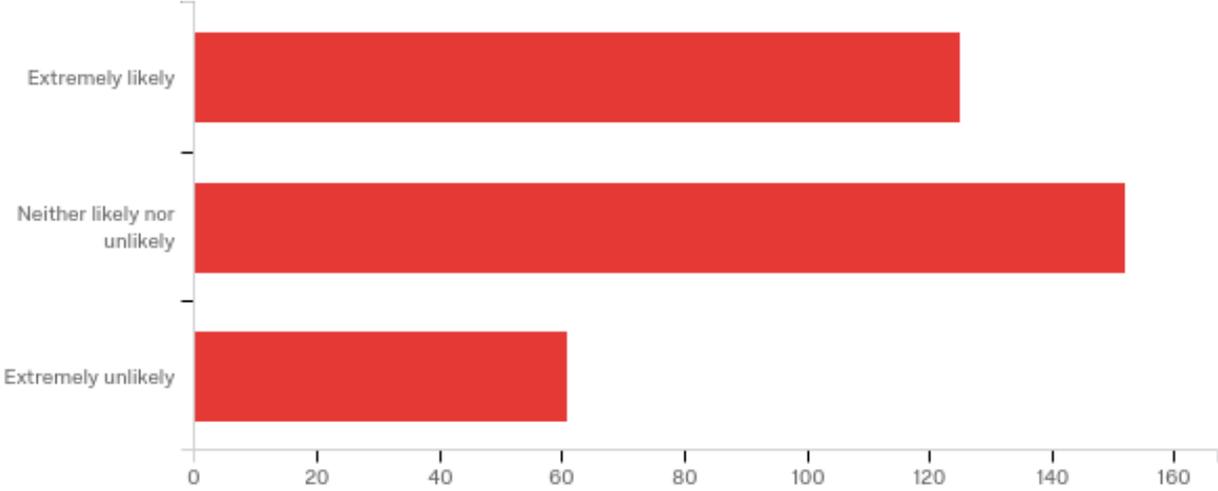| Answer	%	Count
I am able to attend day classes on campus at Radford University.	45.31%	29
I am only able to take classes if offered online.	26.56%	17
I am only able to take classes if offered online and in the evenings.	28.13%	18
Total	100%	64

Q1 - You are a:
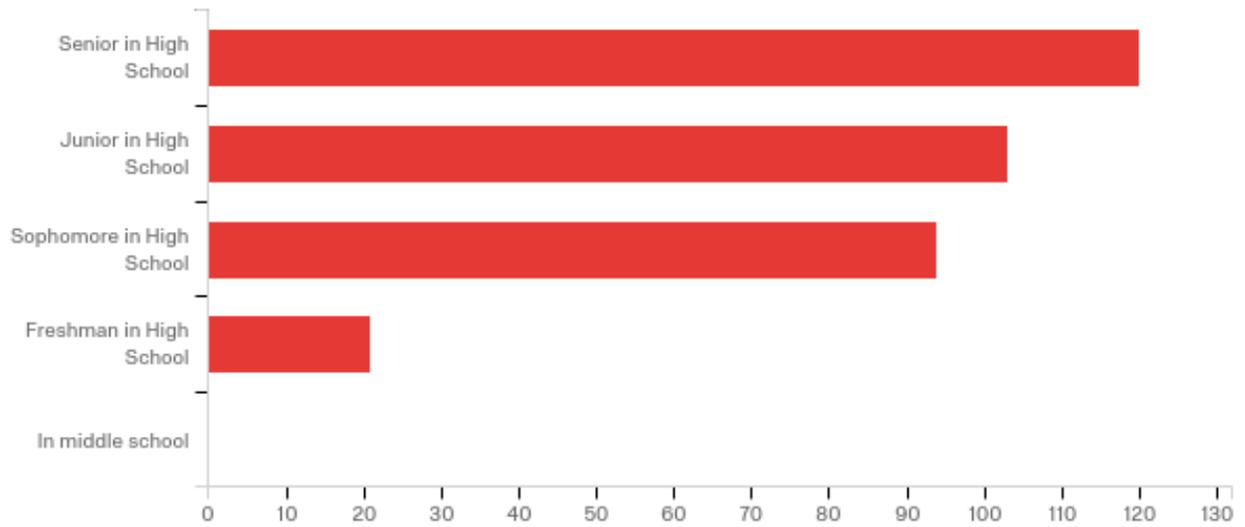
Answer	%	Count
Senior in High School	35.50%	120
Junior in High School	30.47%	103
Sophomore in High School	27.81%	94
Freshman in High School	6.21%	21
In Middle School	0.00%	0
Total	100%	338

Q2 - How likely are you to major in either computer science or information systems in college?
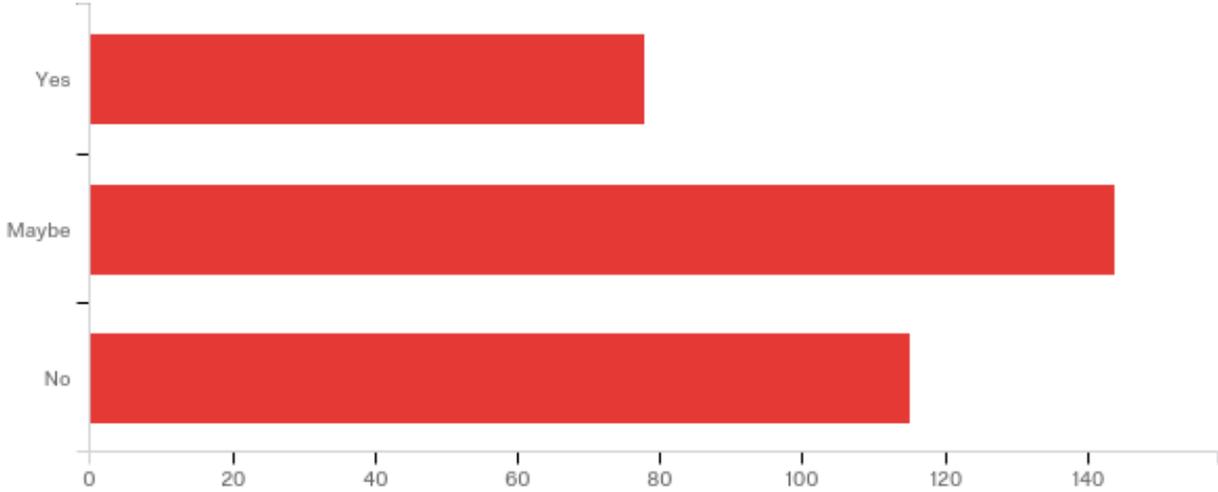

Answer	%	Count
Extremely Likely	36.98%	125
Neither Likely Nor Unlikely	44.97%	152
Extremely Unlikely	18.05%	61
Total	100%	338

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?
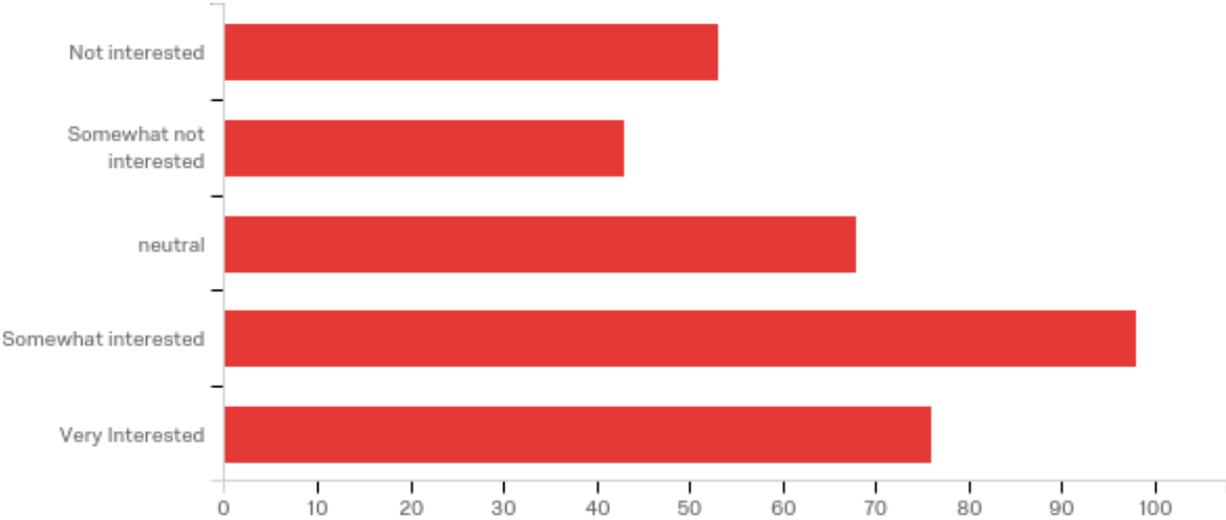
Answer	%	Count
Not Interested	15.68%	53
Somewhat Not Interested	12.72%	43
Neutral	20.12%	68
Somewhat Interested	28.99%	98
Very Interested	22.49%	76
Total	100%	338

Q4 - Would the development of a degree program focusing on cybersecurity increase your interest in Radford University?

Answer	%	Count
Yes	23.15%	78
Maybe	42.73%	144
No	34.12%	115
Total	100%	337

ATTACHMENT B

**Resolution to Amend the
Teaching and Research Faculty Handbook**

November 2016

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty is hereby amended to make changes to the timeline for student evaluations. Said section is to now read as follows (additions are in **red,** deletions are in ~~black~~):

> **Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty**
>
> The Personnel Committee shall administer student evaluations of special purpose**,** and full-time temporary**, and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to amend the protocol in the language used to administer the student evaluations of faculty (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.3: Student Evaluations of Faculty

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

~~Part A~~ **For all evaluations: Please read this before you begin.**

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are ~~*encouraged*~~ **asked** *to be honest,* ~~*direct*~~ **professional,** *and thoughtful –* ~~*these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.*~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** *No discussions should take place while you are completing the* ~~*form*~~ **evaluation**: *each* ~~*form represents one student's personal assessment*~~ **student provides his/her independent** *assessment of the* ~~*instructor and class*~~ **course and the instructor**. **These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~*After you complete this, the evaluation will be submitted to a secure server.*~~ *Instructors will not see the result of these evaluations until after course grades have been submitted.* **Your comments are very important; consider them carefully.** ~~*You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.*~~

~~Part B – for paper evaluations~~

~~Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.~~

~~*You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong*~~

answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:

You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to change the timeline and language used un the student evaluations of faculty (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.3: Student Evaluations of Faculty

Student evaluations for full-semester courses, **regardless of method of delivery,** shall be conducted between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations of online courses, the faculty member ~~must~~ may designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member~~.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty is hereby amended to make new adjectival categories more aligned with implications and outcomes; the amendments are as follows (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty:

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
~~Meets Expectations Minimally~~ Below Expectations	2.~~5~~0 - 2.99
~~Below Expectations~~ Unacceptable	Below 2.0 ~~- 2.49~~

15-16.07—Motion on Timeline for Student Evaluations

Referred by: Faculty Senate Governance Committee

MOTION:

The Faculty Senate recommends the following changes to the *T&R Faculty Handbook* related to the timeline for student evaluations.

Current Language:
Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty
…
The Personnel Committee shall administer student evaluations of special purpose and full-time temporary faculty between the twelfth and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.
….
Proposed Revision:
Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty
…
The Personnel Committee shall administer student evaluations of special purpose**,** and full-time temporary**, and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.
...
RATIONALE:

The *Handbook* currently specifies that student evaluations must be conducted between the eleventh and fourteenth weeks of the semester for tenured and tenure-track faculty (Section 1.4.1.3, item 1). The Handbook later specifies that student evaluations must be conducted between the twelfth and fourteenth weeks for special purpose, full-time temporary, and part-time faculty. This creates unnecessary complexity for Personnel Committees. ~~The proposed revision extends the timeline for special purpose, full-time temporary, and part-time faculty to the eleventh to fourteenth weeks of the semester to be consistent with the timeline for tenured and tenure-track faculty.~~

In addition, Section 1.4.1.4.2 specifies "Part-Time Faculty" in the title of this section, but this group is not included in the handbook language. The change inserts "part-time faculty" in the first sentence of this section to rectify this error.

<div align="right">

Passed October 29, 2015
Reconsidered April 21, 2016
[word changed in light of
passage of a later motion]

</div>

1

15-16.17—Motion for Changes to the Protocol for Administering Evaluations

Referred by: Faculty Senate Faculty Issues Committee

<u>MOTION</u>:

The following changes will be made under 1.4.1.3 Student Evaluations of Faculty:

Original language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

Student evaluations are a very important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are encouraged to be honest, direct and thoughtful – these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors. No discussions should take place while you are completing the form: each form represents one student's personal assessment of the instructor and class. After you complete this, the evaluation will be submitted to a secure server. Instructors will not see the results of these evaluations until after course grades have been submitted. You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Revised language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS **(do not omit or add anything)**:

~~**Part A –**~~ **For all evaluations: Please read this before you begin.**

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are ~~*encouraged*~~ **asked** *to be honest,* ~~*direct*~~ **professional,** *and thoughtful —* ~~*these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.*~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** *No discussions should take place while you are completing the* ~~*form*~~ **evaluation**: *each* ~~*form represents one student's personal assessment*~~ **student provides his/her independent** *assessment of the* ~~*instructor and class*~~ **course and the instructor.** **These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~*After you complete this, the*~~

evaluation will be submitted to a secure server. Instructors will not see the result of these evaluations until after course grades have been submitted. **Your comments are very important; consider them carefully.** *You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.*

Part B – for paper evaluations

Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.

You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:

You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.

RATIONALE:

Some concern has been expressed by faculty about the tone of comments made in evaluations. Without denying students the right to say whatever they want, we believe that it is possible to emphasize the need to be professional in their evaluations. This emphasis may come in several places. Here we propose small changes to the protocol included in the FTR handbook. We also are suggesting that the directions given in the protocol should be adapted to the medium used for the evaluation. This motion treats the protocol as consisting of two parts, A and B. A should be included with all evaluations. B will change according to the method of administration (email, QR code or paper). In the paragraphs above, areas in red are additions to the original.

Passed March 3, 2016

15-16.18—Motion on the Timing of Student Evaluations

Referred by: Faculty Senate - Faculty Issues Committee on behalf of the Student Evaluation of Faculty Committee

MOTION:

The following changes will be made under **1.4.1.3 Student Evaluations of Faculty:**

Original Language:

Student evaluations for full-semester courses shall be conducted between the eleventh and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the eleventh and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of online evaluations, the faculty member must designate a 24-hour period within the specified window during which evaluations will take place. Summer sessions are excluded, unless evaluations are requested by the faculty member.

Revised Language:

Student evaluations for full-semester courses**, regardless of method of delivery,** shall be conducted between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations of online courses, the faculty member ~~must~~ may designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member~~.

RATIONALE:

The current situation of administering electronic evaluations is unmanageable for the assessment office, due to the variations in requests for administration. The Student Evaluation of Faculty Committee asked us to work with it to resolve this problem while still meeting faculty needs to use electronic evaluations outside of the classroom. Although a two-week window for evaluations that are administered by email does not give faculty control over the precise date of administration, it does ensure that evaluations are conducted close to the end of the semester. It also enhances the likelihood that evaluations will be completed and turned in.

The proposed change eliminates the use of a 24-hour period to be designated by the faculty member and standardized the administration time for all courses to the thirteenth and fourteenth weeks of the semester. Departments and faculty may still choose the precise day of administration within the two-week window for evaluations administered in class. With online courses, faculty may email instructions to their class but they will not be able to enforce a 24-hour period. The latitude of the 24-hour period was the cause of a great deal of the administrative difficulties faced by the assessment office. It was also problematic since it did not relate to the procedure used for in-class evaluations.

This motion does not apply to summer sessions as they are generally not assessed or shorter sessions such as Wintermester. In those instances, the 24-hour window will continue to be the most effective solution, as long as students are pre-notified by email.

Passed March 3, 2016

15-16.29—Motion to Change Performance Outcome Categories

Referred by: Faculty Senate - Governance Committee

MOTION:

The Faculty Senate recommends the following changes under Item 3 in Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty:

Current language:

> The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:
>
> | | |
> |---|---|
> | Outstanding | 4.5 - 5.0 |
> | Above Expectations | 3.5 - 4.49 |
> | Meets Expectations | 3.0 - 3.49 |
> | Meets Expectations Minimally | 2.5 - 2.99 |
> | Below Expectations | 2.0 - 2.49 |
> | Poor | Below 2.0 |

Revised language:

> The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:
>
> | | |
> |---|---|
> | Outstanding | 4.5 - 5.0 |
> | Above Expectations | 3.5 - 4.49 |
> | Meets Expectations | 3.0 - 3.49 |
> | ~~Meets Expectations Minimally~~ Below Expectations | 2.~~5~~0 - 2.99 |
> | ~~Below Expectations~~ Unacceptable | Below 2.0 ~~- 2.49~~ |

RATIONALE:

Currently, the adjectival ranking for performance is as follows:

> *Outstanding: 4.5 - 5.0*
> *Above Expectations: 3.5 - 4.49*
> *Meets Expectations: 3.0 - 3.49*
> *Meets Expectations Minimally: 2.5 - 2.99*
> *Below Expectations: 2.0 - 2.49*
> *Poor: Below 2.0*

> (1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

➢ However, the standard used to determine post-tenure review is listed as follows:

A tenured faculty member whose overall evaluation rating falls below 3.0 or whose teaching rating falls below 3.0 is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.

(1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

As written, there is a conflict between obtaining a score that is considered "meeting expectations minimally" and being placed on post-tenure review. In fact, one is not meeting expectations if post-tenure review is triggered.

We move that new adjectival categories, more aligned with implications and outcomes, be used. Further, as there are no substantive differences between achieving rating in the 2.5 or 2.0 range, we collapse those two categories into a 1 point spread. Further, this one point range creates symmetry to the "above expectations" range. The Governance Sub Committee moves that the following change be made:

> *Outstanding: 4.5 - 5.0*
> *Above Expectations: 3.5 - 4.49*
> *Meets Expectations: 3.0 - 3.49*
> *Below Expectations: 2.0 - 2.99*
> *Unacceptable: Below 2.0*

Passed April 21, 2016

RADFORD UNIVERSITY
ACADEMIC AFFAIRS ACCREDITATION SUMMARY
TO THE BOARD OF VISITORS
NOVEMBER, 2016

Attached, please find the extensive summary of accreditations, approvals/recognitions, and certifications of the academic programs at Radford University. Whether "accredited," "certified," or "approved," all programs listed have been thoroughly reviewed and vetted by their respective professional organizations or societies. These external recognitions are a direct reflection on programmatic quality and rigor as well as the quality and accomplishment of the faculty. Please note that the listing of accredited programs is preceded by definitions of 'accreditation,' 'certification,' and 'approval' of programs, which are defined below.

Definitions:

Accreditation: "Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by an accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided."

Certification: Certification means that a program has been reviewed according to specific standards by an authoritative external body and has been certified that it meets those standards. (From the Academy of Criminal Justice Sciences)

Recognition:

Approval: Program approval is provided by a scholarly society or body upon rigorous review of curriculum, instructional delivery, experiential requirements, competency acquisition, among other elements from which programs can be judged 'approved' and listed as such. Often, such programs and disciplines result in "Board Certification" of the graduate in order to practice in the profession.

Department /Unit	Discipline	Accreditation, Certification, Recognition, Approval	Accrediting/Certifying/Approval Body or Society (full name and acronym)	Level (State, National, etc.)	Required/Optional for Employment upon Graduation	Licensure (Y or N)	Professional Certification	Reaffirmation Cycle (ex. year begin to year end)
		Accreditation, Certification, Recognition Approvals FY17						
Art	Art	Accreditation	NASAD - National Association of Schools of Art and Design	National	Optional	No	No	2016-2021
Art	Art Education	Accreditation	NCATE - National Council for Accreditation of Teacher Education; VDOE - Virginia Department of Education (licensure)	National; State	Required	Yes	No	NCATE 2013-2018
Dance	Dance	Accreditation	NASD - National Association of Schools of Dance	National	Optional	No	No	Pending 9/2016
Dance	Dance Education	Accreditation	NCATE - National Council for Accreditation of Teacher Education; VDOE - Virginia Department of Education (licensure)	National; State	Required	Yes	No	NCATE 2013-2018
Design	Design	Accreditation	NASAD - National Association of Schools of Art and Design	National	Optional	No	No	2016-2021
Design	Design Thinking	Post - Baccalaureate Corticated	NASAD - National Association of Schools of Art and Design	National	Optional	No	No	2016-2021
Music	Music Therapy	Program Approval	AMTA - American Music Therapy Association, Inc.	National	Yes	No	Yes	2012-2022
Music	Music	Accreditation	NASM - National Association of Schools of Music	National	Optional	No	No	2012-2022
Theatre	Theatre	Accreditation	NAST - National Association of Schools of Theatre	National	Optional	No	No	2012-2022
ITEC	Computer Science concentration	Accreditation	Accreditation Board for Engineering and Technology (ABET)	National/international	Optional	No	No	2016-2022
ITEC	Information Science and Systems degree	Accreditation	Accreditation Board for Engineering and Technology (ABET)	National/international	Optional	No	No	2016-2022
COBE	BBA	Accreditation	The Association to Advance Collegiate Schools of Business (AACSB)	International	No	No	No	2012-2017
Sociology	Sociology	Accreditation	Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS)	National	Optional	No	No	2014-2019
Criminal Justice	Public Relations	Certification	Certification in Education for Public Relations (CEPR), Public Relations Society of America (PRSA)	National	Optional	No	Yes	2011-2017
Criminal Justice	Criminal Justice	Certification	Academy of Criminal Justice Sciences	National	Optional	No	Yes	2009-2019

Psychology	School Psychology	Accreditation and Recognition	Council for Accreditation of Educator Preparation (CAEP)	National	Optional	Yes	No	2012-2016
Psychology	School Psychology	Approved	National Association of School Psychologists (NASP)	National	Optional	Yes	No	2012-2016
Psychology	School Psychology	Approved	VA Department of Education (VA DOE)	State	Optional	Yes	No	?
Psychology	Counseling Psychology Doctorate	Accreditation	American Psychological Association (APA)	National	Optional	Yes	No	2012-2016
Nursing	Nursing, BSN	Accreditation	American Association of Colleges of Nursing	National	Yes	Yes	Yes	2014-2024
Nursing	Nursing, BSN	Accreditation	Virginia State Board of Nursing	State	Yes	Yes	Yes	
Nursing	Doctor of Nursing Practice, DN	Accreditation	American Association of Colleges of Nursing	National	Yes	Yes	Yes	2010-2020
OT	Occupational Therapy, masters	Accreditation	Occupational Therapy Accreditation	National	Yes	Yes	Yes	2010/11 - 2017/18
PT	Physical therapy	Accreditation	Commission on Accreditation in Physical Therapy Education	National	Yes	Yes	Yes	2014-2019
Social Work	Social Work BSW	Accreditation	Council on Social Work Education	National	Yes	Yes	Yes	2006-2022
Social Work	Social Work MSW	Accreditation	Council on Social Work Education	National	Yes	Yes	Yes	2006-2023
Communication Sciences and Disorders	Speech-language Pathology, Master	Accreditation	Council on Academic Accreditation of the American Speech-language Hearing Association	National	Yes	Yes	Yes	2008-2016
Counselor Education	Counselor Education - Clinical Mental Health Counseling	Accreditation	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	National	Required	Y	Yes (but not required)	CACREP 2015-2020
Counselor Education	Counselor Education - School Counseling	Accreditation, Approval	Council for Accreditation of Counseling and Related Educational Programs (CACREP) & Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	CACREP 2015-2020
Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)	Art Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018

[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Dance Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Music Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Elementary	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Middle	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Secondary – Social Science	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Secondary – English	Accreditation, Approval, Recognition	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure), National Council of Teachers of English (NCTE)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Secondary – Math	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018

[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Secondary – Science	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – Hearing Impairment, PreK-12	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – General Curriculum K-12	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – Early Childhood Special Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – Adapted Curriculum K-12	Accreditation, Approval, Recognition	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure). Council for Exceptional Children SPA Recognition through the Virginia Consortium for Teacher Preparation in Adapted Curriculum.	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education - Visual Impairment PreK-12	Accreditation, Approval, Recognition	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure). Council for Exceptional Children SPA Recognition through the Virginia Consortium for Teacher Preparation in Adapted Curriculum.	National; State	Required	Y	No	NCATE 2013-2018

Program	Major	Type	Agency	Level	Status			Notes
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – General & Adapted Curriculum K-12 (5-year)	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Special Education – General Curriculum K-12 (5-year)	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	Early Childhood PreK-3/Early Childhood Special Education (5-year)	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	M.S. in Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	M.S. in Education Leadership	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	M.S. in Literacy Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018
[Educator Preparation Provider (EPP)/School of Teacher Education and Leadership (STEL)](#)	M.S. in Special Education	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	National; State	Required	Y	No	NCATE 2013-2018

Health and Human Performance	Exercise, Sport and Health Education (B.S.)	N/A	N/A	N/A	Required	See below	See below	N/A
Health and Human Performance	Fitness Strength and Conditioning (concentration)	N/A	N/A	N/A	Required	No	Yes (not required)	N/A
Health and Human Performance	- Health Education and Health Promotion (concentration)	N/A	N/A	N/A	Required	No	Yes (not required)	N/A
Health and Human Performance	- Physical and Health Education Teaching (concentration)	Accreditation, Approval	Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE, the National Council for the Accreditation of Teacher Education)& Virginia Department of Education (VDOE) (licensure)	State	Required	Y	No	NCATE 2013-2018
Health and Human Performance	- Sport Administration (concentration)	N/A	N/A	N/A	Required	No	No	N/A
Health and Human Performance	- Allied Health Sciences (concentration)	N/A	N/A	N/A	N/A (pregraduate program)	N/A	Yes (not required)	N/A
Health and Human Performance	Athletic Training (B.S.)**	Accreditation, Approval	Commission on Accreditation of Athletic Training Education (CAATE)	National; State	Required	Y	No	CAATE 2010-2020
Nutrition and Dietetics	Nutrition and Dietetics**	Accreditation, Approval	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	National; State	Required	Y	No	ACEND 2013-2020
Recreation, Parks and Tourism	Outdoor Recreation and Leadership	Accreditation	The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) & Wilderness Education Association	National	Required	N	No	COAPRT 2014-2021
Recreation, Parks and Tourism	Tourism and Special Events	Accreditation	The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	National	Required	N	No	COAPRT 2014-2021
Recreation, Parks and Tourism	Recreation Therapy	Accreditation	The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	National	Required	Y	Yes	COAPRT 2014-2021

	** Required by State Council of Higher Education for Virginia (SCHEV) to advance to the Masters level							

INFORMATIONAL ITEM

ACC

Emeritus Faculty

- Criteria for the awarding of emeritus faculty status are:
    - a minimum of ten years of service to Radford University;
    - evidence of effective teaching; and
    - significant professional contributions.

- The privileges and responsibilities attached to emeritus status include:

    - the use of the library;
    - use of those athletic facilities available to regular faculty;
    - use of a university computer account;
    - a Radford University identification card and special event discounts available with it; and
    - attendance at University functions that are open to all regular faculty.

- Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired faculty members.

Faculty being awarded faculty emeritus status is:

Dr. Raymond Linville   Department of Communication, Sciences and Disorders
Dr. Joe Flickinger   School of Communication

Charting the path to a bold ambition

The Approach

Students → Staff & Faculty → Alumni → Employers → Competitive Landscape → AAC&U → Community Leaders
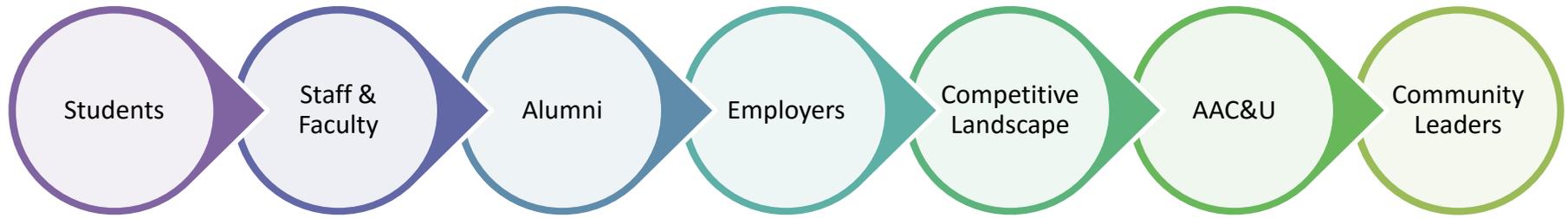
Industry Trends: Competencies

The National Association of Colleges and Employers have identified career readiness competencies that broadly prepare college graduates for a successful transition into the workplace.

Critical Thinking	Oral/Written Communication	Teamwork/ Collaboration
IT Application	Leadership	Professionalism /Work Ethic
	Career Management	

Industry Trends: Career Center Trends

Elevated Career Services
- Help students leverage the power of the university network
- Increased institutional influence
- Ability to convene internal and external stakeholders

Movers & Mergers
- Merging career centers with academic affairs, advancement, academic advising or student affairs.
- Consolidating the work based on the strategic needs of the university and consideration of workflow for students

Outcomes
- Focusing on ROI and value of higher education
- Measuring first and lifelong destination data, reputation and engagement of key stakeholders.
- Focusing on assessment and alignment with university strategic goals.
- Using creative and visual ways to display data

Ecosystem Rather than Place
- Moving beyond a bricks and mortar center
- Permeating the institutional culture and experience
- Sharing responsibility of student success broadly

Customized Connections & Communities
- Building connections and communities for a stronger network that promotes students success
- Evolving primary purpose from placement to connectivity internally and externally.

Industry Trends: Recruiting Landscape

Organizations are leveraging technology to optimize cost and maximize reach when recruiting talent.

Virtual
Career Fairs

Digital Interviews

Industry Trends: Competitive Landscape

Universities are transforming their career development experiences to address emerging trends and industry needs.

UVA

- Holistic career development approach
- Uses Handshake platform
- Centralized/Decentralized Hybrid
- **Alumni Mentor Program**
- **Industry Cluster -Career Communities**
- Customized programs based on need of college/audience

Northern Illinois U.

- Customer service based approach
- **Comprehensive employer program**.
- **Employer sponsored events**
- **Website can be converted to English**
- Online resource library

VCU

- **Career Treks – Year-long series of 2-3 hour networking trips**
- Passport to professionalism (Willamette U)
- LEAPD – Leaders and Entrepreneurs Academy for Professional development (graduate students)
- **Workshops geared toward specific populations (i.e. veterans, graduate students)**

Furman

- **The Furman Advantage**
- Student Research
- Alumni Mentor Network
- **$47 million Duke Foundation Grant**
- Internships & Experiential Learning throughout Furman tenure

Industry Trends: Talent Development Focus

Right Management

- Talent development model based on industry

- Considers themselves as global talent experts

- Leverages multiple tools, media and technology to deliver content.

- Relationship lasts a lifetime

- Website is focused, customer centric and impactful.

- www.right.com

Lee Hecht Harrison

- Provides holistic job search solutions.

- Leverages technology, industry experts and content to help clients succeed in their search.

- Segments content based on experience and level (i.e. executives, mid management, etc.)

- Hosts virtual industry based career fairs and information sessions.

- Has extensive alumni database for clients –

- Uses community roundtable discussions to help clients job search. – expand network

- www.lhh.com

Korn Ferry

- Leadership development throughout career

- Leverages career/industry consultants

- Conducts proprietary research for industry

- Comprehensive development literature (Lominger)

- Created the Korn Ferry Institute (development focused)

- "Where employees at every level impact success."

- Because everyone should have the opportunity to reach their full potential."

- www.kornferry.com

Radford University: Current Perception

Radford University has the opportunity to innovatively transform the Career Center and it a strategic advantage.

Radford University: Outcomes

CAREER OUTCOMES: Radford University - At Graduation [1]

Class of May 2015		Class of May 2016

Overall Career Outcomes Rates

Career Outcomes Rate[2]
61%

Undergraduate: 9%, 7%, 39%, 29%, 13%
Masters: 11%, 25%, 61%, 4%

Undergraduate: 12%, 5%, 41%, 27%, 13%
Masters: 35%, 61%, 4%

Career Outcomes Rate[2]
66%

Legend: Full Time - Employed, Part Time - Employed, Unemployed - Seeking, Graduate School -Seeking, Graduate School - Enrolled, Other
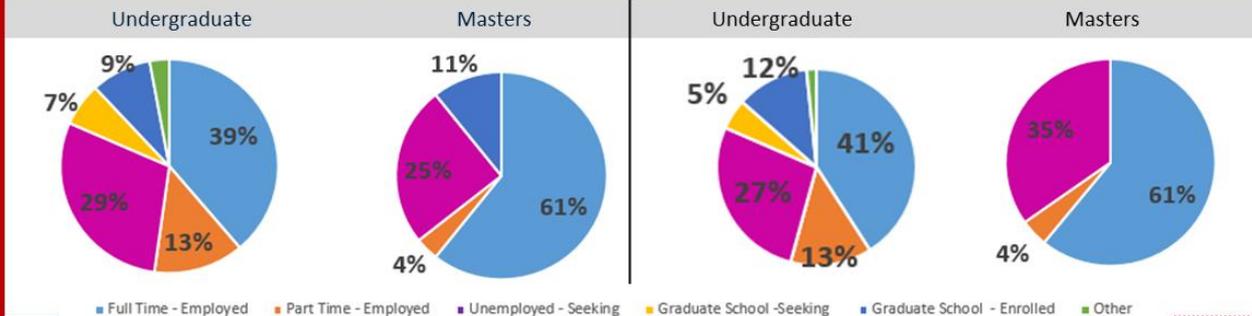
Median Income

$ | Undergraduate: **$35,000** Masters: **$47,500** | Undergraduate: **$38,000** Masters: **$40,000** | $

Satisfaction with Occupational Outcome

Undergraduate **79%**   Masters: **80%**

Undergraduate: **80%**   Masters **92%**

1   Primary Data Source: The Outcomes Survey; Survey Response Rate At Graduation May 2015 (15%); May 2016 (27%)
2   Career Outcomes Rate: Includes Undergraduate Students with a Post-Graduate Plan: Employment (Full Time, Part Time), Graduate School, Military, or Volunteer Service. No Response/Not Seeking < 3% not indicated.

Career Center   RADFORD UNIVERSITY

Our Ambition

To create an innovative place that fosters career and talent development. Where students can collaborate with career consultants, employers, faculty and alumni to help them discover their career path, gain relevant experience, and be more successful on their career journey. Ultimately, we want every Highlander to leave Radford inspired, equipped and confident to make their distinct contribution to the world.

What we value:

Passion Community Collaboration Innovation Agility

Our Commitment

To help organizations and individuals thrive. Our collaborative journey begins during the recruiting process and lasts a lifetime.

Discover

Experience

Thrive
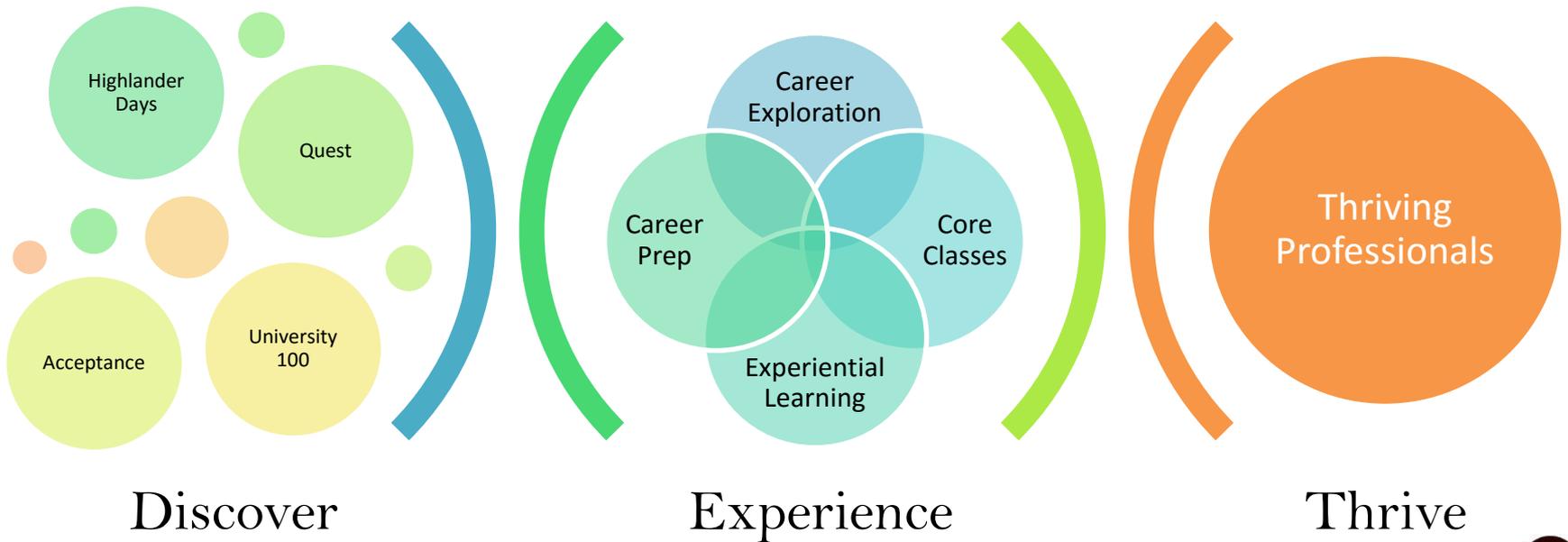
Strategic Focus Areas

Experiential Learning

Talent Development

Connected Communities

Experiential Learning

- *Internships*
- *Job Shadow*
- *Career Trek*
- *Research*
- *Study Abroad*
- *Work study*

RADFORD UNIVERSITY

Talent Development

- *Career Events*
- *Customized programs*
  Workshops
- *Curriculum*
- *Integration*
  Development Plans

Community

- *Mentor/Expert*
- *Networking*
- *Alumni Connection*
- *Industry Community*
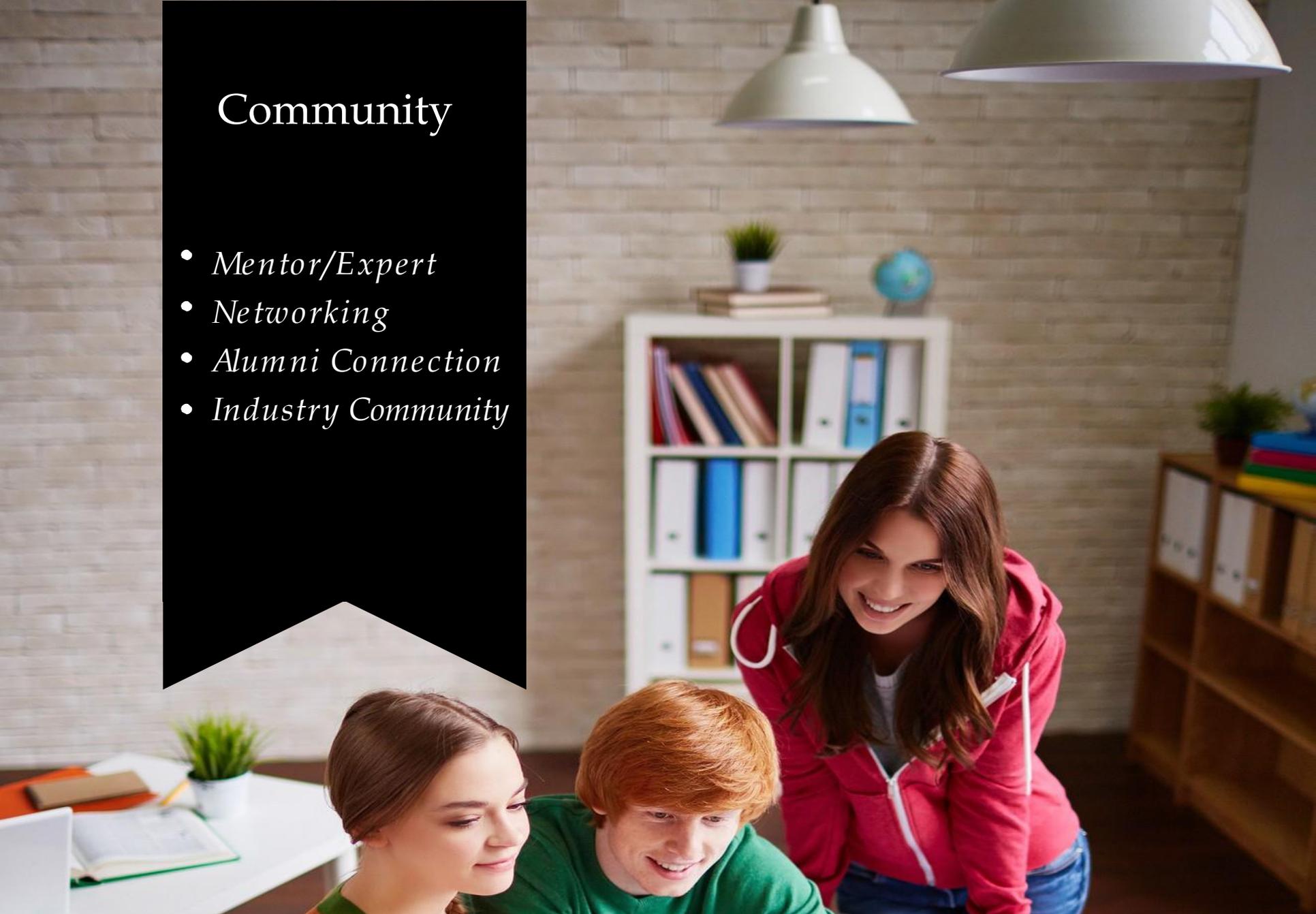
Community

- *Veterans*
- *Student Athletes*
- *Transfer Students*
- *International Students*

Employer Relations

- *Tiered program*
- *Modified Career Fair Fee Structure*
- *Internship Consultation*
- *Event Sponsorship*
- *Guest Blogger*

Communication & Technology Innovation
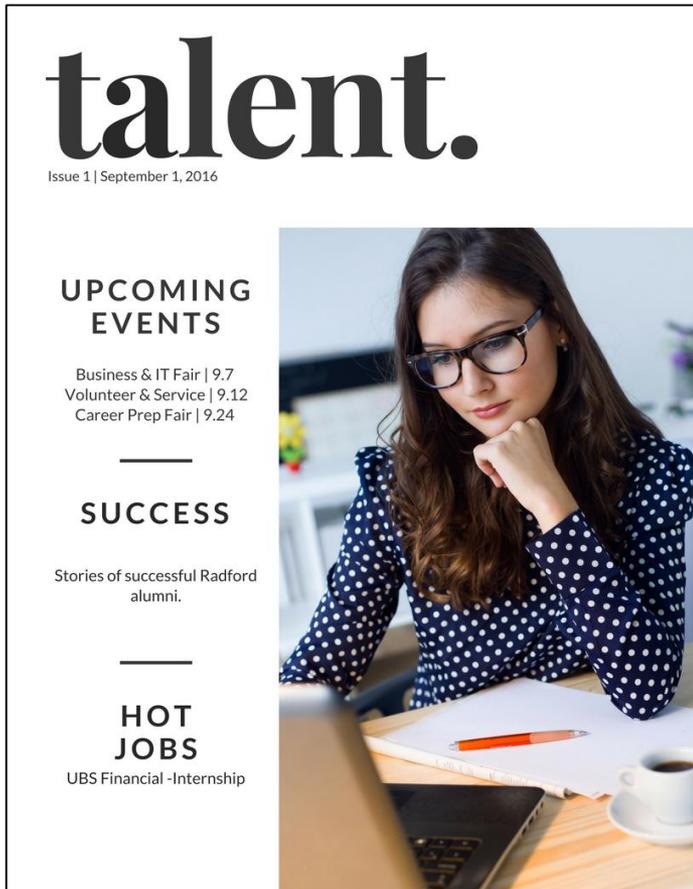
Digital e-zine

blog

- Expand digital and social media communication
- Upgrade technology platform

The Journey: 2016-2022

2016

Strategy
*Develop Strategic Plan

Positioning
*Create new branding strategy
*Develop communication protocol & calendar

People
*Introduce new structure
*Conduct staff development
*Expand student assistants

Programs
*Develop new program structure
*Recommend new career service platform –
*Develop employer program

2017

Strategy
*Open new Career Center

Positioning
*Launch new brand strategy

People
*Expand staff – ER | CC | Mktg. | CA

Programs
*Launch new program structure (*discover. experience. succeed*)
*Test "Intern for A Day" program
*Launch new career service Platform – Handshake
*Launch Phase I of employer program (career fair, sponsor)
*Test "on demand" career development content.

2018

People
*Expand staff (Operations team)

Programs
*Expand program offering
*Launch "Intern for A Day" program
*Test expansion of *Industry Week* trips
*Test industry "alumni mentor circles"
*Launch phase II of employer program (tiered employer segmentation)
*Launch "on demand" delivery of career development content

2019

Positioning
*Refine messaging & marketing executions

Programs
*Expand Industry week
*Launch alumni mentor circles
Expand "on demand" delivery content
*Test community partnership programs
*Expand tiered employer program

Career Center   RADFORD UNIVERSITY

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RADFORD UNIVERSITY

December 9, 2016

Joseph DeFilippo, Ph.D.
Director of Academic Affairs and Planning
State Council of Higher Education for Virginia
101 N. 14th Street - 9th floor
Richmond, VA 23219

Dear Dr. DeFilippo:

Radford University requests approval from State Council of Higher Education for Virginia (SCHEV) for a new Doctorate in Education degree program. The anticipated start date for this degree program is fall 2017. The proposed degree would be located in the College of Education and Human Development.

As the institution's chief academic officer, I fully support the proposal to initiate this program. Program graduates will be able to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community and region. They will be able to design solutions that will consider and interact with the social, economic, and political contexts outside of school. This is because the program is designed to prepare leaders in education through coursework, field experiences, and applied research activities. The required foundation courses reflect the unique needs of individuals who serve diverse schools and communities and must be prepared to implement evidence based practices to improve learning outcomes. In contrast to typical doctoral programs, the research courses extend beyond the more typical quantitative and qualitative methods offerings to include courses specifically geared towards practitioner-based, applied research. Another distinction of the proposed program is that research is complemented by planned, supervised field experiences. The proposed degree program was so designed specifically because traditional doctoral programs focus on the study of theory and academic research while those working in schools need pedagogy focused on making positive and sustainable changes in the practice of education.

Retirements and population growth are increasing the demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. These include many Radford University alumni.

The Doctorate in Education will build upon Radford University's history of successful professional education programs and is aligned with the current mission by preparing experienced practitioners to address compelling issues in their field and to become professionals with advanced skills impacting their profession and their communities. Radford University is committed in its mission statement to "...encouraging students to discover their leadership styles and fostering their growth as leaders."

A combination of new and existing faculty will teach and advise in the proposed program. Initially, a full-time doctoral director will be hired and new faculty members will be added in each of years one and two of the program. Revenue generated by new and increasing enrollments will be used to fund the additional faculty positions.

Please feel free to contact me or the SCHEV liaison, Dr. Dennis Grady at (540) 831-7163 or dgrady4@radford.edu with questions about this proposal or the degree program. Thank you for the attention your staff always gives to our proposals.

Sincerely yours,

Dr. Joseph P. Scartelli
Interim Provost and Vice President for Academic Affairs
Radford University

Enc.

1. Institution Radford University	2. Program action (Check one): New program proposal ✓ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program Ed.D in Education	4. CIP code 13.0101 (Education, general)
5. Degree designation Doctor of Education (Ed. D.)	6. Term and year of initiation Fall 2017

7a. For a proposed spin-off, title and degree designation of existing degree program
N/A

7b. CIP code (existing program)
N/A

8. Term and year of first graduates Spring 2021.	9. Date approved by Board of Visitors

10. For community colleges: N/A
   Date approved by local board
   Date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach
   letter(s) of intent/support from corresponding chief academic officers(s)

   N/A

12. Location of program within institution (complete for every level, as appropriate).

   Departments(s) or division of <u>School of Teacher Education and Leadership</u>

   School(s) or college(s) of <u>College of Education and Human Development</u>

   Campus(es) or off-campus site(s) <u>Main Campus</u>

   Online Delivery (web-based, satellite, etc.) <u>Online delivery</u>

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's
- Dr. Dennis Grady, Dean, College Graduate Studies and Research, dgrady4@radford.edu , 540-831-7163.
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Amanda Bozack, Director, School of Teacher Education and Leadership, abozack@radford.edu , 540-831-5736.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

Table of Contents

Description of the Proposed Program

Program Background

The purpose of the Ed.D in Education is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. Problems of low academic achievement, low graduation rates, poor preparation for careers and further education, high rates of suspension, teacher and administrator turnover, and rapid technological change present challenges to school district leaders that cannot be solved by schools working in isolation. This program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students. The program proposes to enroll its first cohort of students in the Fall of 2017 and graduate its first degree holders in the Spring of 2021.

The Ed.D. in Education will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities. The educational professionals completing this program will be prepared to research, plan, implement, and evaluate innovative approaches to critical school and community problems and needs. Program graduates will know how to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community, and region relating to such issues as, poverty, disability, physical and mental health, and increasing student diversity including growing numbers of students who are English Language Learners. While all of these issues contribute to problems within schools program graduates will work collaboratively with both school and community stakeholders to design solutions that consider and interact with the social, economic, and political contexts outside of school.

The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education[1]. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Third, Radford University's current undergraduate and graduate programs in education have created a large number of alumni who desire to continue their education at the doctoral level at Radford. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time.

Relationship to Radford University's Mission

Radford University was formed in 1910 as the State Normal and Industrial School for Women for the purpose of preparing teachers in an effort to expand Virginia's public school

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[1] Golde, C.M., & Walker, G.E. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline.* San Francisco: Jossey-Bass

system. Radford University's first master's degree program was a Master's in Education and was launched 52 years ago in 1964. This doctoral program will build upon this history of successful professional education programs and is aligned with Radford University's current mission by preparing experienced practitioners to address compelling issues in their fields and to become professionals with advanced skills impacting their professions and their communities.

The current Radford University mission statement[2] includes "The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders". The proposed program is designed to develop executive level school division leaders who will use creative and critical thinking skills to analyze and solve problems of schools and their communities.

Accreditation

The accrediting agency for the educator preparation programs at Radford University is the Council for the Accreditation of Educator Preparation (CAEP, previously operating as NCATE). Radford earned full accreditation in Spring of 2012 and will be reviewed in the Fall of 2018 for continuing accreditation. CAEP is revising the accreditation process and has not yet established the standards for the advanced programs that would apply to this degree.

The university requires the program to establish student learning outcomes and a program assessment plan and to report results of the candidate assessments and other program assessments each year to the Dean and to the university Academic Assessment Office and to report how program assessment results lead to program improvement. This process is aligned with requirements for CAEP accreditation. CAEP does not require specific courses, but they do expect the program to include "knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences"[3]. This is solidly addressed in the curriculum and assessment plans.

Admission Criteria

Admission into the doctoral program will be competitive and based upon several criteria. In order to be considered for acceptance into the ED.D. program, applicants must complete the following:
1. Submit a complete application on the Graduate College website.
2. Hold a master's degree.
3. Provide official transcripts from all postsecondary schools.
4. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
   - at least one must be from a current or most recent employer;
   - at least one must be from a professor or instructor familiar with applicant's academic work;
5. Submit a current full resume with links to any published articles or texts.
6. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals (3-5

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[2] http://www.radford.edu/content/radfordcore/home/about.html
[3] SACS 3.6.2

page narrative).

7. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
   - Paper Based 575
   - Internet Based 88-89
   - Computer Based 230.
8. Complete a personal interview with graduate education faculty.
9. If candidates intend to apply for state licensure in educational administration, they may be required to verify specific immunization records as well as complete a criminal background check. Applicants are reminded that a felony conviction may affect a graduate's opportunities to attain state licensure and/or administration of certification exams. Applicants seeking additional information are encouraged to review information on the following website: Virginia State Police Criminal Records Check.

Consideration of the student's professional background and experiences along with a transcript review will factor into the student's program of study. Final admission decisions will be made based on a holistic review of each applicant.

Target Population

This degree program would serve the following target populations.
- Educators who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent.
- Professionals in the field who seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree.
- Professionals in the field who wish to refocus their expertise on the development of leadership skills and the management of school-based teams and issues.
- Teachers, community leaders and those in human development fields who work collaboratively with public schools who wish to enhance their skill sets in these roles.
- Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Program candidates will bring a critical component: several years of practical experience in their fields and master's degrees (already acquainted with research and research-based practices) upon which they can build executive levels of professional leadership knowledge and skill.

Time to Degree

Part time students can complete the program in 3-4 years. The program design allows students to maintain competitive, full-time employment while working on an advanced degree. Coursework will be offered year round.

Curriculum

Radford University's proposed Ed.D. in Education program will require a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation. The required foundations courses reflect the unique needs of individuals who serve diverse schools and communities and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. The course, Models of Change for School and Community Leaders, is unique in its design explicitly preparing leaders to work collaboratively between school and community to implement improvement.

Foundations Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Models of Change for School and Community Leaders (3)
- EDEF ___ Social and Cultural Foundations of Education (3)
- EDEL ___ Leadership in the 21st Century (3)
- EDEF ___ Advanced Learning Sciences (3)

The research courses extend beyond the more typical Quantitative and Qualitative Methods courses to include two courses geared specifically towards practitioner-based, applied research. These include Applied Research Methods and Program Evaluation. In combination, these four courses prepare school district leaders with the practical research skills to evaluate and improve conditions for learning for students.

Research Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Applied Research Methods (3)
- EDEF ___ Quantitative Methods I (3)
- EDEF ___ Qualitative Methods I (3)
- EDEF ___ Program Evaluation (3)

In contrast to typical doctoral programs, the proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semester to extend and complement course work and research activities. 180 clock hours of activities will be completed for each three credit hour internship course.

Field Components (6-9 credit hours. Internship and Electives combined must total 15 credit hours)

- EDEL ___ Internship in School District Leadership: (3)

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepare students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education,.

Educational Leadership Core (5 courses; 3 credit hours per course for 15 credit hours)

- EDEL ___ Advanced School Law (3)
- EDEL ___ Leadership for Human Resources (3)
- EDEL ___ Leadership for Teaching and Learning (3)
- EDEL ___ Policy and Governance of Schools (3)
- EDEL ___ School Finance and Operations (3)

In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Courses, including independent studies, will be selected by students in consultation with faculty.

Flexible Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours)

Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students.

Dissertation Hours (minimum of 9 credit hours)

- EDUC ___ Doctoral Research (3)

Graduate degree requirements and a sample curriculum (plan of study) for part-time students are provided in tables 1 and 2 below. It is anticipated that all students will be part-time.

Table 1. Graduate Degree Requirements

Milestone	Occurrence in Program	Purpose/Description
Pre-prospectus qualifying comprehensive exam Student will also submit an electronic portfolio for review and feedback.	• Successful completion of first 12 credits of course work	• To determine readiness for continuing in the program. • The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability.
Identify chair and committee	• Successful completion of pre-prospectus	• Student will begin to formulate research question(s).
Prospectus exam (a second comprehensive exam) Student will also submit an electronic portfolio for review and feedback.	• Successful completion of 36 credits of course work	• This written exam will be the basis of the first chapter of the professionally anchored dissertation. • Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. • The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio.
Dissertation proposal	• Successful completion of 54 credits of course work	• Student will submit and present the dissertation proposal (first three chapters) to their committee for approval.
Dissertation defense	• Approval of dissertation proposal	• Upon successful completion of all course and comprehensive exams, a dissertation defense will be conducted. • The electronic portfolio will be incorporated into the defense.

Table 2. Sample Plan of Study – Part Time Students (63 Credits)

Year	Fall	Spring	Summer
Year One **18 Credit Hours**	Social and Cultural Foundations of Education (03) Leadership in the 21st Century (03) **Total Cr. Hrs. 6**	Advanced Learning Sciences (03) Models of Change for School and Community Leaders (03) **Total Cr. Hrs. 6**	Applied Research Methods (03) Internship or Elective (03) **Total Cr. Hrs. 6**
Year Two **18 Credit Hours**	Qualitative Methods I (03) Leadership for Teaching and Learning (03) **Total Cr. Hrs. 6**	Quantitative Methods I (03) Policy and Governance of Schools (03) **Total Cr. Hrs. 6**	Program Evaluation (03) Internship or elective (03) **Total Cr. Hrs. 6**
Year Three **18 Credit Hours**	Leadership for Human Resources (03) Internship or Elective (03) **Total Cr. Hrs. 6**	Advanced School Finance and Operations (03) Internship or elective (03) **Total Cr. Hrs. 6**	Advanced School Law (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**
Year Four **9 Credit Hours**	Internship or elective (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**	Dissertation Credit Hours (03) Diss. Defense **Total Cr. Hrs. 3**	

Online Delivery Format

Radford University's Ed.D. program will utilize a unique blended-online format accessible to students anywhere there is an Internet connection. The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions will extend and support the online activities. Radford University's Master's of Science in Educational Leadership program has successfully used this blended-online model for four years with excellent student outcomes.

Each student enrolled in the program will be responsible for maintaining a digital portfolio of artifacts representing the successful learning and application of all program outcomes. This portfolio may include all assessment results from specific courses, as well as individual rubrics and general feedback provided within performance evaluations for projects, course exams, papers, comprehensive exams, and dissertation components.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: All faculty teaching in online programs participate in training in online education through Radford University's Center for Innovative Teaching and Learning (CITL). CITL staff provide learning opportunities relating to the use of D2L, Adobe Connect, and in the application of Quality Matters standards to online course development. CITL employs instructional designers to assist faculty in the development of online courses. All faculty teaching in online programs have completed Quality Matters training and future faculty will be expected to do so.

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the *Graduate Catalog*. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:
1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected. The dissertation chair may or may not be the faculty advisor.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning

Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.

4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations.
5. Specific degree progression requirements are described in the previous section (Table 1).

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:

Full-time Teaching and Research Faculty: 36

Part-time Teaching Faculty: 0

Adjunct Faculty: 38

Radford University's School of Teacher Education and Leadership faculty teach in the areas of Early Childhood/Early Childhood Special Education; Educational Leadership; Educational Technology; Elementary Education; Foundations; Human Development; Literacy Education; Mathematics Education; Middle Education; Secondary Education – Mathematics, Science, and Social Studies; and Special Education – Adapted Curriculum K-12, General Curriculum K-12, Hearing Impairment, and Visual Impairment.

The proposed program will have nine core education faculty members committed to the program. The minimal qualifications for faculty will be an earned doctorate and graduate level faculty status. A director will be hired to manage the program and teach. Two educational leadership faculty members will design and manage the majority of the educational leadership courses, while three different faculty members will teach research and evaluation courses. Additionally, an educational technology faculty member and two foundations/literacy faculty members will manage the design and teaching of other coursework. All nine faculty members will share advisor responsibilities.

Support faculty include those faculty members whose primary responsibilities are within other areas of STEL's various education programs, yet who possess extensive experience and credentials in specific competency areas within the Ed.D. program of study. Support faculty may teach in the areas of foundations, research, educational leadership, or an elective course.

Program Administration

The Ed.D. in Education program will be administered by the Dean of the College Education and Human Development as one of seven schools/departments/programs within the College. A director will be hired to oversee curriculum development, student recruitment, and operational activities for the program. In year two of the proposed program a part-time administrative assistant will be hired to work directly with the director, faculty and students.

The program's curriculum will be developed and approved through established policy and practice that includes review and approval at the school, college, and graduate college levels. The students will be subject to all policies established and enumerated through the graduate catalog and program handbook administered by the program director and College of Graduate Studies and Research administration.

<center>**Student Assessment**</center>

Learning Outcomes

     All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 3. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 3. Student Learning Outcomes Including Workplace Competencies

Competency Area	Specific Student Learning Competencies
1. General principles of educational leadership, teaching and learning	Discuss the meaning and purpose of public education in a democratic society and the role of education in social change movements.
	Describe the community context of education in America, including the early socialization of the child, stratification of the population, the political control of education, and the informal impact of community on local education agencies.
	Analyze the effects of key phases of K-12 school reform in America, including the Progressive Era, the civil rights movement, and the current period of standards-based reform.
	Analyze curriculum and instruction practices and principles in America, including the various roles of the professional teacher in curriculum development, problems of curriculum design, and interrelationships between current issues and social forces.
	Compare and contrast contemporary educational theory and practice reflected in the national educational systems of a number of countries, emphasizing international reform policies, comparative assessments, and the influence of globalization.
	Evaluate the historical, philosophical and sociological events and theories that have influenced the development of current trends in educational systems.
	Describe the fundamental characteristics of learning.

	Describe the fundamental components of instruction.
	Explain the role of assessment in the teaching and learning process.
	Compare and contrast competing theories and models of learning.
	Gain knowledge and understanding of theories, models, and principles of organizational development.
	Develop an annual school district budget that conforms to state and local requirements.
	Understand how to effectively manage human, fiscal, and technological resources to ensure student learning.
	Monitor and evaluate management and operational systems.
	Promote policies and procedures that protect the safety and welfare of students and staff.
	Articulate the legal and ethical basis of their chosen profession.
	Apply legal principles as they affect leadership of schools and organizations within their communities.
	Follow general principles of law, both criminal and civil, as they apply to the state/community in which they are employed or expect to be employed.
	Evaluate the potential moral and legal consequences of decision making as it applies to their communities.
	Model principles of ethical behavior.
	Use comprehensive planning strategies as they apply to human resources to create quality organizational structures and continuous program improvement with the involvement of local school personnel and community members.
	Articulate current issues in human resources management.
	Locate and use research and educational literature to understand problem-based and other issues in human resources management.
	Apply human resources concepts and analyses to instructional supervision and improvement in their own district.

	Locate and use literature to understand selected issues in governance and policy in education.
	Apply governance and policy concepts and analyses to public education reform and improvement in local, state, and national contexts.
	Act in ways that influence local, state, and national decisions affecting schools.
	Articulate multiple social and political contexts for governance and policy in schools in communities.
	Identify and describe crucial current educational issues in governance and policy.
2. General knowledge of community-based education (strategies, components, history, current models, challenges)	Describe the general components of community- based education.
	Compare and contrast contemporary efforts to link schools more firmly to their communities, such as civic education, contextual education, service learning, environmental education, workplace education, and experiential learning.
	Articulate rationales for specific leadership strategies in urban as well as rural environments.
	Discuss the benefits of community-focused education for students, teachers, parents, and other community members.
	Critically examine and evaluate the roles played by the following elements of effective leadership implementations: funding, higher education institution relationships, community-based learning centers, professional development, community development services, community-based projects, technology resources, and evaluation needs/requirements.
3. Skills associated with designing and implementing school-based and community-based leadership	Develop productive working relationships with teachers through sustained professional support.
	Foster connections between school, community, and resource specialists.
	Define public and private organizations as community resources required to successfully design and implement educational initiatives.
	Apply knowledge of key relevant funding sources and grant application procedures related to school reform.

	Apply basic principles of project and time management to the successful design, implementation, and evaluation of a school reform project.
4. Conducting scholarly assessment, evaluation, and research activities	Compare and contrast the roles of sociology and anthropology in the study of education.
	Describe the relevance of research in society and the potential impact of research on individuals, groups, and society.
	Comprehend, design, and implement appropriate research methodologies that address specific research questions.
	Effectively interpret research results in light of specific research problems, hypotheses, and research methodologies employed.
	Evaluate school reform initiatives using appropriate models of evaluation.
	Conduct research in accordance with federal guidelines for the "responsible conduct of research."
	Select, apply, interpret, and evaluate appropriate statistical methods and results in social science research.
	Apply appropriate quantitative and qualitative research methodologies
	Design and implement comprehensive formative and summative assessment practices to inform learning and teaching.
5. Research/evaluation ethics and social understanding of educational change initiatives	Improve outreach and collaborations among and between schools, families, and other members of the community.
	Make intentional choices around instruction, assessment, evaluation, and research that are sensitive to and inclusive of differences in class, race, culture, and learning difference.
	Demonstrate, where appropriate, knowledge of health and safety procedures and their application in the research environment.
	Understand and apply principles of ethical conduct of research, including avoidance of plagiarism and allocation of credit and authorship.
6. General professional communication	Demonstrate key rhetorical skills, including how to persuade others of a viewpoint's merits while communicating credible suggestions to achieve project goals.

skills	Apply effective writing and publishing skills to all aspects of scholarly work.
	Effectively use and decide on appropriate forms and levels of communication in a variety of settings.
	Communicate and explain research to diverse audiences, including both specialist and non-specialist.
7. Educational leadership and innovation	Solicit, select, and manage effective project design, implementation, and support teams consisting of students, teachers, administrators, parents, community members, higher education partners, and funding agencies.
	Effectively communicate a clear and consistent vision to all stakeholders within a project.
	Build consensus in the face of uncertainty and develop and maintain effective relationships with project stakeholders.
	Cultivate successful collaborative work environments, recognizing the strengths of team members and working effectively to achieve mutual goals.
	Delegate project responsibilities to appropriate team members.
	Apply skills required for the development of educational enterprises in the public and private sectors.
8. Technology	Use technology to manage all aspects of a scholarly endeavor, including the design, development, implementation, and evaluation of a leadership initiative.
	Use technology to help cultivate constructive collaboration among all stakeholders within an initiative.
	Identify various instructional roles technology might play within an education reform movement.
	Use technology to support personal professional development needs related to the field of education.

Program Assessment

The mission statement of Radford University states: "Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society"[4]. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

Program evaluation for the new Ed.D. program will have two phases. The first phase focuses on start-up and development activities needed to create a high-quality program. The second phase is a planning and evaluation process designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements.

The developmental experiences proposed within the creation of this applied Ed.D. degree in Education include specific goals as well as a clear timeline to fully support the development of a high-quality program. These operational activities include:

- interviews with school and community leaders currently working on education and/or community reform initiatives,
- a survey of current RU graduate students, and
- a survey of Radford University alumni.

These interviews and surveys will assist in ensuring optimal parameters for implementing the program based on professional and personal needs, for course development and program approval, for faculty hiring, for student recruitment, and for admissions. Quality measures (including admission standards, faculty qualifications, and evidence of student achievement based on teaching-learning outcomes) are further detailed throughout this proposal. The doctoral leadership committee will continue to work on and monitor this initial phase of development. Regular updates and findings will be presented to the STEL faculty. Co-chairs of this committee will provide regular progress reports to the College of Education and Human Development dean, the graduate dean, and the provost. The overall purpose of this phase of development is to monitor and document the progress of this new program as it becomes approved and operational.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2021-22.

Benchmarks of Success

The proposed program has established the following benchmarks of success:
- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the program as determined by exit interviews and the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within two years of graduation.

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[4] Radford University. (2007). Forging a bold new future: RU 7-17 strategic plan [PDF document]. Retrieved from Radford University website: http://www.radford.edu/content/radfordcore/home/about/strategic-plan.html

- 50% of students will have published work using knowledge acquired in their graduate studies within five years of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as "Excellent" or "Highly Satisfactory."

Factors related to faculty and administrative issues that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest quality program possible. The program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

This program is not an expansion of an existing program, certificate, option, concentration, track, major, or minor.

Collaboration or Standalone

This is a stand-alone program. No other university was involved in its development, and no other university will collaborate in its operation.

Relationship to Existing Degree Programs

The proposed Ed.D. program will initiate and operate without compromising existing programs in the School of Teacher Education and Leadership. The Ed.D. program will be built upon strong, existing M.S. in Educational Leadership and M.S. in Education programs at Radford University, with shared resources from the M.S programs joining the Ed.D. No degree programs will close as a result of the initiation of the proposed program nor will any existing program be compromised.

Need for the Proposed Program

Justification
Response to Current Needs (Specific Demand)

Leadership Preparation
School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and

economic factors puts already vulnerable children and youth at greater risk[5]. Current statistics suggest that children of color and poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley[6] stress, situate their work in "a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them" (p. 238).

In a leadership and educator preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privilege[7]. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty[8], in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, showed significant improvements in student engagement and success. This improvement was attributed to leaders' transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland, California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La

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[5] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools.

Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

Renee, M. & McAlister, S. (2011). The strengths and challenges of community organizing as an education reform strategy: What the research says. *Community Organizing as an Education Reform Strategy Series.* Prepared by the Annenberg Institute for School Reform at Brown University. Quincy, MA for the Nellie Mae Education Foundation.

[6] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266

[7] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266

Pounder, D., Reitzug, U., & Young, M.D. (2002). Preparing school leaders for school improvement, social justice, and community. *Yearbook of the National Society for the Study of Education,* 101(1), 261-288.

[8] Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin[9] also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for "powerful, equitable learning" that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

- deal with a steep learning curve (their own and others'),
- work effectively with people who possess diverse world-views,
- be prepared for major changes in practice and organization, and
- make a long-term commitment.

A large, six-year study funded by the Wallace Foundation[10] focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, "to obtain large scale effects, educators need to create synergy … among all the parents, teachers, and policy makers" (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville[11] described the strategies and attitudes of successful "cross-boundary" leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty.

These studies collectively illustrate the essentiality of leaders and educators who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement,

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[9] Knapp, M.S., Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems.* University of Washington.

[10] Louis, K.S., Wahlstrom, K.L., Michlin, M., Gordon, M., Thomas, E., Leithwood, K., Anderson, S.E., Mascall, B., Strauss, T., & Moore, S. (2010). *Learning from leadership: Investigating the links to improved student learning. Final Report of Research to the Wallace Foundation.* University of Minnesota.

[11] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools.

and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school policy and governance, and school improvement processes, within comprehensive school improvement models. Graduates will be knowledgeable about school and community needs and how to lead all stakeholders to improve learning and to serve the community. This program will produce graduates who are knowledgeable about local, regional, state, and national factors affecting communities' well- being and future growth. They will be capable of leading collaborative processes to assess, plan, implement, monitor, and evaluate improvement efforts in educational organizations. Radford's Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals.

Schools in the U.S. have had very little success eliminating educational inequity working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone[12]. Contemporary educational researchers suggest that solutions for many of today's education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement[13]. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so[14]. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

In 2002, The U.S. Department of Education (DOE) established 10 Regional Advisory Committees (RAC) to assess the educational needs of different U.S. regions. While acknowledging that Virginia has a "sizeable number of urban and suburban districts" in addition to its varied rural communities, Virginia was placed in the Appalachian region along with West Virginia, Tennessee, and Kentucky. The Appalachian Regional report identified seven distinct needs:

1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.
3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education[15]

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[12] Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.

[13] Hargreaves, A., & Shirley, D. (2011).*The Far Side of Educational Reform.* Canadian Teacher's Federation.

[14] Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education,* 83(4), 271-286. doi 10.1177/0038040710383520

Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation." In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.

[15] U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf*

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.[16] Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

While Radford's program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia's Superintendent's Regions VI and VII, there are 34 school divisions. In the past three years 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%[17].

The need for a comprehensive program beyond a master's degree in teaching or administration to prepare leaders in executive roles is warranted, particularly since the most successful students in the proposed program will likely be those with ample real-world teaching and community-service experience in our region of Virginia. The proposed program is designed to serve the educational needs of students who are already graduate degree-holding, practicing professional educators. The proposed program goes far beyond typical master's level educational leadership programs by employing rigorous research and evaluation methods along with project management skills to design, implement and evaluate school-wide and community-based improvement initiatives.

Employment Demand

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600).

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Tables 4 and 5 provide specific data on projected job growths for educational administrators and instructional coordinators.

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[16] American Association of School Administrators (2011). Position Statement: Educating the Total Child. *http://www.aasa.org/content.aspx?id=118.*
Association for Supervision and Curriculum Development (2006). Position Paper....http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx.
[17] American Association of School Administrators (n.d.). Superintendent and district data. http://www.aasa.org/content.aspx?id=740

Table 4. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Education Administrators, Elementary, Middle and Secondary school	11-9032	240,000	254,000	14,000 +6%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

Table 5: Projected National Job Growth for Instructional Coordinators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Instructional Coordinators	25-9031	151,100	161,600	10,500 +7%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

From 2014 to 2024, job increases in education are projected to grow:
- 6% for administrators,
- 7% for instructional coordinators,

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field[18].

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 6 show definite positive trends in future job opportunities for graduates of this innovative new degree.

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[18] US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from http://www.bls.gov/ooh/

Table 6. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)
Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%
Instructional Coordinators	4,089	4,726	637	1.46%	15.58%

*https://data.virginialmi.com/vosnet/analyzer/results

Student Demand

Student interest in the proposed program is high and clearly demonstrates an overwhelming preference for the type of program proposed over currently available programs at other institutions. A survey to determine potential applicants for the proposed program was conducted during March and April, 2016. An email link to a survey was sent to building and central office level administrators believed to not already have a doctorate in public school divisions in Virginia's Superintendent's Regions VI and VII through publicly available email addresses. The survey was sent to 644 individuals and was responded to by 240. Of those 240 respondents, 192 indicate a preference for the proposed program at Radford University in comparison with 12 who express a preference for current programs available through other Virginia public universities.

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software. Sample letters of support are in Appendix D.

Survey Prompt

The Radford University proposed Doctorate in Education is a practitioner oriented, cohort based professional education degree program delivered in a blended format and resulting in preparation for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. The program is designed to be flexible and responsive to the needs of working professionals. The action research and dissertation component focus on solving problems of educational practice in the schools and school divisions in which the students work. The blended format utilizes a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. The program is designed to not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in education as proposed by Radford University? You may choose more than one option.

[Radio button choices]
I would definitely apply for admission to this program when available.
I would likely apply for admission to this program when available.
I would likely apply for admission to this program within the next five years.
I would not be likely to apply for admission to this program.
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.
I already have a doctoral degree.

Results

Following are the results of the survey.

Answer	# Selecting Answer
I would definitely apply for admission to this program when available.	58
I would likely apply for admission to this program when available.	75
I would likely apply for admission to this program within the next five years.	59
I would not be likely to apply for admission to this program.	43
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.	4
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.	8
I already have a doctoral degree.	10

Projected Enrollments

Table 7 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

Table 7. Summary of Projected Enrollment by Year (First 5 Years)

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT 18	FTES 12	HDCT 35	FTES 23	HDCT 51	FTES 34	HDCT 66	FTES 37	GRAD --	HDCT 66	FTES 37	GRAD 15

Assumptions:

Retention percentage: 83% (18 new students per year with one student per cohort, per year exiting without completion in years 2, 3 and 4)
Full-time students 0% Part-time students 100%
Part-time students credit hours per semester: 6
Part-time students graduate in 4 years (11 semesters)

Duplication

While there are leadership based Ed.D. programs in five public universities in the Commonwealth, the proposed Ed.D. degree program in Education (CIP Code 13.0101-Education, General) at Radford University is innovative and does not replicate any existing programs. The online, applied research, practitioner-based program emphasizes leadership from a contextualized teaching and learning perspective that is unique in Virginia.

The program's goal is to prepare leaders and educators with local, national, and global perspectives as well as action-based strategies for improving education and school communities through applied coursework, field experiences, and action research. Such preparation is well outside the purview of traditional Ed.D. programs.

Radford University's closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

William and Mary, Virginia Commonwealth University (VCU) and University of Virginia all offer programs that must be completed on-site and are not responsive to working professionals that must continue to work full-time yet need a program that will teach them to design programs and practices for school change and improvement. These programs are not geographically accessible for many of the prospective students for this program from southwest Virginia.

Table 8. Degree Conferrals for Comparison Programs across Five Years

Degrees Awarded	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	29	27	15	28	35
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	14	18	18	24	32
Virginia State University CIP 13.0401 Ed.D. in Education Administration	6	3	2	4	15
University of Virginia CIP 13.0401 Ed.D. in Education	19	5	9	8	4
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	19	*	*	41	15

*http://research.schev.edu/Completions/C14_Report.asp shows no degrees awarded

Unique Design: Radford University's proposed Ed.D. in Education is unique in the Commonwealth of Virginia. This proposal represents an emerging field of study currently available at only a few other universities in North America. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through a applied coursework, field experiences, and applied, action research.

The proposed Ed.D. program similarly focuses on graduate students' understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable institutions. Doctoral student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University's QEP.

Building Upon Existing Successful Programs: Derek Bok, a former Harvard University president and a leader in the field of education, recommends that when universities venture into new waters, they should do so with programs in which they are already successful and are well prepared to take to the next level[19]. Since opening its doors to students in 1913, Radford University has built a powerful reputation for producing top-quality educators and educational leaders. Faculty in the School of Teacher Education and Leadership are themselves, top-quality educators, deeply engaged in research, highly respected among their peers across the Commonwealth and the nation, and valued by the region's preK-12 schools and communities.

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[19] Bok, D. (2013). Higher education in America. Princeton, NJ: Princeton University Press.

Radford is one of only 13 institutions in the U.S. named by the National Council on Teacher Quality as having "multiple strong [teacher education] programs"[20]. Moreover, Radford STEL faculty are highly engaged with their students – so much so that many of their current graduate students, in survey responses, expressed confidence in and eagerness to become involved in the new doctoral program

Radford University has many in-house resources that will adeptly support the proposed doctoral program. Foremost, STEL's faculty possess valuable education-related skills to support the students in the program. Most have come from the public education arena and have executed the "practitioner" role. Our faculty can skillfully coach and mentor practitioners because they know the roles and understand the real world of public schools. They can guide action research and engage these practitioners in higher levels of scholarly work. More specifically, the educational leadership faculty at Radford University have exceptionally strong track records of leadership in public education organizations. These faculty members are active in school and local communities through work with the state department of education, international accrediting agencies, regional education consortia, university/preK-12 partnerships, and educational leadership professional organizations. Faculty in the educational leadership program likewise are known for excellence in teaching. They provide quality online instruction, both synchronously and asynchronously, to aspiring education leaders. They are known for producing strong, informed educational leaders through a rigorous M.S. in Educational Leadership cohort program. The M.S. in Educational Leadership will serve as a strong feeder program from which the best and brightest students can enter the Ed.D. program. Graduates from our M.S. in Education program, who have been working in schools and communities for five to ten years, are also optimum candidates.

Our faculty's networks of colleagues serve as a valuable resource. The faculty is part of routine meetings with a local consortium of school superintendents, who are invited to campus monthly by the dean of the College of Education and Human Development to share insights and challenges faced by both school divisions and the University. Over the past 10 years many cooperative grants have been written, with resource sharing, among the superintendents and university faculty. The educational leadership faculty are also connected with an informal group of key instructional leaders from area public schools. Faculty are involved with the Virginia Association of School Superintendents and work with new superintendents across the Commonwealth on special instructional audits and projects. The School of Teacher Education and Leadership works in the arena of professional development with its own Professional Development Center. Much of the Center's work is in collaboration with consortia members. Educational leadership faculty participate in Virginia's school improvement efforts as consultants to schools struggling to meet achievement targets. Students in the proposed doctoral program will have rich opportunities to develop collaborative projects through the strong network that educational leadership faculty have established.

[20] National Council on Teacher Quality. (2013). Teacher prep review [PDF document]. Retrieved from National Council on Teacher Quality website: http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

Projected Resource Needs

Full-time Faculty

   A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost's office with a salary range of $85,000 to $105,000. The director will be hired in Year 0. A new faculty member will be hired in each of years one and two of the program. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

   No adjunct faculty will be needed for this program.

Graduate Assistants

   No graduate students will be used to initiate or sustain the program.

Classified Positions

   A part time (0.5 FTE) administrative assistant will be added in year zero to assist the Director of the program. Annual salary for this position will range from $14,000-16,000.

Targeted Financial Aid

   Radford University's School of Teacher Education and Leadership receives the highest number of grant awards each year across the university. The greatest contributors are in the Special Education program faculty. Faculty will continue to pursue traineeship and fellowship awards via the US Department of Education and the Virginia Department of Education. Candidates will also seek out scholarship opportunities.

Equipment

   Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program. The present equipment budget supporting STEL is adequate.

Library

   McConnell Library collection specialists reviewed current holdings and made recommendations for the acquisition of books, journals, and databases to enhance our holding for the Ed.D. program. We have made purchasing recommendations to the library based on our course needs. We anticipate needing approximately $4,000 of new books and DVDs other than the current library holdings.

Telecommunications

   Four telephones and service will be needed for the new faculty members and the administrative assistant.

Space

Office space will be needed for new faculty and an administrative assistant.

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs?   Yes _____ No __X__
- Has or will the institution submit an addendum budget request to cover operating costs?   Yes _____ No __X__
- 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 __X__
- Will each type of space for the proposed program be within projected guidelines?   Yes __X__ No _____
- Will a capital outlay request in support of this program be forthcoming?   Yes _____ No __X__

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

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.50	0.00	0.50
TOTAL	0.00	1.50	2.75	4.25

*Faculty dedicated to the program.   **Faculty effort can be in the department or split with another unit.   ***Added **after** initiation year.
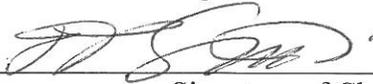
Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
Full-time faculty	0.00	1.00	2.00	3.00
salaries	$0	$91,500	$166,500	$241,500
fringe benefits	$0	$29,354	$55,944	$81,144
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	$0	$0	$48,750	$48,750
fringe benefits	$0	$0	$16,575	$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.50	0.50	0.50
salaries	$0	$10,500	$10,500	$10,500
fringe benefits	$0	$2,425	$2,425	$2,425
Personnel cost				
salaries	$0	$102,000	$225,750	$300,750
fringe benefits	$0	$31,779	$74,944	$100,144
Total personnel cost	$0	$133,779	$300,694	$400,894
Equipment (one-time cost)	$0	$0	$0	$0
Library				
one-time cost	$4,000	$0	$0	$4,000
recurring cost	$0	$0	$0	$0
Telecommunication costs				
one-time cost	$0	$0	$0	$0
recurring cost	$166	$0	$499	$665
Other costs				
one-time cost	$3,500	$0	$7,000	$10,500
recurring cost	$5,900	$0	$77	$5,977
Total Program Cost				
Total Cost by Target Year	**$13,566**	**$133,779**	**$308,270**	**$422,036**
Annual Recurring cost after Target Year	**$6,066**	**$133,779**	**$301,270**	**$407,536**

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 2017 – 2018	Target enrollment year 2022 – 2023
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$120, 854.00	
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		$201,790.00

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department

Reallocation within the school or college- Salary and benefits for one full-time program director already established within current budget.

Reallocation within the institution – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

Other Funding Sources

3. Secondary Certification.

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

___X___ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Foundations Courses

EDEF ___: Social and Cultural Foundations of Educational Institutions
In this course the student analyzes fundamental questions about the meaning, purpose, and significance of educational institutions in society. It explores education from the perspective of the humanities and liberal arts, using tools of analysis based in history and philosophy. Student learning is grounded in inquiry, exploration and discussion. Students develop a sense of commitment to preserving the resources that sustain a school and a community.

EDEF ___: Advanced Learning Sciences
In this course students will examine current research in cognitive science and educational psychology as well as its application through state of the art learning technologies.

EDEL ___: Leadership in the 21st Century
In this course students will examine the historical development of leadership models into the 21st century with an emphasis on selecting and applying models appropriate to working with diverse stakeholders in both school and community settings.

EDEF ___: Models of Change for School and Community Leaders
This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Research Courses

EDEF ___: Applied Research Methods
This course involves study of the integral role of applied research in educational leadership, policy formation, advocacy, and change projects. This course introduces the role of applied methods in the identification of community issues and various stakeholders through to the evaluation/impact of interventions, policy formation or advocacy efforts. This introduction of applied research includes an overview to the general methods of inquiry, research designs, and research models commonly used in educational leadership education, community change and community studies, i.e., statistical, non-statistical, naturalistic, mixed-method, action research, community based participatory research, project-based research, project-based service learning, community capacity, and assessment of community issues.

EDEF ___: Quantitative Methods I
The primary goal of this course is to develop skills in using basic tools of quantitative research: descriptive and inferential statistics. Students will learn the mechanics of the most widely used procedures and how to use these to design and interpret educational research.

EDEF ___: Qualitative Methods I
This course is designed for doctoral level students. This course will provide a comprehensive overview of how qualitative methods and research are enacted, applied, utilized, and disseminated for place-based education and community change. This course focuses on the role of applied qualitative methods in interdisciplinary work, policy analysis, advocacy, assessment of educational issues, outreach, and individual, institutional and community level change. A major focus of this course is the role of stakeholders, knowledge, and action in educational environments. As such, students will be introduced to qualitative methods of data collection that follow, trace, or map particular topics or problems through different field sites, i.e., geographically and/or socially. Likewise, students will be introduced to notions of public dissemination and inquiry.

EDEF ___: Program Evaluation
This course provides doctoral students with foundational skills and knowledge associated with the evaluation of instructional programs. Students learn differences and similarities between research and evaluation efforts, along with an overview of how different types of instructional goals are typically measured and evaluated in research and evaluation studies. Evaluation skills are applied in the analysis of case studies representing situations common to educational researchers and evaluators today. Particular emphasis will be made on the manner in which place-based educational programs might be typically designed and implemented. Applying program evaluation methods and strategies to such endeavors will be explored in some detail.

Educational Leadership Courses

EDEL ___ : Advanced School Law
This course will provide a comprehensive review of the law that governs the American public school system. The course will provide an in-depth study of federal, state and local law as it relates to the operation and management of schools. Students will study the law through examination of statutes and legal precedent established in case law, and evaluate the legal consequences of school/district decision making.

EDEL ___ : Leadership for Human Resources
This online course focuses on current issues associated with the management of school personnel. The course relates theoretical and practical bases to contemporary human resources administration in education with a focus on district-level leadership to enhance student learning.

EDEL ___ : Leadership for Teaching and Learning
This course is designed for doctoral level students. Students will apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students through creation and evaluation of a comprehensive, rigorous and coherent curricular and instructional program.

EDEL ___ : Policy and Governance of Schools
This course provides an overview of policy issues and governance of schools and school districts. Local, state and national perspectives will be examined. Educational reform issues will be examined through the lens of policy and governance.

EDEL ___ : School Finance and Operations
The course content focuses on federal, state and local laws and regulations related to financing, purchasing, and contracting; planning and maintaining school facilities; working collaboratively with governmental entities, professional organizations and community members to advocate for adequate resources for schools; and providing for the safety and welfare of students and school staff. The content is aligned with Educational Leadership Constituency Council (ELCC) Standard 3.

Appendix B: Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.

- Bizzell, Brad, PhD, 2011, Virginia Polytechnic Institute and State University, Tenure Track, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.

- Talbot, Patricia, PhD, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.

- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.

- Schneider, Sandra, PhD, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.

- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

Degree Level	Rank	Focus Area	Other
PhD/EdD	Associate/Full	Founding Director of Ed.D. program	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations/ C & I	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations	
	Administrative Asst		

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over $21 million. The four core faculty members have been awarded the following.
- Dr. Elizabeth Altieri (full tenured professor): over $1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over $900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): $20,000
- Dr. Gregory Sherman (associate tenured professor): $1.365 million

Core Faculty	Granting Organization	Name of Grant	Value	Brief Description
Altieri, E.	Federal 325T Special Education Preservice Training Improvement Grant	*Project MERGE: Merging Expertise for Results in the General Education Curriculum*	$500,000.00	Project MERGE focuses on preparing special education and general education teachers who can work together in K-12 classrooms to meet the needs of all children — with and without disabilities.
Jones, J.	SCHEV/NCLB Title II, Part A, Improving Teacher Quality	*Integration station: Bridging best practices in literacy and science*	$95,520.00	Integration Station is designed to creatively integrate science and literacy instruction with the use of non-fiction texts to enhance students' learning in science, reading, and writing.
Schneider, S.B.	Radford University, Intra-university, College Research Grant, College of Education and Human Development	*Feminized Choices and Masculinized Market Reform: Choice in Unschooling Communities*	$20,000.00	Grant is designed to examine the lives of homeschooling mothers of children ages 4-18.
Sherman, G.P.	Preparing Tomorrow's Teachers to Use Technology (PT3) U.S. Department of Education	*Consortium Building: The AZ K-12 Center/Northern Arizona University Teaching And Learning With Technology PT3 Project*	$1.3 Million	Grant is designed to build consortia between state governing and funding entities and other universities in their efforts in preparing future teachers.

Appendix C: Employment Demand Job Descriptions

VSBA
Virginia School Boards Association
Leadership · Advocacy · Support

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Home | About VSBA | Services | Meetings & Conferences | Advocacy & Government Relations | Resources | News & Press

SERVICES

Board Training & Development

Policy Services

Legal Services

Superintendent Search Assistance

    Current Superintendent
    Searches

VSBA Council of School Attorneys
(COSA)

BoardDocs Paperless Agenda
Systems

VACORP Insurance

U.S. Communities

JASON Learning

Current Superintendent Searches

If you would like to be notified when superintendent positions become available, please e-mail Gina G. Patterson, executive director, at gina@vsba.org.

Important Notice: The Virginia School Boards Association is assisting the school boards below with the search process. Candidates should not make contact with individual school board members. Inquiries should be directed to Gina G. Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722, or gina@vsba.org.

Applitrack

To view a list of all positions that are **currently accepting applications**, please visit http://applitrack.com/vsba/onlineapp   Applications for specific positions are linked below when available.

Bristol City Public Schools

The School Board of Bristol City (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE CITY

Strategically situated in the southeastern United States, Bristol Tennessee-Virginia is a twin city located directly on the Tennessee-Virginia state line. Bristol is part of the metropolitan statistical area of Bristol, Johnson City, and Kingsport, commonly called the Tri-Cities.

THE DIVISION

Mission: Bristol Virginia Public Schools, in partnership with students, families, and community, promotes educational excellence through rigorous programs to inspire thoughtful, productive, and responsible citizens for the 21st Century.

Schools: 1 high school, 1 middle school, 4 four elementary schools

Total Student Enrollment: 2,321

Total Division Budget: $26,150,000

Full Time Employees: 262

On-time Graduation Rate: 88.6%

Web Site: http://www.bristolvaschools.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Bristol City Public Schools:

- Experience as a principal is preferred.
- Classroom teaching experience is preferred.
- An earned doctorate or working towards a doctorate is preferred.
- Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a team player and comfortable with shared decision-making. The candidate is a visionary, creative thinker and a decisive leader.

Community Relations- The successful candidate effectively advocates school issues and needs; and communicates effectively on both private and public levels.

Personal Characteristics – The successful candidate is a good listener, accessible, enthusiastic and caring.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Board-Superintendent Relations – The successful candidate presents a united front to staff and community and is willing to assume a lead role in decision-making while keeping the Board informed.

School Finance – The successful candidate lobbies for school funding on behalf of the school division.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g.

strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. *Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120*, Telephone: (804) 371-2522.

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=136&ref=

Completed applications are due by August 26, 2016

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Smyth County Public Schools

The School Board of Smyth County (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE COUNTY

Smyth County is located in the lower portion of the Great Valley of Western Virginia. Interstate 81 runs through the county's central valley, and intersects with Interstate 77 approximately 25 miles northeast of the Town of Marion. Three towns are located in Smyth County: Marion (the county seat), Chilhowie, and Saltville.

THE DIVISION

Mission: The mission of Smyth County Schools is to ensure a quality education so that students succeed to their maximum potential. This will be achieved through the collective effort of students, staff, families, and community.

Schools: 3 high schools, 3 middle schools, 7 elementary schools, 1 career and technical center

Total Student Enrollment: 4,507

Total Division Budget: $48,865,150

Full Time Employees: 682

On-time Graduation Rate: 93.3%

Web Site: http://www.scsb.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Smyth County Public Schools:

* An earned doctorate is preferred.
* Experience as a superintendent or associate/assistant superintendent is preferred.
* Teaching or public school administration experience in Virginia is preferred.
* Previous experience as a Principal is required.
* Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a visionary, creative thinker and a decisive leader.

Personal Characteristics – The successful candidate is a good listener, accessible and consistent.

Board-Superintendent Relations – The successful candidate understands differences between policy and administration and acts accordingly, and effectively mediates and accommodates different perspectives.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Community Relations – The successful candidate relates well to a variety of community groups and effectively advocates school issues and needs.

School Finance – The successful candidate closely supervises budget development and procedures, and develops and explains the rationale for the budget to the board and local officials.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g. strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, Telephone: (804) 371-2522.

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=137&ref=

Completed applications are due by September 23, 2016.

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Eligibility Requirements for Virginia Superintendents

IMPORTANT NOTE: To be appointed as a superintendent in VIRGINIA, one must be listed on the "Eligible List of Division Superintendents" approved by the Virginia Board of Education or possess necessary qualifications for certification. For information regarding this list, contact Ms. Patty Pitts, Office of Professional Licensure, State Dept. of Education, P.O. Box 2120, Richmond, VA 23218-2120, telephone (804) 225-2022.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents

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Click here for Virginia searches not being conducted by VSBA.

Superintendent Vacancies Search (Outside of Virginia)

Select a state to search:

Select State ⌄

Award-Winning Virginia District
Searching for a Superintendent

Goochland
COUNTY PUBLIC SCHOOLS

The position - The School Board of Goochland County Public Schools seeks an outstanding educational leader to serve as superintendent. The start date for the new superintendent will be July 1, 2016. Goochland County Public Schools is an equal opportunity employer.

The district - Goochland County is strategically located between Richmond and Charlottesville, north of the James River in central Virginia, and is located within minutes of major East Coast transportation systems. Goochland is an award-winning school division that exemplifies innovation in education. The school division is comprised of five schools, which are all **Fully Accredited by the Commonwealth of Virginia**. The curriculum emphasizes the core subjects of language arts, math, science and social studies with high emphasis on the use of the latest instructional technology. The division has one high school, one middle school, and three elementary schools. Goochland Schools have a student enrollment of 2,560 supported by 400 employees, of which 200 are teachers.

Goochland's next superintendent has a great opportunity to work with a dedicated school board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn and prepare for success in a complex and changing world. More information about the district is available on the BWP & Associates' website at www.bwpassociates.com.

Qualifications - The Goochland School Board seeks a forward-thinking and dynamic instructional leader. Successful candidates will illustrate a commitment to collaboration with the School Board, staff and community; will be visible throughout the schools and community; and will take advantage of a positive working relationship between the School Board, Board of Supervisors, County Administration, and a supportive and engaged community. The new Superintendent will continue the implementation of our Board approved 2014-2020 Strategic Plan.

The Board seeks candidates who possess the following qualities:

VISIONARY EDUCATOR

- A courageous, innovative educator who understands the dynamics of change, demonstrates commitment to work with staff and community, and supports comprehensive educational programs that balance accountability demands with the creative learning process.
- An optimistic servant leader who is actively engaged and visible in schools and the community, and exhibits a "students first" philosophy in all decisions and messages.
- A dynamic, inquiring leader who understands teaching and learning, values a multifaceted educational program, and understands the constructive application of technology to enhance students' preparation for success.
- A problem solver who can think strategically, encourage the appropriate involvement of others, and facilitate open discussion to discover and evaluate the best way forward.

EFFECTIVE COMMUNICATOR

- An open, approachable communicator whose key message is student-centered and works cooperatively with the School Board, staff, students, parents, higher education, county government and the Goochland community.

- An effective leader who encourages and practices transparency.

- An active listener who communicates effectively both inside and outside the system, creates a positive culture of respect, maintains a presence in the schools and community, and models a team-oriented approach to problem solving.

COLLABORATIVE MANAGER

- An insightful leader with a management style who can engage, motivate, and delegate authority appropriately while maintaining accountability, and identifies and selects staff that will advance the district's vision and goals.

- A decisive leader with integrity who uses a participatory process to solve complex issues and will make difficult decisions when needed in the best interests of students.

- An ethical manager who demonstrates fiscal and operational expertise and the ability to lead a system that efficiently and effectively assigns its fiscal and human resources to priority initiatives and programs.

Application / selection procedure / salary / licensure - Individuals

considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. The application must include a letter of interest indicating reasons for interest, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the school board.

Salary for the successful candidate will be regionally competitive in the range of $160,000. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Superintendent Certificate. Candidates are encouraged to obtain information about requirements for certification from the State Department of Education at www.doe.virginia.gov.

Application Deadline - May 4, 2016 - Letters of application and other required

materials must be received by BWP & Associates no later than May 4, 2016. The Board expects to finalize the search by mid May 2106. The new superintendent will officially assume this position on July 1, 2106 or as soon thereafter as possible.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Excellent Virginia School Division
Searching for a Superintendent

WPS
LEARNING FOR ALL

The position - The Winchester Public School Board seeks an outstanding educational leader to serve as Superintendent of Winchester Public Schools. The start date for the new superintendent will be approximately July 15, 2016. WPS is an equal opportunity employer.

The District — Located in Northern Virginia in the beautiful Shenandoah Valley, Winchester is a thriving city in an historic and cosmopolitan setting. This successful district of over 4,400 students in six schools serves a diverse population and provides strong instructional support and technology to a wide spectrum of students.

Winchester's next superintendent has a great opportunity to work with a dedicated School Board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn, and prepare for success in a complex and changing world. More information about the district is available at www.wps.k12.va.us and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications — The Winchester School Board seeks a highly visible, forward thinking superintendent who will maintain and enhance the school division's collaborative, innovative and diverse culture. The candidate the Board seeks will be a visionary educator, an instructional leader, a collaborative manager, and an effective communicator who will provide the leadership for the continued implementation of their 2015 Strategic Plan.

Application / selection procedure / salary / licensure - Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

Application Deadline — June 15, 2016 - Letters of application and other required materials must be received by BWP & Associates no later than June 15, 2016. The Board expects to finalize the search by July 1, 2016. The new superintendent will officially assume this position on or before July 15, 2016.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Premier Virginia School Division
Searching for a Superintendent

Williamsburg-James City County Public Schools

The Position – The School Board of Williamsburg-James City County Public Schools seeks an outstanding educational leader to serve as superintendent. The new superintendent will be appointed on or before February 11, 2017.

James City County and the City of Williamsburg are independent localities that collectively boast a population of approximately 80,000. The region is home to the College of William & Mary, Colonial Williamsburg and Jamestown Settlement in addition to several other prestigious educational and cultural assets.

The Division – Williamsburg-James City County Public Schools serves 11,500 students in a joint city-county school division. The superintendent reports to a seven-member board – five elected board members from districts in James City County and two appointed board members from the City of Williamsburg. WJCC employs over 1,800 professional and operational staff, and the FY17 Operating Budget is over $125 million.

WJCC is comprised of fifteen (15) schools – nine (9) elementary schools, three (3) middle schools and three (3) high schools – and is one of the few school divisions in the region that has had an increase in student enrollment every school year. With a vision of "pursuing excellence and championing the success of all students," WJCC is focused on the individual needs of each student. Highlights of recent achievements include:

- Full state accreditation of all schools and the division for the last 10 years
- Students consistently outperform state and national achievement on standardized tests and college entrance exams
- Virginia Innovation Grants awarded to all division high schools to develop programs for 21st century learners
- Trailblazer Award presented by the Virginia Department of Education for WJCC's commitment to implementing a tiered system to support student social, emotional and academic needs
- Positive impact on the economic health of the community: one dollar from the Operating and CIP budgets generates $1.63 in regional spending and each $1 million spent supports 13.4 local jobs
- High academic performance results in local residential property values that are $28.6 million more per year
- Named one of the "2016 Best Communities for Music Education" by the NAMM Foundation
- Teachers awarded over $28,000 in Innovative Learning Grants through the recently chartered WJCC Schools Foundation
- Finance and PR & Engagement departments earned a combined total of seven national awards for achievement in financial reporting and for communications initiatives launched in 2015-16

- Staff members dedicate more than 2,500 hours a week in support of co- and extra-curricular activities – more than 43,000 hours per year
- Strong community partnerships result in support of division programs that enhance the classroom experience for students – examples include Manufacturing Day and the Outdoor Foundation's $25,000 grant to support a new program for 4th graders developed in partnership with the Colonial National Historic Park

More information about the division is available at www.wjccschools.org and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications – The Williamsburg-James City County School Board seeks a forward-thinking, dynamic instructional leader. The successful candidate will be known for a commitment to collaboration with the School Board, staff and community with a proven record of visibility throughout the schools and of taking advantage of a positive working relationship between the School Board, Board of Supervisors, City Council and an engaged community.

Application/Selection Procedure/Salary/Licensure — Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally and nationally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

WJCC is an equal opportunity employer.

Application Deadline – January 18, 2017 Letters of application and other required materials must be received by BWP & Associates no later than January 18, 2017. The Board expects to finalize the search by February 2017. The School Board will make an appointment on or before February 11, 2017. Start date is negotiable.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Assistant Superintendent

Caroline County Public Schools I Bowling Green VA 22427 USA I Full Time - 12 Month I Revised: 04/26/2016

JOB DESCRIPTION_{top}

JOB DESCRIPTION

TITLE: Assistant Superintendent of Instruction

QUALIFICATIONS:
1 At least five years successful experience in teaching
2 A minimum of three years' experience as an instructional supervisor, director, or building administrator
3 A post-graduate professional license and Master's degree with an administration and supervision endorsement (Doctorate Preferred)
4 A Virginia Superintendent's license (Preferred)
5 Experience as a school principal (Preferred)
6 Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Division Superintendent

JOB DESCRIPTION: The primary responsibility of the Assistant Superintendent   is to supervise and/or oversee the many facets of instruction in the school division.

SUPERVISES: Such staff members as the Superintendent may designate to include but not limited to: Director of Special Education, Director of School Leadership and Improvement, Coordinator of Testing, Director of Curriculum and Instruction, Director of Educational and Federal Programs, and Director of Human Resources

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1 Advises and assists the school board and Superintendent in setting a vision and clear objectives for the school division's PK-12 Instructional Program.
2 Oversees all leadership, administration, evaluation, and reporting requirements of the PK-12 instructional program.
3 Provides oversight for the Human Resources Department, Pupil Personnel, and Student Services.
4 Approves reimbursement requests and applications for all grant programs prior to submission to VDOE or in OMEGA.
5 Oversees the development, implementation, evaluation, and the final assessment of the Strategic and Division-wide Plans.
6 Oversees the completion and maintains all division level, VDOE, or other required reports.
7 Manages the Single Sign-on Web System (SSWS) and all reports, completes required information, and division reports.
8 Oversees the development, interpretation and implementation of curriculum and courses.
9 Works with the Finance Director to complete and approve all necessary reimbursements for grants or special programs.
10 Manages the instructional budget for the school division to include: programs, textbooks,

supplies, assessment resources, software and equipment.

11 Assists the Superintendent in the development and coordination of the sections of the budget that pertain to PK-12 curriculum, instruction, assessments, professional development, technology and staffing.

12 Evaluates and reviews the performance of all staff members assigned to the Assistant Superintendent.

13 Participates in the recruitment, screening, hiring, training, and assigning of instructional personnel.

14 Maintains active participation with educational leaders in curriculum and instruction at regional, state and national levels.

15 Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other professional materials, and discussing problems of mutual interest with others in the field.

16 Stays informed on all laws, regulations, statutes, rules, and policies affecting the division.

17 Maintains all division-wide policies and regulations, reviews all policy changes recommended by VSBA, and presents them to the School Board.

18 Plays a significant leadership role in fostering professional growth and building of staff morale throughout the district.

19 Responds to questionnaires, surveys, and correspondence from research or professional organizations requesting information for areas of supervision.

20 Responsible for final approval of all leave forms for all supervised staff.

21 Reviews, distributes, and ensures staff compliance for all State Superintendent's Memos.

22 Reviews and approves purchase orders for all areas of supervision.

23 Assists the School Board and Superintendent in increasing educational partnerships that provide increased opportunities for students.

24 Serves as the Superintendent's designee for signature authority and during the absence of the Superintendent.

25 All other duties and tasks as assigned by the Superintendent.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board's policy on evaluation of professional personnel.

SALARY: Salary will be commensurate with years of service and experience.

JOB DETAILStop

Location	Bowling Green, VA, United States
Categories	Deputy/Assistant Superintendent
Organization Type	Public School
Experience Years	8 yrs

Job Opportunities

Job Title:	Chief of Staff
Closing Date/Time:	Continuous
Salary:	$92,816.00 - $158,489.00 Annually
Job Type:	Full-Time, 12 months
Location:	9900 Krause Road, Chesterfield, Virginia

Print Job Information | Apply

General Description	Benefits	Supplemental Questions

Serve as executive administrator to the Superintendent. Position works collaboratively with the Superintendent, the Chief Academic Officer, Assistant Superintendent Human Resources and Admin Services, Chief Operating Officer, Assistant Superintendent Business and Finance and other key leaders to ensure aligned support and services to schools. Sets daily priorities based on knowledge of the overall functions of the department.

Essential Job Functions:

- Plans, initiates, and manages administrative activities and processes for the Superintendent.
- Serves in a project supervisory role as assigned by the Superintendent.
- Oversees the development and revision of School Board policies and regulations. Chairs the Superintendent's Policy Advisory Committee. Interprets existing School Board policies.
- Prepares and/or reviews correspondence, reports, charts, spreadsheets and other related materials for the Superintendent.
- Coordinates with the Clerk and Deputy Clerk of the School Board, providing guidance on and responses to operational issues that come to the attention of Board members. Apprises the Superintendent of issues or concerns coming to the attention of individual Board members, following up at the direction of the Superintendent. Reviews Board agendas and minutes.
- Attends meetings and conferences on Superintendent's behalf and relays pertinent information to him and the appropriate members of the superintendent's cabinet.
- Responds in person, via telephone, email or in writing to inquiries directed to Superintendent as assigned.
- Screens correspondence prepared for Superintendent's signature as directed.
- Provides direction and guidance to senior staff and school administrators on the application of law, policy and administrative direction regarding specific operational issues. Consults with School Board attorney as needed on legal interpretation. Consults and communicates with Assistant Superintendents as needed on issues

arising in their particular areas of responsibility.

- In complex matters requiring a decision by the Superintendent, compiles, analyses and ensures the completion of staff work needed to inform the Superintendent's decision. Ensures follow-up and communication once decision is made.
- Prioritizes issues coming to the Superintendent's Office, redirecting certain issues to the appropriate principal, director or assistant superintendent for response. Apprises the Superintendent and School Board of sensitive or controversial issues and communicates with Board on sensitive issues as directed by the Superintendent.
- Provides oversight to Director of Pupil Placement and Student Conduct.
- Assists the preparation of school board meetings; agenda, preparing action items of routine and priority nature, as well as timely reports.
- Provides administrative assistance to the Superintendent in execution of school district operations; coordinates and facilitates a wide variety of projects; assists in the development and prioritization of program planning for improvement.
- Serves as the acting administrator at the request of or in the absence of the Superintendent.
- Works with appropriate staff to resolve parent, staff, or community concerns and complaints; manages the complaint resolution process.
- Establishes and maintain effective working relations with community and state agencies, area business, industries and other organizations.
- Collaborates and work cooperatively with advisory boards. Organizes and/or chairs various committees as directed.
- Maintains constant communication and contact with the Superintendent concerning the day-to-day operation of the division. Represents the division as assigned by the Superintendent; serves as a sounding board for various issues; and makes public presentations.
- Develops cabinet's agendas and compiles reports, information and recommendations as necessary. Coordinate meetings of the Cabinets and Executive Leadership teams.
- Performs other duties as assigned.

Qualifications:

Extensive knowledge of the principles, concepts and methodologies of school administration. Extensive knowledge of related school laws, State Department of Education policy and regulation, and School Board policy and regulation. Demonstrated ability to analyze data, summarize and present alternatives to the Superintendent and School Board for consideration. Demonstrated ability to handle sensitive and difficult situations and information. Must possess highly developed interpersonal, problem solving, decision-making, and leadership skills. Ability to communicate effectively at various levels, both orally and in writing. Ability to work with the Superintendent's management team to accomplish mission and goals. Experience in policy development and analysis; experience in planning. Extensive administrative experience at local or state government levels; or an equivalent combination of education, training, or experience sufficient to demonstrate the required knowledge, skills and abilities.

Master's Degree required, doctorate preferred. Extensive administrative experience preferably in a school system. A comparable amount of training and experience may be substituted for the minimum qualifications. Valid VA Driver's License. This position is designated as a driving position. In accordance with Policy 5431, driving record checks are performed annually on individuals occupying driving positions.

SUPERINTENDENT OF SCHOOLS SOUGHT
CHAPEL HILL-CARRBORO
NORTH CAROLINA

The Chapel Hill-Carrboro City Schools Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to live within the boundaries of the Chapel Hill-Carrboro City Schools attendance area. Applications are due by **September 1, 2016**.

A successful candidate must demonstrate ability and success in (1) visionary educational leadership along with an understanding of equity factors and the influence of equity on educational outcomes; (2) curriculum and instruction; (3) goal-setting and monitoring achievement; (4) fostering community and intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication skills and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision-making, delegation, and follow-through. The board's Long Range Plan includes five goals, which are available online at https://sites.google.com/a/chccs.k12.nc.us/long-range-plan/.

The Chapel Hill-Carrboro City Schools are governed by a seven-member non-partisan elected board of education. The school system operates 20 schools that serve over 12,000 students from pre-kindergarten through grade twelve. The system includes 11 elementary schools, 4 middle schools, 3 traditional high schools, 1 alternative high school, and 1 hospital school. The school system is considered to be one of the best in the nation and consistently ranks at the top of the state in student test scores. Large percentages of the school system's teachers and principals hold advanced degrees and over 250 teachers hold National Board Certification. The system also boasts one of the state's lowest dropout rates, one of the state's highest graduation rates, and one of the state's highest local per pupil expenditures. For more school system information, please visit http://www.chccs.k12.nc.us/ or follow the school system on social media via https://www.facebook.com/Chapel-Hill-Carrboro-City-Schools-109355980479/ and https://twitter.com/chccs.

The Chapel Hill-Carrboro community continually receives accolades for being a top location in which to live and work. Located in central North Carolina, Chapel Hill and Carrboro are just hours from the beaches of eastern North Carolina and the mountains of western North Carolina. Chapel Hill, known as the "Southern Part of Heaven," is home to the University of North Carolina at Chapel Hill, and Carrboro is commonly referred to as the "Paris of the Piedmont." Both Chapel Hill and Carrboro are known for their commitments to educational excellence as well as social and economic diversity. As part of the Research Triangle with Raleigh and Durham, the area offers access to world-renowned healthcare facilities, bio-pharmaceutical research, and a cutting edge technology sector. Approximately 60,000 people reside in Chapel Hill and approximately 21,000 residents call Carrboro home. Additional area information is available online at www.visitchapelhill.org; www.townofchapelhill.org; www.townofcarrboro.org; www.carrboro.com; and www.carolinachamber.org. Local news can be found at www.chapelhillnews.com; www.chapelboro.com; and www.dailytarheel.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

Posting Number: 0619229
Location: Charlottesville
Richmond
Fairfax
Online Instruction
Department: Curry School of Education

Minimum Education
No Response

Minimum Experience
No Response

The University of Virginia's Curry School of Education seeks applicants to teach and provide content expertise for programs in the Department of Educational Leadership, Foundations and Policy in the following disciplines:

Administration and Supervision

Education Policy

Research, Statistics and Evaluation

Social Foundations

A terminal degree in an appropriate field of study for the course to be 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 0619229. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, statement of teaching philosophy, 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 Ted Keefe, HR Associate at twk7b@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.

APPLICATION INFORMATION

Contact:	University of Virginia
Phone:	434-982-0123 (staff positions)
Fax:	434-924-6911 (staff positions)
TDD:	434-923-5189
Online App. Form:	**https://jobs.virginia.edu/applicants/Central?quickFind=79704**

The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

Visiting Assistant Professor, Educational Leadership

Institution:	**Virginia Tech**
Location:	Richmond, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Faculty Rank:	Visiting Assistant Professor
Posting Number:	TR0160066
Percent Employment:	Full-time
Pay Range:	Commensurate with Experience
Department:	School of Education

IIII VirginiaTech
Invent the Future

About Virginia Tech:
Virginia Tech, founded in 1872 as a land-grant institution, is currently ranked as a Top 25 Public University by US News & World Report and a Top 25 Public Research University by the National Science Foundation. Through a combination of its three missions of learning, discovery, and engagement, Virginia Tech continually strives to accomplish the charge of its motto: Ut Prosim (That I May Serve). As the Commonwealth's most comprehensive university and its leading research institution, Virginia Tech serves a diverse population of 30,000+ students and 8000+ faculty and staff from over 100 countries, and is engaged in research around the world. Invent the Future at Virginia Tech.

Position Summary:
The School of Education at Virginia Tech is seeking applications for the position of Visiting Assistant Professor in the Educational Leadership (EDEL) program, with a start date of August 10, 2016. The term of the appointment is one year. This position will be based in the Richmond, Virginia, area.

The successful applicant will teach two graduate courses in Educational Leadership each term. These may vary but are likely to include Instructional and Curriculum Leadership, Foundations of K-12 Educational Leadership, and Supervision of Internship for Masters and EdS students. The successful candidate is expected to chair doctoral committees, maintain office hours, participate in program meetings, and to commit some time to service responsibilities for the School of Education and EDEL program.

Required Qualifications:

Candidates must have an earned doctorate in Educational Leadership or in a related field in education that involves advanced coursework in Educational Leadership by the time of employment. Experience serving as the primary instructor for graduate level courses and chairing doctoral committees is also required. Prior K-12 administrative experience is required, as is evidence of strong written and verbal communication skills and a strong interest in teaching.

Preferred Qualifications:
Experience serving as a supervisor of internships, familiarity with schools and school divisions in Virginia, experience in curriculum revision and development, and experience teaching in a blended environment.

Must have a conviction check?
Yes

Employment Comments:
For more information, contact Dr. Carol Cash, Program Leader, at ccash48@vt.edu.

How to Apply for this Job:
Applications must be submitted online at http://jobs.vt.edu (click on Search Postings, and choose posting number ___. Submit your online application, cover letter, vita, and a statement of your teaching philosophy. Three professional letters should be confidentially submitted directly from the reference using the following link ___.

Employee Category:
Instructional/Research Faculty

Appointment Type:
Restricted

Online Adjunct Faculty (Education)

Institution:	**Virginia International University**
Location:	Fairfax, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Virginia International University is seeking experienced Adjunct Faculty to join our online faculty in our School of Education in Fairfax, VA. We are seeking candidates with a background in Education (secondary, higher education, education leadership, etc.) programs.

VIU VIRGINIA INTERNATIONAL UNIVERSITY
DREAM. DISCOVER. ACCOMPLISH.

These part-time, adjunct faculty positions will teach our online courses for our graduate level courses. The teaching faculty we seek will provide quality education and service to our diverse student body to meet the objectives of our programs and prepare our students to effectively participate in the global community and the global workforce. Our adjunct faculty team supports relevant University initiatives and is provided with a variety of opportunities for professional development.

Required Skills:

Knowledge, Skills, & Abilities

- Ability to design academic courses
- Ability to teach courses at the Master's Level
- Experience with software related to teaching in your discipline
- Experience with Moodle or a similar LMS required
- Excellent oral and written English communication skills
- Excellent organizational and time management skills
- Ability to work with a highly diverse staff, faculty, and student body
- Ability to excel in a demanding, outcome-oriented, and dynamic work environment
- Ability to carry out projects through to completion with minimal supervision

Required Experience:

Education

- PhD, EdD, or equivalent in Education

Experience

- At least one year of experience teaching education at the graduate level

SUPERINTENDENT OF SCHOOLS SOUGHT
CASWELL COUNTY, NORTH CAROLINA

The Caswell County Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to be domiciled in the Caswell County School District. Applications are due by **August 23, 2016.**

A successful candidate must demonstrate ability and success in (1) visionary educational leadership; (2) curriculum and instruction; (3) goal setting and monitoring achievement; (4) fostering community and/or intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision making, delegation, and follow-through. A general and broad knowledge of all areas of school system operations is desired.

The Caswell County Schools Board of Education consists of seven members elected to four-year terms. The Caswell County School System serves 2,830 students in prekindergarten through twelfth grade. The district operates four elementary schools, one middle school, and one high school. Please visit the school system website at http://www.caswell.k12.nc.us to learn more about the Caswell County Schools.

Caswell County is located in the northern Piedmont region of North Carolina, a short distance from Greensboro, Winston-Salem, and the Raleigh-Durham area. Caswell County has a population of approximately 23,700 citizens and is known for its beautiful landscapes and small town charm. Caswell County offers something for everyone, whether it is visiting the local museums and historic sites, strolling through Maud Gatewood Memorial Park, catching a race at the nearby Virginia International Raceway, fishing and boating on Hyco Lake, or golfing at Caswell Pines Golf Course. Suggested websites for further area information include: http://www.caswellcountync.gov; www.caswellnc.com; http://www.yanceyvillenc.gov; and www.caswellmessenger.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

Superintendent of Schools

Superintendent - Allentown S D

Job Number:
PSBA0004903

Address:
Allentown PA

Description:
? General Qualifications • PA Letter of Eligibility for Superintendent certification or eligibility for same • Central office and building-level administrative experience strongly preferred • Leadership experience with urban education preferred • Doctorate preferred • Demonstrated experience and commitment to social justice and equity in working in a culturally diverse community • Evidenced experience with business and community partnerships including the Baldridge model. – Ideal Candidate Characteristics: The ASD Board of School Directors seeks a visionary, student-centered educational leader who will: • Improve student performance for all students with special emphasis on closing the gaps among under-achieving groups • Work closely with the Board of School Directors as the leadership team of 10 • Foster positive working relationships with all constituent groups • Employ strong collaborative and visionary leadership skills • Demonstrate exceptional interpersonal and communication skills • Communicate openly and fairly with staff, students, parents, guardians, families, and community members • Work closely with business partners on behalf of school district, city and community to meet student and family needs • Embrace an effective strategic planning process with involvement from business and community leaders • Manage district resources and demonstrate knowledge of sound fiscal procedures • Work closely with local, state and national political leaders on behalf of ASD and public education • Demonstrate high levels of emotional intelligence and a commitment to servant leadership and stewardship • Create an atmosphere of trust and mutual respect through open communication with all stakeholders.– Search Timeline: August 8 – October 3, 2016 with the goal of electing a new Superintendent of Schools in early 2017 with a start date on or about July 1, 2017. Applying for Position: Interested candidates will need to provide a letter of inquiry, resume, application, transcripts, and university credentials. Finalists must also provide Act 24 (PDE form 6004) clearance, Current Act 34, Act 114 and Act151 clearances and FBI fingerprints. The Allentown School District is an Equal Opportunity Employer. A regionally competitive salary and benefit package will be offered to the successful candidate. To access application for this position please go to www.allentownsd.org/content/superintendent-search. For information on the position or to nominate a candidate, contact Transition Consultants: Dr. George White—215-696-7768; gpw4152@gmail.com or Dr. Louise Donohue—610-657-7125; led395@lehigh.edu.

Contact Information:
Dr. Louise Donohue
(610)-657-7125
led395@lehigh.edu

The Position

The West Carroll Special School District is seeking an experienced, highly qualified and visionary leader as its next Superintendent. The person chosen by the Board will assume the Director's role, effective November 1, 2016.

The Superintendent will serve as chief executive officer of West Carroll Special Schools and will be responsible for carrying out all school board policies and supervising the operations of the school system. Minimum qualifications include: a professional educator's license, a master's degree with preference for a doctorate degree, three years of successful experience in school administration and such other qualifications the Board deems desirable.

The Selection Criteria

The following criteria were adopted and approved by the West Carroll Special School District.

- Has the ability to listen carefully and process individual and community concerns of people who will be affected by a decision. One who has demonstrated effective listening abilities and who has a commitment to accessibility and a willingness to maintain an open-door policy.

- An effective communicator who speaks and writes effectively to communicate the successes as well as the needs of the school system; is seen as an advocate for children and for public education; can build support, confidence and pride in the school system.

- Proven ability to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues; has a record of success in obtaining funding for quality schools.

The Selection Criteria, cont.

- Has a record of working effectively with a school board and of keeping the Board well informed, sharing credit for accomplishments and enhancing the reputation and effectiveness of the Board.

- One who has experience in working with a community, staff and students in developing long-range goals for the school system and a determination to accomplish those goals.

- Seeks information and ideas relative to the problem. Makes decisions that show fairness, mature judgment, appropriate analysis and sensitivity for those affected by the decisions.

- One who has the wisdom to know when change is necessary and the ability to generate such change. Builds support within the community and within the school system for change prior to implementation and has a record of leadership through planned change.

- Successful experience as a teacher. Constantly seeks better ways to effectively educate students.

- Skilled evaluator of instructional programs and personnel. One who can determine the effectiveness and efficiency of school personnel and programs and take the necessary action to enhance operations.

- A respected instructional leader with a strong academic background, understanding of day-to-day operations of the classroom, and sound knowledge of instruction, curriculum and educational programs for elementary as well as secondary schools.

The District

The district was formed in August 1981 when the Atwood and Trezevant Special School Districts were consolidated. Included in the merger were three elementary schools operated by the county. Currently, the district is a unitary system and voluntarily complies with the Civil Rights Act of 1964. The racial make-up of the system is approximately 88% white, 12% black/African American, and less than 1% all other minorities. Mandatory busing is not necessary.

Seventy-seven certified staff members serve the students of the district. All faculty members hold at least a bachelor's degree with 35% having an advanced degree. The staff-student ratio is less than 13 to 1. The district strives to maintain a staff composition that is balanced in terms of race and gender. Each professional staff member is evaluated annually using a program approved by the Tennessee Department of Education and adopted by the local school board.

Students have the option of attending classes at the Carroll County Technical Center operated by the Carroll County Board of Education. Transportation to the Technical Center, as well as all general transportation services, are provided by the Carroll County Board of Education.

The West Carroll Board of Education is comprised of six members. Two members are elected from each district: Old Atwood District, Old Trezevant District, Old County District. Board members serve four year staggered terms with one member elected from each district every two years.

For more information about West Carroll Special Schools go to: http://www.wcssd.org/

System Facts

Grades Served: K through 12 in 3 Schools
Student Population: 941
Administration, Faculty and Staff: 123
2015-16 Budget: $13,577,581
2014-15 Funding Provided by:
Local - 23.40%, Federal - 12.56%, State - 64.04%

SALARY AND BENEFITS

Competitive compensation including salary, health benefits, and other incentives will be offered to the successful candidate.

- **High Performance state rating for district, past four years**
- **Recent major facilities upgrades, including sports complex**
- **Promethean Boards in all classrooms district-wide**
- **Art education in every school**
- **Music / band / dance options**
- **Varied after-school programs**
- **MS College and Career Readiness Standards**
- **Improvement to safety infrastructure**
- **Vocational course options - from mechanics to graphic design**

APPLICATION PROCESS

The Board of Trustees expects the new superintendent to assume leadership of the Bay St. Louis-Waveland School District on or before January 1, 2017. The official superintendent application and other information are available on the Mississippi School Boards Association website, www.msba-online.org, under the "Superintendent Searches" link. For more information, potential candidates may contact MSBA at 601.924.2001 or toll free at 888.367.6722. Applicants should <u>not</u> contact the Bay St. Louis-Waveland School District School Board of Trustees directly.

Qualified and interested candidates should submit the following information no later than 5:00 p.m., or postmarked by midnight on September 30, 2016.

- ▶ formal letter of interest
- ▶ completed superintendent application
- ▶ current résumé
- ▶ <u>official</u> copy of all college/university transcripts *(in a sealed envelope as sent from college/university or emailed directly from college/university)*
- ▶ copy of valid Mississippi Educator's License with Administrator Endorsement

Postage mailed application packages should be addressed to:

Bay-Waveland Superintendent Search
Dr. E. Harold Fisher, Consultant
P. O. Box 2933
Ridgeland, MS 39158-2933

Emailed application packages should be sent to:
ehfisher@bellsouth.net
and to: eshipp@msbaonline.org
subject line "Bay-Waveland Superintendent
Search Application"

Emailed application package documents must be in PDF format.

Announcing the position of

SUPERINTENDENT OF SCHOOLS

BWSD
TIGERS
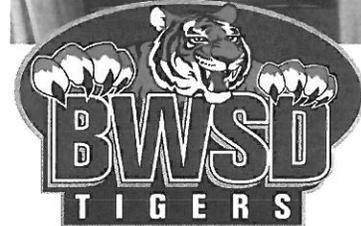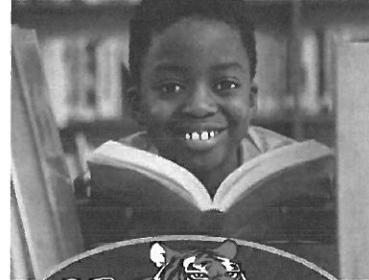
BAY ST. LOUIS WAVELAND SCHOOL DISTRICT
200 N. Second St. | Bay St. Louis, MS 39520

Application Deadline:
September 30, 2016

ABOUT OUR DISTRICT

With nearly 2,000 student, our district is large enough to offer strong academic, athletic, and art programs yet small enough for every student to feel at home. Educated in a named High Performing District by the Mississippi Department of Education, BWSD students graduate from an A-rated high school that's one of the top 10 schools for the state's graduation rates.

- Bay High School top-rated "A" by MS Department of Education
- Best High Schools in America Bronze Award, US News & World Report, past five years
- Over $10 million in 2016 scholarship offerings
- National Merit Scholar recognitions
- Dual credit college enrollment
- One of the top graduation rates in the state, past four years
- Nationally ranked ROTC program
- Ranked in the top 10% in the state for kindergarten readiness
- Ranked 5th in the state on 3rd reading tests

- Traditional and multi-age elementary classroom instruction
- Gifted program for grades 2-6
- A.P. classes include - Environmental Science, English III & IV, Calculus, Chemistry, US History, US Government, Economics, Biology
- Recent 4A State Championships in soccer, dance, and girls basketball
- All teams designated Scholar Athlete (team 3.0 GPA)
- All Superior band and dance programs
- Statewide awards in art
- National awards for cheer

The Bay St. Louis-Waveland School District is an Equal Opportunity Employer and complies with all state and federal laws. Applicants are subject to financial and criminal background checks as required by Mississippi law.

APPLICANT QUALIFICATIONS

- Mississippi Administrator License.
- Ph.D. in Education Administration preferred; Specialist Degree or Master's Degree in Education Administration required.
- Five years successful experience as an educational administrator. Building level experience required. Central office experience preferred.
- An effective communicator with public bodies, public officials, civic organizations, business leaders, parent and teacher groups and public media.
- Skilled in curriculum development and management, school district fiscal management, school district personnel management and educational planning.
- Proven track record of the ability to improve student achievement.
- Extensive experience with public school policy development, reformation and aligning with current state accreditation standards preferred.
- Extensive experience with strategic planning in public school setting preferred.
- Extensive experience with implementation of school district accountability models and instructional development processes preferred.
- Extensive experience with team building, staff development, school culture and climate cultivation and professional development preferred.
- Experience in various school and school district settings with process change development, implementation and effectiveness evaluation.
- Varied professional experiences in educational settings, working with schools and school districts with diversified populations.
- Alternative or supplementary requirements as the Board of Trustees may find appropriate and necessary.

Joplin Schools

Our City

Situated in the picturesque and hospitable setting of southwest Missouri, Joplin has easy access to a number of lakes, rivers, and vacation spots. Located at the strategic crossroads of the four-state region, it serves as a trade, educational, health, and cultural center for residents of Arkansas, Kansas, and Oklahoma, as well as Missouri. Several large cities are within convenient driving distance, including Tulsa, Oklahoma (100 miles); Kansas City, Missouri (150 miles); and Springfield, Missouri (65 miles).

Within the city of Joplin are two fine hospitals with a wide range of healthcare professionals. A daily newspaper and three local television stations, along with a number of radio stations, keep residents well informed. Excellent cable television services are also available. A shopping mall and an active downtown area draws shoppers from throughout the four-state region. Restaurants are abundant and cover a wide range of cuisine.

Several outstanding institutions of higher education are available to residents. Missouri Southern State University, located in Joplin, offers one of the best educational values of any college or university in the country. Crowder College, located in Neosho, 20 miles south of Joplin, provides career, community service, and vocational training courses to students seeking to advance. Pittsburg State University, located in Pittsburg, Kansas, 25 miles away, provides graduate programs in a number of different fields of study. With its diverse yet mild climate, attractive parks, and many cultural opportunities, Joplin offers a quality lifestyle in a relaxed and enjoyable atmosphere.

Our District

Welcome to Joplin Schools! Located in Joplin, Missouri, Joplin Schools serves more than 7,700 students from pre-kindergarten through 12th grade. We also offer adult education and lifelong learning opportunities through Franklin Technology Center. Joplin Schools is committed to providing a high-quality education to all students. We offer diverse and exciting educational opportunities to ensure that students obtain the knowledge, skills, and attitudes they need to be successful in school and in life. Joplin Schools also prides itself in providing a strong sense of community. Joplin parents, teachers, administrators, the Board of Education, and community members partner together to support Joplin students and to make their success possible.

Vision
Joplin Schools will engage a community of learners through high expectations, integrity, empowerment, and opportunity.
Mission
Joplin Schools will build a high-performing community of learners engaged in their futures through a culture of continuous improvement involving all stakeholders.

Check us out at: http://www.joplinschools.org

Deadline to Apply: September 23, 2016

Joplin Schools Seeks a Superintendent Who:

❖ Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary.

❖ Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the board, staff and community.

❖ Is a strong communicator; speaking, listening and writing.

❖ Has knowledge of and successful experience in sound fiscal practices and management of district resources, including appropriate participation of others in planning and decision-making.

❖ Is able to delegate authority appropriately while maintaining accountability.

❖ Is strongly committed to a "student first" philosophy in all decisions.

❖ Promotes positive student behavior conducive to a healthy learning environment.

❖ Has demonstrated strong leadership skills in previous positions.

❖ Is able to use data-driven decisions to lead a large organization dedicated to goals of continuous improvement.

❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.

❖ Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.

Check us out at: http://www.joplinschools.org

Salary and Benefits

The salary will be in the range of $180,000 plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting Board of Education criteria.

Requirements

The candidate must have superintendent credentials. A candidate with an earned Ed.D or Ph.D is preferred. More information about Missouri's superintendent accreditation process is available at the Department of Education website at **https://dese.mo.gov/**.

Apply online at:
www.rayassoc.com
Questions should be directed to:
Ray & Associates, Inc.
4403 First Avenue SE, Suite 407
Cedar Rapids, IA 52402
Phone: 319-393-3115   Fax: 319-393-4931
glr@rayassoc.com

Please do not contact the Board of Education or District directly.

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes board review in a closed session of the Board of Education. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the top candidates will be presented to the Joplin Schools Board of Education for its consideration. Selection of candidates for interviews is the sole responsibility of the Board. Persons wishing to be considered for the position should submit an application file online including:

▪ A letter of application stating personal qualifications, experiences, and reasons for interest in the position.

▪ The online application form and a resume.

▪ 4 current letters of recommendation.

Deadline to Apply: September 23, 2016

Tomorrow's Leaders Today
Northwest Leadership Associates

an invitation to apply for the position of
SUPERINTENDENT
Northwest Educational Service District 189
Anacortes, Washington

ABOUT THE POSITION

The Board of Directors of Northwest Educational Service District 189 invites you to apply for the position of Superintendent. Dr. Jerry Jenkins, who has served NWESD with distinction for the past 16 years, will retire July 2016. The Board is seeking a recognized "leader of leaders" to fill this position of importance at the local, regional, and state levels. Applications for this unique leadership opportunity will be accepted through **January 31, 2016**.

Dennis Ray
Northwest Leadership
Associates

BOARD OF DIRECTORS

Dr. Alan Erickson, President

Claudia Buxton

Linda Byrnes

Gordon W. Griggs

Merle Kirley

Claudia Talmadge

Dr. Jack Thompson

Mark Venn
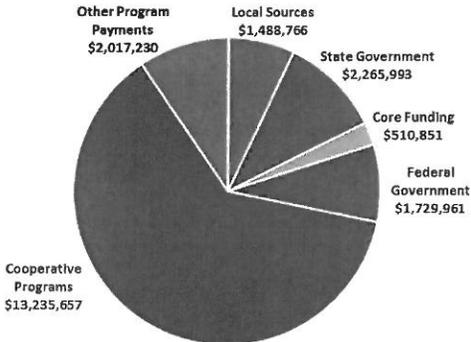
About Washington Educational Service Districts

Northwest Educational Service District 189 (NWESD) is one of nine Educational Service Districts (ESDs) serving the needs of K-12 school districts in Washington State. The ESD structure was established in 1969 by the State Legislature to assure that quality services are available to all public and private schools in their respective service areas.

ESDs are a vital link between the public schools, private schools, and various state and federal agencies, including the Office of the State Superintendent of Public Instruction (OSPI). Minimal duplication of support services results in significant cost savings to participating school districts, allowing the greatest use of taxpayer dollars for instructional purposes.

ESD Funding

Unlike local school districts, which receive the majority of their funding from the state, ESDs are largely self-supporting organizations sustained by competitive grants, cooperatives, and fees for services.

Core Funding - the amount allocated by the state - accounts for only 2% of NWESD funding. Core funding is based on the number of school districts and the size of the geographic region served. For NWESD, core funding totaled $510,851 in 2013/2014.

Other Program Payments $2,017,230
Local Sources $1,488,766
State Government $2,265,993
Core Funding $510,851
Federal Government $1,729,961
Cooperative Programs $13,235,657

NWESD core funding allocation was leveraged to provide $21,248,458 in services for students in the region's 35 school districts. For every $1 of core funding provided NWESD, students in the region are provided $41 dollars of service.

Application Procedures and Timeline

Please submit the following material by **January 31, 2016**:

- A formal letter of application
- A completed application form (available from Dennis Ray; contact information below)
- A current resume
- As least five, but no more than seven, letters of recommendation
- A statement explaining how the applicant's qualifications and experience prepares him or her to meet the challenges and opportunities outlined in this vacancy announcement

Application material should be submitted electronically (PDF or Word format preferred) to: **dennisray@superintendentsearch.com**

Inquiries may be addressed to Dr. Dennis Ray, President,
Northwest Leadership Associates
dennisray@superintendentsearch.com
(509) 979-5561

School Board
The five Boaz City Board of Education members are appointed by the city council to five-year terms.

Search Timeline
Application deadline	September 6, 2016
Interviews	September 26-30, 2016
Announce selection	October 2016
Superintendent begins	November 2016

The salary range for the position is approximately $115,000 to $130,000 and is negotiable based on experience and proven success.

Application Process
This search is being conducted by the Alabama Association of School Boards. All applications will be taken through AppliTrack, AASB's online application system, at http://www.applitrack.com/alabamaschoolboards/onlineapp.

All new applicants will need to create a username and password, fully complete the applicant profile and upload a cover letter and resume. Also, you must have an *official* transcript from the institution that granted your highest degree. It should be sent directly to AASB by mail or email:

PO Box 230488
Montgomery, AL 36123
SuperintendentSearch@AlabamaSchoolBoards.org

If you have previously applied in an AASB-led search and already have an AppliTrack account, simply log in, choose to apply for this search, answer the questions specific to this search and upload a cover letter. Also, it is not necessary to have another transcript sent.

**Applications must be completed and transcripts received
by September 6, 2016.**

A search committee will review all applications and recommend finalists to the board. The board may interview some or all of the finalists. State law requires that these interviews be public.

For additional information, please contact
Dr. Terry Jenkins at 334-332-1253 or
jterryjenkins@gmail.com.

BOAZ CITY SCHOOLS
alabama
SUPERINTENDENT SEARCH

**Application Deadline:
September 6, 2016**

The Search for a Visionary Leader

The Boaz City Board of Education is seeking an innovative, experienced leader with strong interpersonal and personnel management skills. Desired traits include:

- Ability to create a vision and goals for the school system and lead strategic planning;
- Strong analytical and problem solving skills;
- Ability to evaluate personnel and programs and effectively lead the administrative team;
- Strong communication skills;
- Ability to work with and generate support from the school board and stakeholders; and
- Understanding of Alabama school finance laws and experience managing budgets and financial affairs.

Qualifications

Alabama law requires the superintendent be chosen for general fitness and character and that he or she have a recognized ability as a school administrator. The successful candidate also must have or be eligible for the appropriate state certification to serve as an Alabama superintendent and must have a degree from a recognized four-year college or university. A master's degree is required but a doctorate is preferred.

Community

Located atop Sand Mountain, Boaz is a thriving community with a population of approximately 10,000 and a growing business community. The area is home to a respected two-year college and abundant recreational

activities, including the nearby Lake Guntersville and the Tennessee River. Offering small-town Southern life, it has easy access to metropolitan areas such as Huntsville (50 miles) and Chattanooga (90 miles).

The Boaz City Schools

The mission of the Boaz City Schools is to expect excellence everyday by everyone. Its vision is to provide a safe, nurturing environment to develop and empower productive citizens with the knowledge, skills and character to achieve their full potential in a rapidly changing world. The school system believes in effective instruction, effective use of resources and effective technology to create effective schools.

The strength of the BCS teaching program and staff shows in:

- Boaz High H3 Academies, offering instruction in banking, health science, engineering and culinary arts;
- Participation in the A Plus College Ready program to give students access to more AP courses;
- Project Lead the Way, a comprehensive approach to STEM education which gives students in elementary, middle and high school the chance to apply what they know through identifying problems, finding solutions and leading their own learning;
- Participation in the Alabama Math, Science and Technology Initiative; and
- Implementation of formative assessments in grades 2-4, 6-7 and 9-10.

Schools		Personnel	275
Elementary (PreK-1)	1	Certified	160
Elementary (2-3)	1	Support	115
Intermediate (4-5)	1		
Middle (6-8)	1	**Operating Budget**	
High (9-12)	1	2015-2016	$21,000,000
		Per student expend.	$9,362
Enrollment	**2,243**		
Free or reduced lunch	67%	**Revenue**	
English as a second		State	62%
language	40%	Local	26%
		Federal	11%
		Other	1%

Assistant Professor in Educational Leadership Studies

Institution:	**University of Kentucky**
Location:	Lexington, KY
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	09/01/2016
Application Due:	Open Until Filled
Type:	Full Time

Department Name
8G010:Educational Leadership Studies

Work Location
Lexington, KY

Type of Position
Faculty

Position Time Status
Full-Time

Required Education
Qualifications include an earned doctorate (PhD, EdD) in educational leadership and administration or a closely related field.

Required Related Experience
Expertise is required in two or more of the following areas: direct school leadership experience, the capacity to teach core courses across educational leadership programs, competency to teach quantitative research methods, ability to teach online and advise doctoral students.

MONTCLAIR STATE UNIVERSITY

Montclair State University

Building on a distinguished history dating back to 1908, Montclair State University is a leading institution of higher education in New Jersey. Designated a Research Doctoral University by the Carnegie Classification of Institutions of Higher Education, the University's nine colleges and schools serve more than 20,000 undergraduate and graduate students with over 300 doctoral, master's and baccalaureate level programs. Situated on a beautiful, 252-acre suburban campus just 14 miles from New York City, Montclair State delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment.

Montclair State University is an Equal Opportunity/Affirmative Action institution with a strong commitment to diversity. Additional information can be found on the MSU website at montclair.edu

V-F6

Overview

Tenure-track position in Educational Leadership in a vibrant program serving diverse communities. Appointment includes teaching a range of graduate courses for prospective leaders and supervisors with an emphasis on instructional leadership, using data in decision-making, and developing professional learning communities, as well as contributing to the vision and growth of the program and department. Faculty members are expected to be active scholars; advise students; contribute to accreditation process; participate in department, college, and university committees; and teach in a variety of settings and formats.

Qualifications

Earned doctorate in Educational Leadership or related field, a well-defined research agenda, evidence of scholarly activities, and success in or potential for publications. Demonstrate aptitude for or evidence of excellence in teaching. Must be ready to develop and teach online courses as demonstrated through experience or interest. Experience with online teaching and as an educational leader preferred. Desired areas of expertise include supervision, curriculum development, finance, education law, organizational leadership, and school/district leadership. The department and the College of Education and Human Services are committed to student and faculty diversity and value the educational benefits that derive from such diversity. We are seeking candidates who demonstrate the ability to work collaboratively in and with socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic practice, and critical thinking; and/or are interested in addressing issues of inclusive education in research, teaching, and curriculum development. Experience as a leader in a K-12 school a plus.

Assistant Professor - Educational Leadership and Administration

Institution:	**Creighton University**
Location:	Omaha, NE
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	08/31/2016
Type:	Full Time

Creighton University's Department of Education invites applications from highly motivated, successful, collaborative, and innovative PK-12 school leaders for an Assistant Professor tenure-track position in educational leadership and administration beginning August 2017. The Education Department at Creighton is CAEP-accredited, and its mission is to educate teachers, leaders, and counselors in the Jesuit tradition for public, Catholic, and other private PK-12 schools. Responsibilities: Primary responsibility will be to teach in the online master's degree program in educational leadership that leads to PK-12 principal certification and the online graduate certificate program in Catholic school leadership. The course load will be 3 in the fall and 3 in the spring with one course release the first year. Summer teaching for additional compensation is anticipated due to the cohort model of our online leadership programs. This person will also be expected to establish a record of scholarship in the field of Catholic education and provide service to the University and to the profession. Candidates are strongly urged to familiarize themselves with our programs at https://gradschool.creighton.edu/program/Educational-Leadership-MS

https://www.creighton.edu/program/catholic-school-leader-post-mast ers-certificate

Earned doctorate in educational leadership or related discipline, a record of success as a PK-12 Catholic school or school system leader, demonstrated excellence in teaching, a scholarship agenda that is focused on research in Catholic school education, and evidence of, or potential for recruiting students and enhancing Creighton's profile in the field of Catholic educational leadership at the national level.

Potential for qualifying for an Administrative certificate in Nebraska

Appendix D: Sample Letters and of Support and Email Inquiries

BLACKSBURG HIGH SCHOOL BRUINS

3401 BRUIN LANE
BLACKSBURG, VA 24060
PHONE (540) 951-5706
FAX: (540) 951-5714
www.mcps.org/bhs/

To Whom It May Concern,

The Doctorate program in Educational Leadership proposed by Radford University is very different from Virginia Tech's in design, delivery, and focus. As a Hokie alum and high school principal, located a mile away from the Blacksburg campus, the program at VT cannot compare to the program delivery that Radford University is proposing.

I would apply for this program immediately and feel the program at Radford would better meet the needs of many aspiring, working professionals for the following reasons:

Radford University has a rich history of outstanding education programs,

RU's expertise in the online/blended delivery format allows for flexibility,

RU's partnerships with and understanding of the needs of local Virginia school divisions,

RU's approach provides a research focus that is about improving schools and solving school problems rather than expanding the theoretical knowledge base.

In closing, this program would fill a great void in the New River Valley and provide and unique, and much needed, alternate approach to the Doctorate in Education. I look forward to applying and working with the initial cohort to further my knowledge and move into a school Superintendent role within the Commonwealth.

Please feel free to call upon me if any additional information is needed!

Respectfully,

Brian L. Kitts, Principal
V.P.I Class of 2001, RU Class of 2005

My name is Adam Joyce. I am the principal at Dublin Middle School in Pulaski County. I'm in my second year here after having been an assistant principal at Carroll County High School in Hillsville, VA. In the years previous, I was a middle school teacher in Carroll. I consider myself blessed to have worked in 2 very solid systems and have very fond memories of my time spent in each. But, as I have progressed up the ladder in education, I have wondered how far I might want to go.

As I encounter more and more people along the way, I see that some of my colleagues have secured the terminal degree in our field and are putting it to great use; central office staff, division superintendent, becoming college professors, etc. So, naturally, I have given that option some serious thought. I have studied several programs in this region and attended several "informational meetings." One thing that I can't ignore as I sit in these meetings is how much I wished that Radford University offered just such a program.

Being familiar with RU through the two degrees I have acquired there thus far, I have no doubt that a terminal degree from the school of which I am so fond would, frankly, make my career complete. It only seems natural that a university with such a rich history of producing quality school teachers would be a place to reach the pinnacle of your education.

I appreciate the faculty and staff at RU. Their willingness to do whatever it takes to help students achieve their goals is a large part of what make the school so popular in this part of the state. Their approach to preparing students for better, more meaningful careers is not found quickly on other campuses in the region. Their size and fit in our professional community makes them the natural choice for undergraduate work and higher degrees.

If given the opportunity, I would likely pursue my Ed.D. from Radford University for several reasons. The care that the faculty and staff have for their students, the proximity to our (region for travel reasons) and the scheduling flexibility that has been offered as far as on-line learning mixing with more traditional methods would all be factors in a what is a very big decision. But a decision that would be easier made when you consider the long-standing tradition of excellence consistently shown by Radford University.

ANDREW LEWIS MIDDLE SCHOOL

To Whom It May Concern:

I am writing to express my support and interest in the proposed doctorate program at Radford University College of Education and Human Development. I will most certainly apply for the program once established.

Having already completed a master's degree from Radford University in an online format, I am well aware of Radford's expertise in an online/blended format. (My previous degree was from Virginia Tech). I am completing my third year as an assistant principal and felt more than prepared based on my experiences with Radford. The focus on improving schools and divisions makes it unique from programs already in existence. As a result, this program will not compete with programs already in existence.   This particular program will allow me to pursue my research interests that are rooted in school climate and safety.

Again, I would like to express my support for the establishment of this doctoral program. With the focus on improving schools and communities as opposed to expanding on the already established theoretical knowledge base. The blended format is highly attractive to working professionals with families.

Sincerely,

James F. Garst

James F. Garst
Assistant Principal

GLENVAR
MIDDLE★SCHOOL

May 25, 2016

To whom it may concern:

I am writing to express my support for and interest in the Radford University proposed Doctorate in Education program.

It is my understanding that the Doctoral program proposed by Radford University will be a practitioner oriented, cohort-based professional education degree program. The program will be delivered in a blended format designed to prepare students for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. Most importantly, the program will be flexible and responsive to the needs of working professionals. The action research and dissertation component will focus on solving problems of educational practice. The blended delivery model will utilize a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. As someone who enjoys both online and face to face instruction, the blended format is extremely appealing. The program will not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Radford University has a history of outstanding education programs, specific expertise in the online/blended delivery format and significant knowledge of local Virginia school divisions and the problems they face. I believe the Radford Doctoral program will focus on improving schools and solving school problems rather than expanding the theoretical knowledge base. If Radford University's proposal is accepted I would certainly apply for admission.

Sincerely,

James Soltis
Principal GMS

Emails from interested prospective students

From: Michael E. Salomon [mailto:SalomoME@pwcs.edu] **Sent:** Sunday, September 04, 2016 7:44 PM **To:** Colley, Kenna **Cc:** jdhobson@henrico.k12.va.us **Subject:** Phd programs

Hey Kenna,

I hope you are doing well! Jarrod and I have been doing some talking about PhD programs. We both have a goal of starting within the next couple of years. We were wondering if there was an update on the RU PhD program.

Have a good week!

Mike Salomon
Autism Specialist
Office of Special Education
Prince William County Schools
703.791.8059

From: Curtis Bumgardner [mailto:curtis.bumgardner@frco.k12.va.us] **Sent:** Tuesday, August 09, 2016 3:21 PM **To:** Colley, Kenna **Subject:** Proposed Doctor of Education Program

Dr. Colley,
    I hope this email finds you well. I was writing to see if you had any further information on the proposed Doctor of Education program in Education for School and Community Change. A colleague and I are both interested in this program and we are both graduates of Radford University with a M.S. in Educational Leadership. Do you know when or if this program will be offered, what the course work will be, and what the admissions requirement to the program will be? Any information that you have would be great. Thank you so much for your time.

--
Curtis Bumgardner
FCHS - Science
540-483-5418
curtis.bumgardner@frco.k12.va.us August 9, 2016

From: Cox, Elizabeth [mailto:ecox21@radford.edu]
Sent: Sunday, August 07, 2016 12:55 PM
To: Colley, Kenna
Subject: Proposed Doctoral Program

Good morning,

I am interested in the proposed doctoral program at Radford University. I am currently working through the Special Education Masters Program, while I teach in Roanoke. I would like to know when the proposed program might begin and if there will be any opportunities for students currently in the Masters program. I would appreciate any information you have about this program.

Thank you,
Elizabeth Cox mailto:ecox21@radford.edu August 7, 2016

Sent from my iPhone

Good afternoon Dr. Bizzell,
I am writing to express interest in the proposed online Doctoral program. Please include me in future email correspondence and mailings. Thank you.

Tonya Jackson
607 Rosemary Lane
Danville, Virginia 24541

tonya.jackson4712@yahoo.com
434-709-9454

Sent from Tonya Jackson's iPhone July 12, 2016

Has there been any decision made to have the Doctorate in Education program?

Thanks, Amy

--
Amy Johnson
Ramsey Building Administrator
FCHS
540-483-0221
Amy Johnson amy.johnson@frco.k12.va.us July 6, 2016

Thank you Dr. Bizzell. I am very happy to be back in Roanoke County and at Green Valley. How funny that GV is the school to help you make the move to elementary school.

Hope you are doing well and have a good group of future administrators. Keep me posted on the Doctorate program.

Take care,

Julie Sandzimier
Julie Sandzimier juliesandzimier@cox.net June 22, 2016

Hi Dr. Bizzell,

I hope that you are doing well and that you have had a good year! I wanted to check in to see if there has been any progress with the doctoral program. I am looking forward to furthering my education, and hope that I will be able to do it at Radford!

Hope to hear from you soon,
Ashley Hale
Hale, Ashley aweddle@radford.edu April 11, 2016

Hi Mr. Bizzell,
I was wondering if you had any degrees offered for Ed.D. You know I finished my VT with my Ed.S. But, really want to finish out with my doctorate. Thanks!
Meredith Doane
Meredith Doane mdoane@wcs.k12.va.us April 7, 2016

From: Robin Owens <rowens@mail.dps.k12.va.us>
Date: Monday, April 4, 2016 at 12:36 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

I am very excited that Radford is condering this. I am an alumni and personally love the University!
I am very interested in pursuing my Doctorate in Education.
I have completed my Ed.S at Liberty University and my next step is to take the GRE and apply for admissions to continue.
Will the students be required to complete the GRE for admission?

Thank you! Robin Owens

Dr. Bizzell,

I hope you are doing well. I just wanted to touch base with you to let you know that I still have some interest in the Ed.D Program through Radford University if the program were to be offered.

I worked at Laurel Park Middle School when we discussed the program earlier. My wife let me know about an email she had received so I thought I would write you to express my interest.

Thank you in advance.
Charles
--
Charles Byrd, NBCT
Assistant Principal
Warrior Tech Academy Director
Athletics/Activities Director
Magna Vista High School
701 Magna Vista School Road
Ridgeway, VA 24148
Work: 276-956-3147
Fax: 276-956-5888 - April 4, 2016

Good afternoon, I would like some information about your doctoral program. Thank you for your time

--
Shane Reed
Carroll County Math Specialist SHANE REED fsreed@ccpsd.k12.va.us March 17, 2016

Hi Brad...good to hear from you and I hope all is well! I'm excited to learn you are working to take Radford to this next level. Very exciting! A quick question...do you have any idea what admission requirements might look like? I ask because my Master's from Virginia Tech did not require GREs, etc. Thanks, in advance, for your thoughts!

Josh Whitlow
Assistant Principal
Hidden Valley High School
5000 Titan Trail
Roanoke, VA 24018
(540) 776-7320
jwhitlow@rcs.k12.va.us March 16, 2016

Brad,
This sounds like an exciting program. I will look forward to hearing more! Thank you for including me in the survey.

Dave Dickinson
Principal, SMS
Go Mustangs! David Dickinson ddickinson@mcps.org *March 16, 2016*

Hello, Dr. Bizzell! I hope all is well with you and your precious family! I hated
that I was not able to talk with you after your excellent presentation during our
Recently Appointed Admin. meeting! (I had to take a call from my principal & wasn't
available to say my goodbyes.)
I just have a few questions concerning the doctorate program that I received an email

about this evening.
(1) How long would it typically take to complete the program with the cohort?
(2) How many classes & credit hours (& how much $$ per credit hour)?
(3) If RU's proposed plan is accepted, when is it projected that the 1st cohort would begin?
(4) Am I cRaZy for considering it? ▯ (just kidding!)

Thank you for your help in better understanding this anticipated program!! Very exciting!!

Take care!!

Sent from my iPhone Kristen Quesenberry klquesen@ccpsd.k12.va.us March 15, 2016

Dr. Bizzell,
I am very interested in pursuing a doctorate in education in the field of educational leadership as soon as possible. I am currently a principal in Roanoke County Schools and have been for the past 7 years. I received my Master's Degree from Virginia Tech, but haven't found a cohort that has been available recently there, and I can't drive to Charlottesville (UVA) once or twice a week because of the massive amount of driving. Please keep me in mind if you start a program in this area.

Thanks for your time!

Sincerely,
Ashley McCallum

Ashley McCallum
Principal
Green Valley Elementary
(540) 772-7556
amccallum@rcs.k12.va.us March 15, 2016

Brad,

Thank you for the email. I completed the survey. Do you have any information related to the approval timeline?

Robin L. Haymore, M.S., Ed.S, NCSP
Director of Special Education
Nationally Certified School Psychologist
Phone: 434-432-2761 ext. 5035
Fax: 434-432-2893
robin.haymore@pcs.k12.va.us March 15, 2016

Mr. Bizzell,

I hope that you are able to get this program started. I would love to apply and start as soon as possible. Thank you for sending me the survey. Have a great day!

Kind regards,

Marcie Murphy
Assistant Principal
Stuart Elementary School Murphy, Marcie <marcie.murphy@patrick.k12.va.us> March 15, 2016

From: Brian Kitts <bkitts@mcps.org>
Date: Tuesday, March 15, 2016 at 5:14 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

This is great news! I took the survey and would love for this to come to fruition!

Best of luck,
Brian

Brian L. Kitts, Principal
Blacksburg High School
3401 Bruin Lane
Blacksburg, VA 24060
Phone: (540) 951-5706 March 15, 2016

Hello!

It's so good to hear from you! Please do keep me updated about progress with the program via email--I am extremely interested. I was originally looking at your M.S. in Literacy Education when I noticed the proposed program. It caught my attention *because* it seemed so different than any other doctoral program I have ever seen. My ultimate goal is to teach within the classroom for a few years, then go back to school in order to specialize in student literacy. The level at which I will aim to specialize is yet to be determined, but I would absolutely love to keep in touch as your program develops.

Currently, as I just finished my MAT this past December, I am subbing in local schools and seeking full-time employment for the coming fall. That's why all of this is a few years down the line for me. That being said, Radford comes so highly recommended, whether it be by friends or colleagues, that I want to keep it as a front-runner in my options for the future.

Thanks so much for your reply, and I hope to keep in touch going forward!

Best,
Colleen Morrison Morrison, Colleen camorrison@mail.roanoke.edu February 10, 2016

Dr. Bizzell,

Thank you again for meeting with me today. I appreciate the suggestions and directions! Please keep me posted with the progress of the new EdD program at Radford. I will only have this email address available to me until June. Please feel free to use my personal email for communication.   Kammie.galyean@gmail.com

Kammie February 26, 2015

Dr. Bizzell,
I am going to be that student who comes back AFTER graduation asking for further assistance. I have two questions I am hoping you can help me out with. Attached is a College Verification form that, from my understanding, is required by the State for me to add the Administrative Endorsement to my VA license. Is that something you are in a position to complete for me as my advisor or is that something I need to contact someone

else about? If you are able to complete it, my school's fax number is (540)890-7568. Lastly, I was wondering if I receive a paper copy of the degree in the mail or if I have to contact RU because I did not participate in the graduation ceremonies. Also, I was hoping both of you would keep me in mind if a doctoral program begins as I believe I heard talks of that expansion possibility from the program.

Thanks for the years of help and clarifications,

Aric Palazzola

Instructional Technology Resource Teacher
William Byrd High School
2902 East Washington Avenue
Vinton, VA 24179

540-562-3900 ext. 24032
apalazzola@rcs.k12.va.us May 19, 2014

Dr. Bizzell,

I spoke with you last Friday at Radford's job fair. I just wanted you to have my email address for future correspondence about the doctoral program in 2015, I am very interested in this program. Thank you for all the information on Friday.

--
Ben Boone
Principal
John Redd Smith Elementary School - March 3,2014