

**Radford University
Faculty Senate Motions**

2016-2017

APPENDIX

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Appendix I: 16-17.04—Proposal for Undergraduate Certificate in Geospatial Intelligence (GEOINT)



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Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: 3/14/2016

Proposal Number: 1516.GEOS.03
(Assigned by the Registrar)

Department: Geospatial Science and Information Technology

Contact Person: Andrew Foy

Current Course or Program ID: Geospatial Science

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).



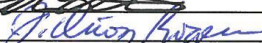
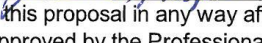
The purpose of this proposal is to approve a certificate in Geospatial Intelligence (GEOINT).

Business, government, and non-governmental organizations are seeking people people skilled in

geospatial intelligence applications, spatial analytics and cyber security. This GEOINT certificate program provides fundamental knowledge on key geographic concepts, geospatial problem-solving techniques, data fusion and geospatial technologies from a multidisciplinary perspective. This certificate program is focused on applications of GEOINT to disaster response, emergency management, infrastructure and resource management, military and police operations, big data and security of spatial data. This certificate program will offer a new and unique accreditation opportunity for the Department of Geospatial Science and provide students with a highly valued technical certification.

Effective Date:

Reason for requesting an alternative effective date:

Signature	Title	Date
	Department Curriculum Committee Chair	2/2/16
	Department Chair	3/2/16
	College Curriculum Committee Chair	4-16-16
	College Dean	4/27/2016
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

New Undergraduate Certificate Narrative

Proposed Certificate Title: Undergraduate Certificate in Geospatial Intelligence (GEOINT)

Certificate Administration

College: College of Science and Technology

Department: Geospatial Science

Primary Administrative Unit: Department of Geospatial Science

Contact Person: Andrew Foy, Program Coordinator, afoy@radford.edu

Certificate Description and Statement of Need

Description: The Undergraduate Certificate in Geospatial Intelligence (GEOINT) is designed to prepare students for the GEOINT tradecraft. Business, government, and non-governmental organizations are seeking people people skilled in geospatial intelligence applications, spatial analytics and cyber security. The GEOINT discipline encompasses all activities involved in the planning, collection, processing, analysis, and dissemination of spatial information in order to gain intelligence about the national security or operational environment, visually depict this knowledge, and fuse the acquired knowledge with other information through analyses and visualization processes. GEOINT integrates an array of science, technology, engineering, and mathematics (STEM) disciplines in support of national security interests.

This GEOINT certificate program provides fundamental knowledge on key geographic concepts, geospatial problem-solving techniques, data fusion and geospatial technologies from a multidisciplinary perspective. This certificate program is focused on applications of GEOINT to disaster response, emergency management, infrastructure and resource management, military and police operations, big data and security of spatial data. The range of technical geospatial and related courses meet the requirements for the core competencies of the Geospatial Technology Competency Model developed by the US Department of Labor and United States Geospatial Intelligence Foundation (USGIF) GEOINT Certificate, which was designed to meet the growing employment and skill demands of the geospatial enterprise and to define learning objectives requisite to the GEOINT industry.

Statement of Need: An undergraduate certificate inGEOINT is needed to prepare students entering the workforce for careers in the high demand geospatial intelligence field. Surveys of GEOINT industry partners conducted by USGIF in recent years confirm that demand of the rapidly growing geospatial enterprise is outpacing the supply of suitably educated personnel. The United States Department of Labor ranks Geospatial Technology among a short list of targeted industries in its High Growth Job Training Initiative, growing at an annual rate of almost 35%.

Target Markets Served: Radford University undergraduate students in any discipline.

Projected Headcount: 10-15 first year; 20 - 30 annually

Recruitment Strategies and Plans: Initially, we will recruit directly through the Geospatial Science, Information Technology, and Criminal Justice majors. We also plan to work with the RU Military Resource Center to market this certificate to veterans. We are developing a survey to assess and generate interest in the certificate. This survey will be sent to regional universities, community colleges, high schools, our alumni network, industry partners, and government agencies. Then, we will develop an outreach plan to interested stakeholders to create a pipeline into the program, and upon successful completion, to positions with industry partners and government agencies. In coordination with the current proposal, we are developing our application to have the certificate program accredited by the USGIF becoming 7th undergraduate program in the country and the first in Virginia with the accreditation.

Undergraduate GEOINT Certificate Program Learning Objectives:

- Apply knowledge of geography, geospatial science, information technology science, and analytical processes to geospatial intelligence
- Find and interpret data, and conduct qualitative and quantitative analysis
- Effectively manage and secure data
- Visualize data in print and digital forms

- Function effectively in a collaborative environment
- Demonstrate knowledge of the GEOINT industry
- Demonstrate the techniques, skills, and tools necessary to solve geospatial intelligence problems.

Certificate Scope and Sequence

The undergraduate certificate in GEOINT is 19-22 hours and consists of courses from five content areas from which student must take courses. GEOS 315 in content area one is required of all students. Students then take four courses (12-15 credit hours) in Areas 2 through 4. At least one course must be taken from each of those three areas. The fourth course can be taken from any of the three areas. All students must take a capstone course and conduct a research project related to the GEOINT field. All courses and research must be conducted with approval of the student's GEOINT advisor. The content areas were designed to be in line with the USGIF geospatial core competencies.

Admission Criteria: Applicants must be degree seeking students at Radford University in good standing and must have successfully completed GEOS 125 and GEOS 250/ITEC 250 with a "B" or higher in each of these, or demonstrate competency equivalence. Interested students will need to contact the GEOINT program coordinator to begin an interview process, where academic performance and interest in the certificate will be evaluated by a GEOINT admissions committee. Students must have and maintain an overall GPA of 2.8.

Certificate Requirements (19-22 credits)

1) Spatial Thinking and Geographic Information Systems (4 credits)

All students must take:

- GEOS315 Intermediate GIS (4)
-

Students take four courses (12-15 credit hours) in Areas 2 through 4. At least one course must be taken in each of the three areas. The fourth course can be from any of the three areas.

2) Spatial Data Analysis (choose one: 3-4 credits)

This area will introduce students to spatial data analysis, spatial statistics, modeling and techniques for processing and analyzing remote sensing data.

- GEOS 380 Spatial Data Analysis (4)
- GEOS 425 Remote Sensing (4)
- CRJU 490 Seminar: Crime Mapping (3)
- FOGS 211 Forensic Archaeology (3)
- GEOL 408 Spatial Data Applications in Geology (4)

3) Data Management and Visualization (choose one: 3-4 credits)

Courses in this area help students develop their ability to manage and present geospatial

data.

- ITEC 145 Data Ethics, Privacy and Security (3)
- ITEC 304 Database from the Manager's Perspective (3)
- ITEC 345 Introduction to Information Security (3)
- ITEC 340 Database I(3)
- GEOS 270 Cartography (4)
- GEOS 410 Advanced GIS (4)

4) Special Topics in Geospatial Intelligence (choose one: 3 credits)

This area focus on special topics in the geospatial intelligence industry.

- GEOS 480 Seminar: Advances in Geospatial Intelligence (3)
- CRJU 415 Emergency Management (3)
- GEOS 480 Seminar:GIS for Natural Hazards (3)

5) Capstone Experience (choose one with approval of advisor: 3 credits)

These courses provide experiential learning opportunities combined with a culminating capstone experience through which students can synthesize and apply the understandings and tools gained in fulfilling the other area requirements.

- GEOS 496, ITEC 405 or other discipline specific capstone class with a GEOINT project approved by the student's GEOINT advisor

New Undergraduate GEOINT Certificate Budget

The courses for this certificate can be delivered with no additional funding. However, course release time was requested to assist with developing one new course, to provide time to meet with industry partners, and to work on the application for accreditation from USGIF. We anticipate that as demand for our current program increases and if the estimated head count is correct, we will need an additional faculty member to support additional course offerings in geography and geospatial science. A request for a new position that was lost due to a retirement was submitted as a new budget initiative for FY 2015. Below is an itemized list of potential costs:

Recurring base salary for assistant professor tenure track	\$60,000
Benefits	\$11,034
Non-personnel service	\$3,488
One time three credit and one four credit course reassign time	\$8,289

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Appendix II: 16-17.14—Motion Regarding Changes to CORE 101, CORE 102, and CORE 201.

CORE 101 Proposal

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: January 12, 2016

Proposal Number:

(Assigned by the Registrar)

Department: Core Curriculum

Current Course or Program ID: CORE 101

Contact Person: Laurie Cubbison

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

We propose to replace the title of Core 101's Opposing Viewpoints assignment with a new title, "Approaches to Written Argument." We also propose to clarify the assignment's description and objectives.

Current language under 3. Detailed Description of Conduct of the Course:

Opposing Viewpoints

This component asks students to analyze two texts' ideas about a subject, paying special attention to their specific language and methods of argument.

Objectives:

- Evaluate the assumptions and arguments of different authors.
- Integrate quotations and paraphrases from a reading into an essay.
- Identify ethos, logos, and pathos.
- Use tone, mechanics, and style appropriate to a college educated audience.
- Cite sources correctly, in-text and in a list of sources.

(Core 101 Official Syllabus, Approved 25 April 2013)

Proposed changes:

Approaches to Written Argument

This component asks students to compose an essay analyzing how two or more texts approach the same subject, paying special attention to their specific language, assumptions, and methods of argument.

Objectives:

- Identify rhetorical appeals (ethos, logos, pathos, and Kairos).
- Demonstrate and evaluate how rhetorical appeals (ethos, logos, pathos, and Kairos) contribute to the arguments.
- Integrate quotations and paraphrases from a reading into an essay.
- Cite sources correctly, in text and in a list of sources.
- Use tone, mechanics, and style appropriate to a college-educated audience.

Rationale:

The current title and description have not led students to produce essays that completely fulfill the outcomes envisioned for the assignment in 2013 by the Core Syllabi Revision Focus Groups.

Feedback from instructors and students indicates that the assignment proved to be problematic for two reasons. Primarily, the title of the assignment led teachers and students to the impression that they needed to locate and work with texts that staked claims in binary opposition to each other, i.e., Democrat/Republican, Pro-Life/Pro-Choice. This misunderstanding prevented many students from fulfilling the original goals for the assignment, which were to require students to examine how different writers construct and support positions on the same subject in myriad ways, with multiple points of overlap and departure.

Secondly, the assignment's objective only to "*identify* ethos, logos, and pathos" (emphasis added) did not challenge our students to evaluate or analyze a writer's

appeals to character, logic, or emotion. Students often did not demonstrate a detailed understanding of how different rhetorical appeals functioned within an argument.

Finally, the assignment does not adequately convey the Core Syllabi Revision Focus Groups' vision of continuity between this assignment and Core 102's Speech Analysis Assignment. In a separate proposal, we suggest changing the latter assignment's title to "Approaches to Oral Argument." That proposal also suggests changes to the assignment description and objectives.

We believe that this revised assignment will more accurately reflect the original goals of the Focus Groups, present a realistic but challenging task for students in Core 101, and provide for a much more integrated and cumulative learning experience for students in the 100-level Core classes.

Effective Date:

Reason for requesting an alternative effective date:

Old Syllabus

CORE 101 MASTER SYLLABUS

1. Catalog Entry

Core 101

Essentials of Written and Oral Communication

Three hours lecture (3)

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

The course uses five major components to organize instruction:

- the composing process;
- the relationship of reading, writing, speaking, and critical thinking;
- rhetorical principles that inform successful communication;
- the generation of ideas;
- the synthesis of complex information.

Students examine both writing done by others and their own writing to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level texts.

Students also write essays that receive written and oral responses from both the instructor and classmates, which guide the process of revision. Concepts of interpersonal and small group

communication are introduced in the context of student-teacher conferencing and peer review sessions.

3. Detailed Description of Conduct of Course

The course will include both formal and informal writing exercises. Students will compose multiple drafts of each essay in response to peer and instructor comments.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course.

Required projects for course completion:

Opposing Viewpoints

This component asks students to analyze two texts' ideas about a subject, paying special attention to their specific language and methods of argument.

Objectives:

- Evaluate the assumptions and arguments of different authors.
- Integrate quotations and paraphrases from a reading into an essay.
- Identify ethos, logos, and pathos.
- Use tone, mechanics, and style appropriate to a college educated audience.
- Cite sources correctly, in-text and in a list of sources.

Personal Essay

Through this component, students will employ various writing processes to develop an essay on a personal topic, using standard written English.

Objectives:

- Explore a focused topic in writing.
- Demonstrate awareness of an audience and purpose through language and style choices.
- Use topic sentences and appropriate transitions.

Academic Argument

Students will write a thesis-driven essay, articulating reasons and examples to support their claims. Objectives

- Make a debatable claim about a topic.
- Support all claims with evidence.
- Analyze a multifaceted issue in writing.
- Acknowledge the legitimate concerns of others.

4. Goals and Objectives of the Course.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

Goal 1: *Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 101, Radford University students will be able to:*

- Analyze a multifaceted issue in writing.
- Explore a focused topic in writing
- Integrate quotations and paraphrases from a reading into a written essay.
- Write a thesis statement and use topic sentences and appropriate transitions to lead a reader through a complex set of ideas.
- Demonstrate awareness of an audience and purpose through language and style choices.

Goal 2: *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.*

Goal 3: *Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 101, Radford University students will be able to:*

- Identify an argument.
- Distinguish the arguments of the primary source from those arguments discussed in the source.
- Identify ethos, logos, pathos
- Make a debatable claim about a topic.
- Support all claims with evidence.
- Acknowledge the legitimate concerns of others.

Goal 4: *Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 101, Radford University students will be able to:*

- Cite sources in-text and in a list of sources correctly.

5. Assessment Measures

Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.

Assessment of Curriculum. For program assessment, a designated set of assignments of the students' work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information

7. Review and Approval

Date Action Reviewed by
Approved by Faculty Senate April 25, 2013

CORE 101 MASTER SYLLABUS

1. Catalog Entry

Core 101

Essentials of Written and Oral Communication

Three hours lecture (3)

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

The course uses five major components to organize instruction:

- the composing process;
- the relationship of reading, writing, speaking, and critical thinking;
- rhetorical principles that inform successful communication;
- the generation of ideas;
- the synthesis of complex information.

Students examine both writing done by others and their own writing to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level texts.

Students also write essays that receive written and oral responses from both the instructor and classmates, which guide the process of revision. Concepts of interpersonal and small group communication are introduced in the context of student-teacher conferencing and peer review sessions.

3. Detailed Description of Conduct of Course

The course will include both formal and informal writing exercises. Students will compose multiple drafts of each essay in response to peer and instructor comments.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course.

Required projects for course completion:

Approaches to Written Argument

This component asks students to compose an essay analyzing how two or more texts approach the same subject, paying special attention to their specific language, assumptions, and methods of argument.

Objectives:

- Identify rhetorical appeals (ethos, logos, pathos, and Kairos).
- Demonstrate and evaluate how rhetorical appeals (ethos, logos, pathos, and Kairos) contribute to the arguments.
- Integrate quotations and paraphrases into an essay.
- Cite sources correctly, in text and in a list of sources.
- Use tone, mechanics, and style appropriate to a college-educated audience.

Personal Essay

Through this component, students will employ various writing processes to develop an essay on a personal topic, using standard written English.

Objectives:

- Explore a focused topic in writing.
- Demonstrate awareness of an audience and purpose through language and style choices.
- Use topic sentences and appropriate transitions.

Academic Argument

Students will write a thesis-driven essay, articulating reasons and examples to support their claims. Objectives

- Make a debatable claim about a topic.
- Support all claims with evidence.
- Analyze a multifaceted issue in writing.
- Acknowledge the legitimate concerns of others.

Writing Process Reflection

Students will evaluate their progress as writers by reflecting upon foundational concepts in rhetoric and composition and discussing their approaches to the writing process.

- Assess efforts to write for different audiences, purposes, e.g. argument, personal expression, rhetorical analysis.
- Reflect upon the relationship between writing and critical thinking.
- Distinguish between composing, revising, editing, and proofreading.
- Propose goals for writing progress.

4. Goals and Objectives of the Course.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

Goal 1: *Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 101, Radford University students will be able to:*

- Analyze a multifaceted issue in writing.
- Explore a focused topic in writing
- Integrate quotations and paraphrases from a reading into a written essay.
- Write a thesis statement and use topic sentences and appropriate transitions to lead a reader through a complex set of ideas.
- Demonstrate awareness of an audience and purpose through language and style choices.

Goal 2: *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.*

Goal 3: *Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 101, Radford University students will be able to:*

- Identify an argument.
- Distinguish the arguments of the primary source from those arguments discussed in the source.
- Identify ethos, logos, pathos
- Make a debatable claim about a topic.
- Support all claims with evidence.
- Acknowledge the legitimate concerns of others.

Goal 4: *Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 101, Radford University students will be able to:*

- Cite sources in-text and in a list of sources correctly.

5. Assessment Measures

Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.

Assessment of Curriculum. For program assessment, a designated set of assignments of the students' work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information

7. Review and Approval

Date Action Reviewed by
Approved by Faculty Senate

CORE 102 Proposal

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: January 12, 2016

Proposal Number:

(Assigned by the Registrar)

Department: Core Curriculum

Current Course or Program ID: CORE 102

Contact Person: Laurie Cubbison

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

We propose to replace the title of Core 102's Speech Analysis assignment with a new title, "Approaches to Oral Argument." We also propose to expand the assignment's description and objectives.

Currently included under 3. Detailed Description of Conduct of the Course:

Speech Analysis

Students will analyze the persuasive appeals used in a speech given by an authority on a topic.

Objectives

- Identify the overall theme or message of a speech.
- Recognize how a speaker tailors a speech to his or her audience and speaking context.

(Core 102 Official Syllabus, Approved 25 April 2013)

This language will be changed to

Approaches to Oral Argument

Students will compose an essay analyzing the persuasive appeals used in a speech or speeches given by an authority on a topic. They will do so by conducting the types of rhetorical analysis employed in Core 101's Approaches to Written Argument essay, while also studying elements of arrangement, style, and delivery particular to oral communication.

- Identify the overall theme or message of a speech.
- Demonstrate and evaluate how a speaker tailors rhetorical appeals to an audience and speaking context.
- Integrate quotations and paraphrases.
- Cite sources correctly, in text and in a list of sources.
- Use tone, mechanics, and style appropriate to a college-educated audience.

Rationale:

The current Speech Analysis assignment, approved in spring 2013, does not adequately convey the Core Syllabi Revision Focus Groups' vision of continuity between this assignment and Core 101's Opposing Viewpoints assignment. (In a separate proposal, we suggest changing the latter assignment's title to "Approaches to Written Argument." That CORE 101 proposal also suggests changes to the assignment description and objectives.)

We have observed that students and instructors require a stronger articulation of how the Speech Analysis assignment reinforces the skills of rhetorical analysis practiced in Core 101 and builds upon them by asking students to pay special attention to how rhetors adapt persuasive techniques for oral communication. The proposed changes to the assignment's title, description, and objectives will articulate these connections.

We believe that this revised assignment more accurately reflects the original goals of the Focus Groups by challenging Core 102 students with a richer set of intellectual tasks and providing a much more integrated and cumulative learning experience for students in the 100-level Core classes.

Effective Date:

Reason for requesting an alternative effective date:

Old Syllabus

CORE 102 MASTER SYLLABUS

1. Catalog Entry

CORE 102

Advanced Written and Oral Communication Three hours lecture (3).

Prerequisite: CORE 101

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. The course will reinforce and develop elements of students' reasoning and critical thinking and the use of these skills in persuasive communication.

Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A. This course replaces ENGL 102, and students cannot receive credit for both CORE 102 and ENGL 102.

2. Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, critical thinking, writing, and speaking, but also:

- The rhetorical principles that inform successful oral and written communication;
- Key concepts in argumentation including informal fallacies;
- Research as inquiry, using both print and digital sources to gather information on a topic;
- Evaluation of the quality of information;
- Use of information as evidence to support arguments.

Students will also develop their reading skills by analyzing texts. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

3. Detailed Description of Conduct of Course

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the course.

Required projects for course completion Speech

Analysis

Students will analyze the persuasive appeals used in a speech given by an authority on a topic.

Objectives

- Identify the overall theme or message of a speech.
- Recognize how a speaker tailors a speech to his or her audience and speaking context.

Researched Argument

Students will use a variety of sources to write a paper answering a research question on a complex topic.

Objectives

- Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.
- Write a thesis statement that attempts to distinguish the student's ideas from a number of perspectives.
- Find examples and other types of evidence to support a claim.
- Identify one's own and others' biases with regard to the topic
- Locate appropriate sources
- Create references correctly.

Informative Speech

Students will present orally on their research topic to inform their audience. They will learn the basics of oral presentation and be evaluated on content, presentation, and organization.

Objectives

- Organize a speech using a manageable number of clearly-stated key ideas.
- Arrange key ideas in a logical order.
- Use organizational cues to help the audience follow a speech's key ideas.

Research Narrative

Students will write an essay reflecting on the various strategies used, insights gained, and obstacles encountered during the research and composition of the Researched Essay. Objectives

- Create a research question.
- Create a search strategy.
- Identify keywords, synonyms, and related terms.
- Use non-subject-specific databases appropriately matched to the target assignment (ex., Academic Search Complete).
- Apply critical reasoning in critiquing claims made by experts, media, or other sources of information.

4. Goals and Objectives of the Course.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

Goal 1: *Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 102, Radford University students will be able to:*

- Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.
- Write a thesis statement that attempts to distinguish the student's ideas from a number of perspectives.
- Use tone, mechanics, and style appropriate to a college educated audience.

Goal 2: *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. By the completion of Core 102, Radford University students will be able to:*

- Organize a speech using a manageable number of clearly-stated key ideas.
- Arrange key ideas in a logical order.
- Use organizational cues to help the audience follow a speech's key ideas.
- Identify the overall theme or message of a speech.
- Recognize how a speaker tailors a speech to his or her audience and speaking context.

Goal 3: *Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 102, Radford University students will be able to:*

- Apply critical reasoning in critiquing claims made by experts, media, or other sources of information.
- Find examples and sources and other types of evidence to support a claim
- Identify one's own and others' biases with regard to the topic.

Goal 4: *Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 102, Radford University students will be able to:*

- Create references correctly.
- Create a research question.
- Identify keywords, synonyms and related terms.
- Create a search strategy.
- Locate appropriate sources.
- Use non-subject-specific databases appropriately matched to the target assignment (ex., Academic Search Complete).

5. Assessment Measures

Assessment of Students. Students will produce a number of informal and formal texts which will be

graded according to criteria designed with the outcomes in mind.

Assessment of Curriculum. For program assessment, a designated set of assignments of the students' work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information

7. Review and Approval

Date Action Reviewed by

New Syllabus

CORE 102 MASTER SYLLABUS

1. Catalog Entry

CORE 102

Advanced Written and Oral Communication Three hours lecture (3).

Prerequisite: CORE 101

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. The course will reinforce and develop elements of students' reasoning and critical thinking and the use of these skills in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A. This course replaces ENGL 102, and students cannot receive credit for both CORE 102 and ENGL 102.

2. Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, critical thinking, writing, and speaking, but also:

- The rhetorical principles that inform successful oral and written communication;
- Key concepts in argumentation including informal fallacies;
- Research as inquiry, using both print and digital sources to gather information on a topic;
- Evaluation of the quality of information;
- Use of information as evidence to support arguments.

Students will also develop their reading skills by analyzing texts. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

3. Detailed Description of Conduct of Course

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the course.

Required projects for course completion

Approaches to Oral Argument

Students will compose an essay analyzing the persuasive appeals used in a speech or speeches given by an authority on a topic. They will do so by conducting the types of rhetorical analysis employed in Core 101's Approaches to Written Argument essay, while also studying elements of arrangement, style, and delivery particular to oral communication.

- Identify the overall theme or message of a speech.
- Demonstrate and evaluate how a speaker tailors rhetorical appeals to an audience and speaking context.
- Integrate quotations and paraphrases.
- Cite sources correctly, in text and in a list of sources.
- Use tone, mechanics, and style appropriate to a college-educated audience.

Researched Argument

Students will use a variety of sources to write a paper answering a research question on a complex topic.

Objectives

- Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.
- Write a thesis statement that attempts to distinguish the student's ideas from a number of perspectives.
- Find examples and other types of evidence to support a claim.
- Identify one's own and others' biases with regard to the topic
- Locate appropriate sources
- Create references correctly.

Informative Speech

Students will present orally on their research topic to inform their audience. They will learn the basics of oral presentation and be evaluated on content, presentation, and organization.

Objectives

- Organize a speech using a manageable number of clearly-stated key ideas.
- Arrange key ideas in a logical order.
- Use organizational cues to help the audience follow a speech's key ideas.

Reflective Project

Students will evaluate their process as writers by reflecting upon foundational concepts in rhetoric and composition, with special focus on researched writing and composing for oral communication.

- Assess efforts to compose for different audiences and purposes, e.g. researched argument, speech analysis, oral communication.
- Demonstrate critical reasoning in evaluating sources, as well as claims made by experts, media, or other sources of information.
- Describe the search strategy or research process used in the researched argument.
- Propose goals for writing progress.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

Goal 1: *Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 102, Radford University students will be able to:*

- Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.
- Write a thesis statement that attempts to distinguish the student's ideas from a number of perspectives.
- Use tone, mechanics, and style appropriate to a college educated audience.

Goal 2: *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. By the completion of Core 102, Radford University students will be able to:*

- Organize a speech using a manageable number of clearly-stated key ideas.
- Arrange key ideas in a logical order.
- Use organizational cues to help the audience follow a speech's key ideas.
- Identify the overall theme or message of a speech.
- Recognize how a speaker tailors a speech to his or her audience and speaking context.

Goal 3: *Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 102, Radford University students will be able to:*

- Apply critical reasoning in critiquing claims made by experts, media, or other sources of information.
- Find examples and sources and other types of evidence to support a claim
- Identify one's own and others' biases with regard to the topic.

Goal 4: Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 102, Radford University students will be able to:

- Create references correctly.
- Create a research question.
- Identify keywords, synonyms and related terms.
- Create a search strategy.
- Locate appropriate sources.
- Use non-subject-specific databases appropriately matched to the target assignment (ex., Academic Search Complete).

4. Assessment Measures

Assessment of Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.

Assessment of Curriculum. For program assessment, a designated set of assignments of the students' work will be gathered in consultation with the Core Curriculum coordinators.

5. Other Course Information

6. Review and Approval

Date Action Reviewed by

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: January 12, 2016

Proposal Number:

(Assigned by the Registrar)

Department: Core Curriculum

Current Course or Program ID: CORE 201

Contact Person: Laurie Cubbison

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

____ Course Prerequisite Change

____ Course Credit Hour Change

____ Course Title Change

____ New Course

____ Course Deletion

 x Course Syllabi Change

____ Course Number Change

____ Change to Catalog Description

____ Program Revision

____ Minor Change to Course

_____ New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

_____ For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

Currently Included under Required projects for course completion:

Annotated Bibliography

In this project, students will explain their use of library databases and resources to find and evaluate popular and scholarly sources for their persuasive speech

Objectives

- 1) Conduct background research related to their topic
- 2) Use subject-specific databases appropriately matched to their topics.
- 3) Use a variety of popular and scholarly sources appropriate to their topic.
- 4) Evaluate the comparative credibility of these sources

Proposed in its place:

Research Synthesis

In this project, students will discuss the process by which they located sources, how they evaluated the sources; and through quotations, summaries, and paraphrases, explore the conversation among their sources.

Objectives

- 1) Conduct background research related to their topic
- 2) Use subject-specific databases appropriately matched to their topics.
- 3) Use a variety of popular and scholarly sources appropriate to their topic.
- 4) Evaluate the comparative credibility of these sources
- 5) Effectively synthesize and integrate arguments and information.

Rationale:

Core 201 currently requires an annotated bibliography. Professors have reported dissatisfaction with this project, as it seems to encourage students to discuss each source in isolation from one another, and students fail to see connections between sources.

Meanwhile, the program has been attempting to assess the 201 objective: “Effectively synthesize and integrate arguments and information” (located under Goal 1 in the document) using the argument analysis, but we have discovered this objective is not a good fit for that assignment. As a result, in the fall of 2015, three professors piloted a research synthesis in place of the annotated bibliography. The resulting papers showed much more engagement with the sources and a deeper reflection on the information literacy process. Encouraged, we had six professors volunteer to pilot the research synthesis in fall of 2016. The library collected the resulting 400 papers and used the Core A information literacy rubric, plus the “effectively synthesize” objective, to rate a sampling for 40 papers.

The research synthesis assignments scored well on the rubric, including the new objective. Feedback from the professors who participated in the pilot was also positive. We shared the results with the Assessment Office; Dr. Laurie Cubbison, Core Director; and the Core instructors. With their support, we now propose to officially change the Core 201 assignment from an annotated bibliography to research synthesis.

Effective Date:

Reason for requesting an alternative effective date:

Core 201 Master Syllabus- ORIGINAL

CORE 201

Topics in Critical Inquiry

1. Catalog Entry

CORE 201

Topics in Critical Inquiry

Credit hours (3)

Prerequisites: CORE 102 or HNRS 103

Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

Note(s): This course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Key concepts in public speaking, such as appropriate language and delivery choices will be reinforced. Students will be introduced to common forms of reasoning, such as generalizations, analogies, causal arguments, and basic deduction. Students will also learn to identify common informal fallacies and understand why these represent poor critical thinking.

The course will include projects that require students to research a topic, understand the major viewpoints that surround it, select the most logical viewpoint, and defend that viewpoint in a persuasive speech. Students will continue to hone their skills in research as inquiry, using both print and digital sources to gather information on a topic which will then be used as evidence to support their own arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information into the extended chain of reasoning they will create in their projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple rhetorical texts. In the process of such critique, students will learn how to evaluate differing views on various issues, how to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

3. Detailed Description of Conduct of Course

Each section of the course will be designed around a theme chosen by the instructor that will guide the choice of readings, assignment topics, and other classroom activities. Course themes are selected to promote critical inquiry and develop skills in oral communication, written communication, information literacy, and technology literacy.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course. Classes will be brought to the RU library for further information literacy instruction.

Required projects for course completion:

Argument Analysis Essay

In this project, students will analyze arguments on a topic related to the course theme.

Objectives

- 1) Analyze the use of ethos, logos, and pathos by sources
- 2) Identify fallacies
- 3) Discern the logical structure of arguments
- 4) Evaluate an argument's premises and how they are intended to support a conclusion

Annotated Bibliography

In this project, students will explain their use of library databases and resources to find and evaluate popular and scholarly sources for their persuasive speech.

Objectives

- 1) Conduct background research related to their topic
- 2) Use subject-specific databases appropriately matched to their topics
- 3) Use a variety of popular and scholarly sources appropriate to their topic
- 4) Evaluate the comparative credibility of these sources

Persuasive Speech – 201

Students will prepare and present an oral argument on a topic related to the course theme.

Objectives

- 1) Construct a discussion that positions a variety of sources according to the sources' viewpoints on a particular topic
- 2) Cite images correctly
- 3) Use language that enhances the message of the presentation
- 4) Use nonverbal communication in a way that enhances the message of a speech
- 5) Create presentational aids to enhance the message of a speech
- 6) Present the reasons and evidence supporting the argument

4. Goals and Objectives of the Course

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical

thinking, and information literacy.

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 201, Radford University Students will be able to:

1) Construct a discussion that positions a variety of sources according to the sources' viewpoints on a particular topic

Goal 2: Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. By the completion of Core 201, the Radford University students will be able to:

- 1) Use language that effectively supports the message of the presentation
- 2) Use nonverbal communication in a way that effectively supports the message of a speech
- 3) Create presentational aids to effectively supports the message of a speech

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 201, Radford University students will be able to:

- 1) Analyze the use of ethos, logos, and pathos by sources
- 2) Identify fallacies
- 3) Discern the logical structure of arguments
- 4) Evaluate an argument's premises and how they are intended to support a conclusion
- 5) Present the reasons and evidence supporting the argument
- 6) Respond substantially to objections

Goal 4: Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 201, Radford University students will be able to:

- 1) Use subject-specific databases appropriately matched to the target assignment
- 2) Conduct background research related to a topic
- 3) Use a variety of popular and scholarly sources related to a topic
- 4) Evaluate the comparative credibility of these sources

5. Assessment Measures

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered to be assessed at the completion of the Core A sequence.

6. Other Course Information

None

Review and Approval

April 23, 2014

Core 201 Master Syllabus- REVISED

CORE 201

Topics in Critical Inquiry

1. Catalog Entry

CORE 201

Topics in Critical Inquiry

Credit hours (3)

Prerequisites: CORE 102 or HNRS 103

Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

Note(s): This course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Key concepts in public speaking, such as appropriate language and delivery choices will be reinforced. Students will be introduced to common forms of reasoning, such as generalizations, analogies, causal arguments, and basic deduction. Students will also learn to identify common informal fallacies and understand why these represent poor critical thinking.

The course will include projects that require students to research a topic, understand the major viewpoints that surround it, select the most logical viewpoint, and defend that viewpoint in a persuasive speech. Students will continue to hone their skills in research as inquiry, using both print and digital sources to gather information on a topic which will then be used as evidence to support their own arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information into the extended chain of reasoning they will create in their projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple rhetorical texts. In the process of such critique, students will learn how to evaluate differing views on various issues, how to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

3. Detailed Description of Conduct of Course

Each section of the course will be designed around a theme chosen by the instructor that will guide the choice of readings, assignment topics, and other classroom activities. Course themes

are selected to promote critical inquiry and develop skills in oral communication, written communication, information literacy, and technology literacy.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course. Classes will be brought to the RU library for further information literacy instruction.

Required projects for course completion:

Argument Analysis Essay

In this project, students will analyze arguments on a topic related to the course theme.

Objectives

- 1) Analyze the use of ethos, logos, and pathos by sources
- 2) Identify fallacies
- 3) Discern the logical structure of arguments
- 4) Evaluate an argument's premises and how they are intended to support a conclusion

Research Synthesis

In this project, students will discuss the process by which they located sources, how they evaluated the sources; and through quotations, summaries, and paraphrases, explore the conversation among their sources.

Objectives

- 1) Conduct background research related to their topic
- 2) Use subject-specific databases appropriately matched to their topics.
- 3) Use a variety of popular and scholarly sources appropriate to their topic.
- 4) Evaluate the comparative credibility of these sources
- 5) Effectively synthesize and integrate arguments and information.

Persuasive Speech – 201

Students will prepare and present an oral argument on a topic related to the course theme.

Objectives

- 1) Construct a discussion that positions a variety of sources according to the sources' viewpoints on a particular topic
- 2) Cite images correctly
- 3) Use language that enhances the message of the presentation
- 4) Use nonverbal communication in a way that enhances the message of a speech
- 5) Create presentational aids to enhance the message of a speech
- 6) Present the reasons and evidence supporting the argument

4. Goals and Objectives of the Course

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed

according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the complete of Core 201, Radford University Students will be able to:

1) Construct a discussion that positions a variety of sources according to the sources' viewpoints on a particular topic

Goal 2: Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. By the completion of Core 201, the Radford University students will be able to:

- 1) Use language that effectively supports the message of the presentation
- 2) Use nonverbal communication in a way that effectively supports the message of a speech
- 3) Create presentational aids to effectively supports the message of a speech

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 201, Radford University students will be able to:

- 1) Analyze the use of ethos, logos, and pathos by sources
- 2) Identify fallacies
- 3) Discern the logical structure of arguments
- 4) Evaluate an argument's premises and how they are intended to support a conclusion
- 5) Present the reasons and evidence supporting the argument
- 6) Respond substantially to objections

Goal 4: Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 201, Radford University students will be able to:

- 1) Use subject-specific databases appropriately matched to the target assignment
- 2) Conduct background research related to a topic
- 3) Use a variety of popular and scholarly sources related to a topic
- 4) Evaluate the comparative credibility of these sources

5. Assessment Measures

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered to be assessed at the completion of the Core A sequence.

6. Other Course Information

None

Review and Approval

April 23, 2014

[Return to Table of Contents.](#)

Appendix III: 16-17.17—Motion Regarding the Creation of a Master of Science in Finance

State Council of Higher Education for Virginia
PROGRAM PROPOSAL COVER SHEET

<p>1. Institution</p> <p style="text-align: center;">Radford University</p>	<p>2. Academic Program (Check one):</p> <p style="text-align: right;">New program proposal <u> X </u></p> <p style="text-align: right;">Spin-off proposal <u> </u></p> <p style="text-align: right;">Certificate proposal <u> </u></p>
<p>3. Name/title of proposed program</p> <p style="text-align: center;">Finance</p>	<p>4. CIP code</p>
<p>5. Degree/certification designation</p> <p style="text-align: center;">Master of Science (M.S.)</p>	<p>6. Term and year of initiation</p> <p style="text-align: center;">Fall 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	

12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).

Departments(s) or division of Department of Accounting, Finance & Business
Law

School(s) or college(s) of College of Business and Economics

Campus(es) or off-campus site(s) Radford University

Mode(s) of delivery: face-to-face X distance (51% or more web-based) _____
hybrid (both face-to-face and distance) _____

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.

Dr. Dan Davidson, Chair
Department of Accounting, Finance & Business Law
Radford University
ddavidso@radford.edu
540-831-5071

Dr. George Low, Dean
College of Business and Economics
Radford University
glow@radford.edu
540-831-5187

Dr. Laura Jacobson, Associate Dean
College of Graduate Studies and Research
Radford University
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540-831-5470

New Program
Master of Science in Finance

Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Master of Science (MS) degree program in Finance. The proposed program will be administered by the Accounting, Finance & Business

Law department in the College of Business and Economics and is to be implemented by August 1, 2018.

The proposed degree will provide an in-depth coverage of finance, specifically investment management, preparing graduates for careers in the financial services field. The program is designed to prepare graduates to earn the Chartered Financial Analyst (CFA) credential, the most recognized investment management designation in the world.¹ A Chartered Financial Analyst must hold at least a bachelor's degree, have at least 48 months of experience in the investment industry, and pass all three levels of the CFA program. The MS program at Radford will prepare the students for the CFA examinations, especially the level one exam.

The finance profession has projected growth well above the average growth for all professionals,² with demand exceeding supply. The U.S. Bureau of Labor Statistics forecasts a 12% growth rate for financial analysts between 2014 and 2024, faster than average, with an employment change of +32,300 over this period.³ The Bureau of Labor Statistics site also points out that "(f)inancial analysts typically must have a bachelor's degree, but a master's degree is often required for advanced positions."⁴ It adds that (a) growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth.⁵

"Although not required for financial analysts or personal financial advisors to practice, certification can enhance one's professional standing and is strongly recommended by many employers. Financial analysts may receive the Chartered Financial Analyst (CFA) designation, sponsored by the CFA Institute."⁶

Mission

The University's mission statement is set out here.

"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

¹ "CFA Program," CFA Institute.

<https://www.cfainstitute.org/programs/cfaprogram/Pages/index.aspx>.

² "4 Reasons Financial Analyst Jobs Are in Demand," Robert Half Finance and Accounting. <https://www.roberthalf.com/finance/job-seekers/career-advice/5-reasons-financial-analyst-jobs-are-in-demand>

³ "Occupational Outlook Handbook," Bureau of Labor Statistics, United States Department of Labor, <https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>

⁴ Id.

⁵ Id.

⁶ "Occupational Outlook: Financial Analysts and Advisors," Accounting Jobs Today.com. <http://www.accountingjobstoday.com/cm/Articles/occupational-outlook-financial-analyst.html>

development of mature, responsible and 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 this end, 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 continual review, evaluation and improvement in the curriculum and all aspects of the university so as to meet the changing needs of society.”

The mission statement for the College of Business and Economics is set out here.

“The mission of the College of Business and Economics (COBE) is to provide an active learning environment focused on developing responsible business professionals who can work collaboratively to compete in a dynamic global economy. We emphasize intellectual contributions that advance practice, pedagogy, and knowledge of our disciplines.”

The program fits within the mission of the university and of the college. “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.” The MS in Finance requires creative and critical thinking. Financial analysts must analyze problems and then develop and implement a solution to them.

“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.” There is an increasing demand for well-trained and qualified financial analysts and a shortage of such programs in the Commonwealth of Virginia. In reviewing our offerings within the Department we recognized that a need exists which the faculty are capable of providing. The MS in Finance will satisfy that need to a significant extent.

The program also fits within the mission of the College of Business and Economics, which is “to provide an active learning environment that develops analytical and innovative business professionals for a dynamic global economy.”

The MS in Finance, as proposed, prepares students for attaining CFA status. A CFA is a Chartered Financial Analyst – a person who is recognized as an expert in financial analytics. Financial analysts are needed in virtually every nation, a truly global “ticket” into a professional occupation in a number of nations. That satisfies two of the goals stated in COBE’s mission.

Accreditation

All the programs within COBE are accredited by the AACSB. This MS program will also be covered by this accreditation, and it will be evaluated along with the other programs in the college in each reaccreditation visit. Our next reaccreditation visit in fall, 2017. This program

will need to meet the AACSB standards for a graduate program in order for the college to retain its accreditation.

Admission Criteria

Admission to the Institution:

Transcripts from undergraduate institution(s).

Minimum grade point average of 2.75.

Official test scores as required by the individual programs.

Submission of a resume.

Admission to the MS in Finance Degree Program:

Applicant must submit a transcript showing the completion of a baccalaureate degree.

Minimum requested grade point average of 3.0.

Minimum requested score on the GMAT of 500, or equivalent percentage on the GRE.

Completion of foundations coursework: Principles of Accounting, Corporate Finance, Principles of Economics, and Statistics.

Target Population

The target population is any student possessing an undergraduate degree in business who desires an MS in finance as his or her career track, but other undergraduate degrees will be considered for admission. The program may also be of interest to international students who wish to seek an MS in Finance from an AACSB-accredited university in the United States.

Curriculum

The proposed MS in Finance comprises 30 credit hours distributed among the following categories of course: Finance classes (24 hours), Accounting class (3 hours) and Economics class (3 hours). There are no elective courses in the program. The curriculum covers all the knowledge areas identified as the Common Body of Knowledge by the Chartered Financial Analyst Institute. This is a non-thesis program. The focus and intent of the program is to prepare students for a career in one or more the financial services fields.

The program is intended to enhance the employment opportunities of its graduates by emphasizing the importance of attaining Chartered Financial Analyst (CFA) status and preparing them for the Level One CFA Exam. This includes coverage of the latest practices in investment management. Analytics are heavily emphasized in the curriculum, including coverage of risk management, investment analytics, investment analysis, wealth and retirement planning, and professional standards and ethics. One of the objectives in designing the curriculum was to parallel the CFA exam's content.

The experiential opportunities in the program will be hands-on practice and experience with a variety of software programs currently used in the investment industry and compiling and

managing hypothetical investment portfolios as a significant portion of several courses in the curriculum.

The program also plans to seek CFA Program Partner status. In order to attain this status the program's curriculum must be closely tied to the practice of investment management. Each CFA Program Partner is given complimentary access to Financial News Brief, a daily investment brief for students in the program; may award a minimum of 5 and a maximum of 15 CFA Program scholarships each fiscal year, depending on the number of CFA charterholders on the staff; complimentary access to certain publications and webcasts; and the right to use the CFA Program Partner logo on print and electronic marketing literature, among other benefits.⁷ The curriculum is comprised of thirty (30) credit hours, with ten (10) required courses. There are no electives: all ten courses are required major courses. The Common Body of Knowledge includes Ethical and Professional Standards, Quantitative Methods, Economics, Financial Reporting and Analysis, Corporate Finance, Equity Investments, Fixed Income, Derivatives, Alternative Investments, and Portfolio Management and Wealth Planning. Each of these areas is addressed in at least one of the courses required to complete this program. The ten courses are listed below.

MS in Finance / Investment Management

(30 hours) Required Classes - Some courses have prerequisites.

ECON 651 – Economics for Management Decision Making

FINC 631 – Financial Management

FINC 651 – Financial Analytics

FINC 681 – Investment Analysis and Portfolio Management

ACTG 615 – Financial Reporting and Analysis

FINC 632 – Risk Management

FINC 635 – International Finance and Investments

FINC 633 – Wealth Planning*

FINC 636 – Professional Standards, GIPS, Performance Evaluation*

FINC 680 – Chartered Financial Analyst Prep Course*

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 interactions with faculty and industry professionals.

Advising

Academic advising is a key component of student retention and success. Effective advising requires providing effective feedback, guidance, and mentoring from dedicated faculty members. The students will be advised initially by the COBE Graduate Director's office upon admission.

⁷ *CFA Program Partner Benefits*, CFA Institute web site.

<https://www.cfainstitute.org/community/university/Pages/universitybenefits.aspx>

Each student will also be assigned a faculty member from the program as his or her personal advisor during his or her time in the program. Students will be required to meet with their personal advisor at least twice per semester.

Active Learning

Most classes will incorporate hands-on assignments and projects based on real problems regularly encountered by financial analysts. Some classes may be delivered in a flipped format designed to maximize the class time devoted to problem solving.

Interactions

The students will be encouraged to form study groups and to work together on out-of-class assignments. Faculty will meet with study groups on occasion to answer questions and to monitor student progress.

Continuation

Students will be required to maintain a cumulative GPA of at least 3.0, and any students who receive a grade below C in any class will be removed from the program. The required meetings with a student's faculty advisor will include a discussion of the student's performance and a provision of suggestions to help the student improve his or her performance.

Time to Degree

The program is intended to be completed within twelve months (summer II of the admission year through summer I of the following calendar year) to accommodate the residency restrictions international students must follow. Some students may choose to take two years to complete the program.

Faculty

The department currently has five full-time tenure-track finance faculty and six full-time tenure-track accounting faculty. In addition the economics department currently has eleven full-time faculty. The program calls for eight required finance classes; one required accounting class; and one required economics classes. All of the finance faculty will participate in offering this program, as will at least one accounting faculty member and one economics faculty member. It is anticipated that one additional finance faculty will be required. A full-time tenure-track position is preferable, but a full-time special purpose faculty would suffice, at least in the short term.

Program Administration

The program will be administered through the College of Business and Economics (COBE) Graduate Director's office, in consultation with the Dean of COBE or his or her designee, and the Chair of the Department of Accounting, Finance & Business Law (AFBL).

The COBE Graduate Director is a member of the graduate faculty, but she will not be teaching in this program.

The Department of Accounting, Finance & Business Law will need one additional faculty member with a degree in Finance. A CFA charterholder would be preferred, but not required.

Student Assessment

Learning Outcomes

Employment Skills / Workplace Competencies

Graduates of the program will have the ability to:

- Apply quantitative tools to investment selection and portfolio management decisions;
- Execute and interpret output from econometric models in Excel and SAS;
- Access and obtain raw data and summary data from Bloomberg terminal and Morningstar Direct platform;
- Analyze corporate financial statements;
- Incorporate economic analysis into investment decision making;
- Utilize high ethical understanding and relevant professional standards in conducting investment business practice;
- Analyze and select appropriate equity, fixed income, and alternative assets to construct an investment portfolio;
- Generate client-specific advice that incorporates behavioral finance tools;
- Structure portfolio risk management strategies; and,
- Evaluate investment performance.

Program Assessment

The proposed program will conduct and report annual assessments of student learning outcomes beginning in 2020, in accordance with the Office of Institutional Assessment's university-wide reporting requirements. A more extensive review of the program's mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. The program, with help from the Office of Institutional Assessment, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review report that will describe how program goals and learning outcomes have been achieved. The program is scheduled to submit its first Academic Program Review report in 2022.

Benchmarks of Success

In determining the success of the program, three different measures are proposed. We expect to meet or exceed each of these measures:

- at least 80% of the graduates each year report being satisfied or highly satisfied with the academic program at graduation;

at least 75% of the graduates are placed in appropriate employment within two years of graduation;
at least 80% of the students will complete the program in two years or less.

If the program is unable to attain any of the benchmarks of success the department and the college will determine whether the program should be continued in its original format, modified into a new format, or discontinued.

Expansion of an Existing Program

This program is not an expansion of any current program although it is an MS in an area for which we offer a BBA.

Relationship to Existing Radford University Degree Programs

This program will be a complement to the MBA program currently offered in COBE, increasing the college's graduate offerings. The program can and will operate without compromising any existing programs at Radford University.

Compromising Existing Programs

This program should not compromise any existing programs at the university. It will be a complement to the Masters of Business Administration (MBA) program by offering a specialized degree with a particular field, finance, rather than a generalist program that encompasses the entire business curriculum as does the MBA. Student pursuing a career in financial services will be better served with the MS in Finance, whereas students seeking professional advancement in other business career areas are more likely to pursue an MBA or another specialized degree,

Collaboration or Standalone

This is a standalone program. No other organization beyond the College of Business and Economics was involved in its development, and no other organization outside the college will collaborate in its operation. There is one course from the Economics department included in the program, but Economics is housed in the College of Business and Economics.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The State Council for Higher Education in Virginia (SCHEV) has established the requirements for approving a new program at a public institution.⁸ This proposal was prepared following the

⁸ SCHEV, "State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions," found at <http://www.schev.edu/docs/default-source/institution->

guidelines set out in the Approval of Program Actions at Public Institutions, and in consultation with Dr. Dennis Grady, Dean of the College of Graduate Studies and Research.

Finance is the lifeblood of the business world. Raw materials aren't processed, factories aren't built, goods aren't shipped and customers aren't satisfied unless the money that makes it happen is present at the right time and place. It's an understatement to say that the finance industry is large, diverse and incredibly important; people in finance careers are the people who create, broker and track nearly every monetary transaction.⁹

In 2015 Randstad reported that the most in-demand skill sets for 2105 were Certified Public Accountants (CPA) and Chartered Financial Analysts (CFA), among others. There was also a significant demand for Senior Analysts, with a low supply of qualified persons, but a high demand for such candidates.¹⁰ Robert Half lists “\$Reasons Financial Analyst Jobs Are in Demand,”¹¹ stating that today's business decisions require financial expertise, the need is widespread, the economy is still recovering, and the population is aging. This site refers to the Bureau of Labor Statistics expectation that there will be a 12% growth rate for financial analysts in the period between 2014 and 2024 that is faster than the projected average growth for all professions.

Globally the demand for finance professionals is increasing. This is especially in the United Kingdom, Germany, Canada, Hong Kong, and Japan, according to the Master of Finance web site.¹² London, in particular, has a very high demand for finance professionals in the United Kingdom, with salaries among the highest in the world to attract candidates. Germany has the largest economy in the Eurozone, with a large financial sector that helps to set the policy for the European Union. Canada has a large demand for finance professionals due to the nature of its economy, with the large number of jobs in natural resources and mining. Financing these industries demands a unique approach to financial management. Hong Kong's demand is based to a significant degree on its unique position as a financial bridge between east and west. The Japanese stock market and financial services sectors provide areas of significant growth and opportunity for finance professionals.

[section/GuidancePolicy/academic-approval-policies/2016-academic-approval-policy.pdf?sfvrsn=10](#)

⁹ Masters in Accounting Web Site, <http://www.mastersinaccounting.info/finance-schools/virginia/>.

¹⁰ 2015's Best Finance and Accounting Jobs and Their Salaries,” Randstad, <https://www.randstadusa.com/workforce360/jobs-the-economy/finance-accounting-jobs-in-demand-for-2015/256/>

¹¹ “4 Reasons Financial Analyst Jobs Are in Demand, Robert Half, Finance & Accounting, <https://www.roberthalf.com/finance/job-seekers/career-advice/5-reasons-financial-analyst-jobs-are-in-demand>

¹² “What Areas of the World have the Greatest Demand for Finance Professionals?” Master of Finance Degrees, <http://www.master-of-finance.org/faq/what-areas-of-the-world-have-the-greatest-demand-for-finance-professionals/>

In April of 2016, the Bentley University Graduate School of Business listed 12 interesting jobs in Finance while stressing the value of an MBA or an MS in Finance.¹³ Of the twelve jobs listed, eight were appropriate for a person holding an MS in finance, while the other four were appropriate for either an MBA or a MS in finance, but likely for a person holding an undergraduate degree in accounting. Average salaries listed for the finance-specific positions ranged from \$59,380 for a stockbroker to \$158,553 for a Chief Financial Officer (CFO).

At the present time no university in Virginia offers an MS in Finance. A number of schools offer an MBA with an emphasis in finance, but this is more of a generalist's degree with more attention paid to the field of finance. Virginia Commonwealth University offers an MS in Business with a Concentration in Finance. The College of William and Mary and Virginia Tech both offer an MBA in Finance. The MS in Finance being proposed will provide all finance or finance-related course work. It will emphasize preparation for a career as a Chartered Financial Analyst (CFA), although the program will also prepare its students for careers in several other finance fields of specialization.

Employment Demand

Ironically, though the job market is a rough place at the moment, employers are desperately in need of young, talented financial advisors. In their article titled "One of the Fastest-Growing Careers is in Desperate Need of Young Talent," Forbes asserts that one financial job that's remained secure and increasingly relevant in today's market is the financial advisor. This is because Baby Boomers are approaching retirement and need help preparing for a financially secure future, mainly, and also because the average finance advisor currently working is 50-years-old and nearing retirement as well.

The training offered in this program opens the door for young talent. While other specialties within the finance umbrella may not fare as well, and still face an intensely competitive environment, those pursuing a financial advisor position may find that they are more sought after than seekers, especially if they are compliance clean and can generate revenue for their employer.

The U.S. Bureau of Labor Statistics reports significant demand for students with a finance degree, and in several fields.¹⁴ It predicts an increasing demand in several fields through 2024, including:

Actuary – 18 percent, much faster than average
Financial Manager – 7 percent, average job growth.
Personal Financial Advisor—30 percent, much faster than average
Financial Analyst – 12 percent, faster than average

¹³ "12 Interesting Jobs in Finance," Bentley University Graduate School of Business (April 1, 2016), <http://www.bentley.edu/graduate/ms-programs/finance/news-insights/12-interesting-jobs-finance>

¹⁴ U.S. Bureau of Labor Statistics' 2016-17 Occupational Outlook Handbook

Securities, Commodities and Financial Services Sales Agents – 10 percent, a little faster than average¹⁵

The median average salaries in these five areas range from a low of \$72,070 (Securities, Commodities and Financial Services Sales Agents) to a high of \$115,302 (Financial Managers). Obviously there are a number of career opportunities, and the compensation tends to be substantial in all fields within finance.

The Virginia Employment Commission projects that 11,354 positions for financial analysts between 2012 and 2022, a 20.35% total increase by 2022. It also reported that there were 175 potential candidates in Virginia for 450 listed job openings for Financial Analysts on April 18, 2016. The morning of July 5, 2016, there were at least 448 positions for financial analysts across Virginia, according to the Virginia Workforce Connection.¹⁶

Student Demand

There is a demand in the marketplace for specialized graduate degrees in business rather than the traditional MBA. “The market for specialized master’s programs in accounting, management, finance, and a number of other business disciplines has never been stronger. A growing number of business schools... are riding on that wave of interest. They’re creating a whole new suite of MS degrees... in response to a new generation of students, the vast majority of whom are either straight out of college or just a year or two out of school. The MS students are hungry for the specialized knowledge these programs offer and are looking to distinguish themselves in an increasingly competitive job market...”¹⁷

As the economy continues to recover from the “Great Recession” this demand has increased. “The number of specialist degree programs in finance offered by schools has increased by nearly 25% over four years, according to data from the AACSB.

“The depth and breadth of knowledge needed to practice in finance is higher than it has ever been....Students must acquire the right knowledge, skills and abilities to distinguish themselves,” Tom¹⁸ says.

Demand for financially fit graduates is high. There is a growing need for talent with professionalism coming from financial employers and even regulators.”¹⁹

¹⁵ *Id.*

¹⁶ Virginia Workforce Connection (VAWC), found at https://www.vawc.virginia.gov/jobbanks/joblist.asp?session=jobsearch&geotype=&geo=5101000000&keyword=financial+analyst&ff_keyword_option=1,%202&ff_greenjobs=0&txtCompany=&t=q

¹⁷ Alison Demast, “The Booming Market for Specialized Master’s Degrees,” *Bloomberg Business* (November 21, 2012).

¹⁸ “Tom” is Tom Robinson, president and chief executive of AACSB International, the business school accreditation agency.

¹⁹ Seb Murray, “CFA, Masters in Finance In Demand As Recruitment Recovers From Crisis,” *Business Because.com* (August 3, 2015).

While somewhat dated, the MS in Finance was considered one of ten advanced degrees that were considered better than an MBA just a few years ago.²⁰ There is no evidence that this has changed in the intervening four years. For example, according to the National Association of Colleges and Employers, “Finance, accounting, and computer science are the individual majors most in demand at the bachelor’s and master’s degree levels, according to NACE’s Job Outlook 2015 report. More than 53 percent of employers that are hiring bachelor’s degree graduates intend to hire finance (57.4 percent), accounting (56.1 percent), and computer science (53.8 percent) majors... Meanwhile, at the master’s degree level, finance (24.2 percent) tops this list of most-in-demand majors, followed closely by computer science (23.8 percent) and accounting (22.0 percent)... Data for the Job Outlook 2015 survey were collected from August 11, 2014, through October 7, 2014. A total of 260 surveys were returned—a 25 percent response rate.”²¹

Paul Carrant, the Radford University Director on International Education, was asked how successful he thought we could be in attracting international students. Given the increased popularity of this degree, especially with international students, and the adoption of a new recruiting plan for Mr. Carrant’s office, he said that ten students was realistic, although it could be considerably higher

²⁰ “Ten Advanced Degrees That are Better Than An MBA Today,” *Online College.org* (November 29, 2012).

²¹ “The Bachelor’s and Master’s Degrees That Are Most in Demand,” *NACE web site* (January 21, 2015). Found at <http://www.nacweb.org/s01212015/job-outlook-majors-in-demand.aspx>. [The *Job Outlook 2015* report is available at www.nacweb.org/surveys/job-outlook.aspx or through the MyNACE area at www.nacweb.org/job-outlook/index.aspx.]

State Council of Higher Education For Virginia

Summary of Projected Enrollments in Proposed Program

Projected enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2018- 2019		2019- 2020		2020- 2021		2021- 2022			2022- 2023		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>5</u>	<u>5</u>	<u>8</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>15</u>	<u>15</u>	<u>15</u>

Assumptions

- Retention percentage 90% +
- Full-time students 90%
- Part-time students 10%
- Full-time students credit hours per semester 12
- Part-time students credit hours per semester 6
- Full time students graduate in 1 year
- Part time students graduate in 2 years

Duplication

No other university in Virginia currently offers an MS in Finance. This program would be unique to the Commonwealth and would help to address a need both within the state and the region. With an aging workforce there will be an increase in the need for good financial management for retiring workers in addition to the more traditional needs in the finance field. With the decline in defined benefit retirement plans and a corresponding increase in defined contribution plans, many of today’s workers will need a personal financial advisor to provide guidance in planning for family expenses during the employment years and for a comfortable retirement at the end of those employment years. This will also lead to an increased demand for trained and qualified financial advisers and analysts. The demand currently exist, but the supply is woefully inadequate.

Projected Resource Needs for the Proposed Program

Resource Needs

The department will need at least one full-time tenure-track finance faculty member in order to be able to offer the courses needed to satisfy the demand for the MS in Finance while also meeting our obligation to our undergraduate students. The department may also need one adjunct

faculty to cover one undergraduate class per semester, allowing one of the current faculty to provide one section of graduate coverage each semester.

If demand should exceed our projections a second full-time tenure-track or full-time special purpose faculty member may be needed in order to allow the department to offer multiple sections of some graduate classes. Given the strong demand for MS in Finance programs among international students, the fact that our college is AACSB accredited, and that the tuition at Radford is significantly lower than an many other universities, it is quite possible that we will be able to attract more international students than is currently anticipated.

Full-time Faculty

To hire one full-time tenure-track faculty member with a PhD in Finance will require a salary of between \$120,000 and \$135,000.

A full-time special purpose faculty member with a PhD in Finance will require a salary of between \$100,000 and \$120,000.

A full-time special purpose faculty member with a Master's degree in Finance and possessing either Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA) credentials will require a salary of between \$90,000 and \$110,000.

Part-time Faculty

We will not need a part-time faculty member for the program.

Adjunct Faculty

We will not need an adjunct faculty member for the program.

Graduate Assistants

The College of Business and Economics does not use Graduate Assistants as classroom instructors. Any Graduate Assistantships will be used for research assistance and support of classroom instruction.

Classified Positions

The program should not require any additional classified staff.

Targeted Financial Aid

No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers)

A new faculty member would require a computer and peripherals.

Library

Library materials should be sufficient at this time.

Telecommunications

A new faculty member will need telecommunication equipment, but we currently have such equipment available in every office in the building.

Space

There is sufficient office space available in the building for an additional full-time faculty member.

Other Resources (specify)

Resources Needs: Part A-D

Part A: Answer the following questions about 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 X No ___

Will each type of space for the proposes program be within projected guidelines?

Yes__ No X

Will a capital outlay request in support of this program be forthcoming?

Yes__ No X

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

	Program Initiation Year	2018-2019	Expected by Target Enrollment Year	2021-2022
	On-going and reallocated	Added (New)	Added (New)***	Total FTE Positions
Full-Time FTE*	.3	1	0	1.3
Part-time FTE**	.3	0	0	.3

Adjunct Faculty	0	0	0	0
Graduate Assistants (HDCT)	2	0	0	2
Classified Positions	0	0	0	0
Total	2.6	1	0	3.6

*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 2018 - 2019		Expected by target enrollment year 20 __ - 20 __	
Full-time faculty	.33	1		
Salaries	28000	115000		
fringe benefits	8322	34181		
Part-time faculty (faculty FTE split with other units)	.167			
Salaries	28000			
fringe benefits	8322			
Adjunct faculty	0			
Salaries				
fringe benefits				
Graduate assistants		2		
Salaries		18000		
fringe benefits	0			
Total personnel cost				
Salaries				
fringe benefits				
Total cost				
Equipment		1500		
Library		0		
Telecommunication costs		166		
Other costs				
TOTAL	72644	168847		

Part D: Certification Statement(s)

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

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
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 2018- - 2019	Target enrollment year 20 - 20
Reallocation within the department (Note below the impact this will have within the department.)	\$36,322	
Reallocation within the school or college (Note below the impact this will have within the school or college.)		
Reallocation within the institution (Note below the impact this will have within the institution.)	\$149,181	
Other funding sources (Specify and note if these are currently available or anticipated.)		

2. **Statement of Impact/Other Funding Sources. A separate detailed explanation is required for each source used.**

Reallocation within the department.

We will offer one less section of a multi-section class within the department at the undergraduate level in order to provide coverage for the course needed in the MS program.

Reallocation within the school or college.

Reallocation within the institution.

We will ask the institution to look at currently unfilled positions and the need to fill them based on demand and institutional changes in outlook or planning. The anticipated demand for this program should justify the reallocation of one position to add a high demand / high impact professional graduate program.

3. Secondary Certification.

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

_____ Agree

Signature of Chief Academic Officer

_____ Disagree _____

Signature of Chief Academic Officer

Appendices

Appendix A – A Sample Plan of Study

Sample Plan of Study for Full-Time Students (and part-time students, if applicable).

Summer II	Fall	Spring	Summer I
FINC 631	ECON 651	ACTG 615	FINC 680
	FINC 651	FINC 635	
	FINC 632	FINC 633	
	FINC 681	FINC 636	

Full-Time Student

Part-Time Student

Credit Hours – Summer II	3	Credit Hours – Summer II, Year 1	3
Credit Hours – Fall	12	Credit Hours – Fall, Year 1	6
Credit Hours – Spring	12	Credit Hours – Spring, Year 1	
6			
Credit Hours – Summer I	3	Credit Hours – Fall, year 2	
6			
Credit Hours – Spring, Year 2	6		
Year 2 3		Credit Hours – Summer I,	
TOTAL CREDIT HOURS -	30		
30			

Appendix B – Course Descriptions

Description of Required Courses for the Program

ECON 651: Economics for Management Decision-Making (3 credits)

Study of selected topics in economic theory and their application to management problems. Topics include demand and supply, revenues, elasticity, production and cost, incremental decision making, market structure and pricing and investment analysis. Elementary quantitative methods developed and utilized.

FINC 631: Financial Management (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines techniques and concepts used in modern business and the theoretical advances in the areas of asset management and capital structure planning. Topics included capital budgeting, working capital management, valuation, cost of capital, capital structure planning, dividend policy, option pricing, mergers and acquisitions. Problems and short cases used to enhance student skills in financial planning and decision making.

FINC 651: Financial Analytics: Applications for Data Analysis and Portfolio Construction (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Financial Analytics: Applications for Data Analysis and Portfolio Construction, will apply major financial, statistical, and quantitative techniques to analyze big data and construct optimal financial portfolios. This course will cover the importance of statistical techniques, advanced econometrics, portfolio theory, and risk/reward interplay to a) understand big data, b) use econometrics to streamline time series, c) develop financial models, and d) analyze and create investment portfolios for individual investors and institutional clients. The course coverage includes use of financial and economic databases, advanced econometrics tools, portfolio theory, SAS and/or Excel and/or SPSS, and research methods in finance.

FINC 681: Investment Analysis and Portfolio Management (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
An in-depth study identifying various investment instruments offered in the financial markets and how technical and fundamental analysis is used to predict the future performance of a portfolio and the market.

ACTG 615: Financial Reporting and Analysis (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Study of the practice of accounting, financial reporting and analysis of financial performance for corporate entities. Emphasis on research and advanced financial topics of current interest.

FINC 632: Risk Management (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Provides a study of the management of non-speculative risks in business and several management tools to deal with them. Examines cases and situations which require risk management decisions. Students conduct a risk management analysis of a business organization.

FINC 635: International Finance and Investments (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines the international financial environment and focuses on the basics of international financial decision making required in international business operations.

FINC 633: Wealth Planning (new course) (3 credits)

Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines the application and concepts of modern wealth management techniques utilizing tax sheltered, tax deferred and taxable investments. Major topics include building a solid financial future by creating the right investment portfolio utilizing investment diversification and the appropriate asset allocation for life cycle investing in stocks, bonds, mutual funds, ETFs, individual real estate and other investments for portfolio growth, conservation and for determining a sustainable withdrawal rate during the systematic distribution of portfolio assets. Estate planning considerations, including the use of trusts and life estates and the use of annuities, life insurance and alternative investments in wealth management also are covered.

FINC 636: Professional Standards, GIPS, Performance Evaluation (new course) (3 credits)

Prerequisites: Admission to the M. S. Finance

This course is designed to equip students with the necessary knowledge and skills in the topic areas of Ethical and Professional Standards, GIPS Standards, and Performance Evaluation for the Chartered Financial Analyst (CFA) Level I, Level II, and Level III tests. Students will study the CFA Program curriculum readings and master CFA learning outcome statements (LOS).

FINC 680: CFA Exam Preparation (new course) (3 credits)

Prerequisites: Admission to the M. S. Finance

This course is designed to equip students with the necessary knowledge and skills to sit for the Chartered Financial Analyst (CFA) Level I test and to start them on the preparation for the Level II test. Students will study the CFA Program curriculum readings and the learning outcome statements (LOS) of the CFA. Upon completion of this course students will be given one mock exam for practice, exposure to the exam format, and self-evaluation of preparedness.

Appendix C – Abbreviated CV’s for Faculty

Dr. Steven Beach, PhD, 1999, Washington State University, Professor of Finance.
Specialization Areas: Investments, Portfolio Management, International Finance

Dr. Rodrigo Hernandez, PhD, 2007, University of Arkansas, Associate Professor of Finance.
Specialization Areas: Investments, Financial Modeling, Markets and Institutions.

Dr. Abhay Kaushik, PhD, 2007, Florida Atlantic University, Associate Professor of Finance.
Specialization Areas: International Finance, Markets and Institutions Money and Banking.

Dr. Clarence Rose, PhD, 1983, Virginia Polytechnic Institute and State University.
Specialization Areas: Finance, Insurance, Real Estate

Dr. Feifei Zhu, PhD, 2011, University of Wisconsin – Milwaukee, Assistant Professor of Finance.
Specialization Areas: Global Financial Management, International Finance.

Dr. Helen Roybark Specialization Areas: PhD, 2003, Virginia Commonwealth University,
Accounting and Management.
Specialization Areas: Auditing, Financial Accounting, Managerial Accounting.

Dr. Daniel Farhat, PhD, 2009, University of California – Riverside, Economics.
Specialization Areas: Macroeconomics, Economic Theory, Econometrics, International Trade.

Appendix D – Employment Demand

Occupational Outlook Handbook, U.S. Bureau of Labor Statistics,
12% growth forecast from 2014-2024.
277,600 in 2014, 32,300 projected additional positions by 2024.
Median pay \$78,620 per year

Occupational Projections (Long-term) for Multiple Occupations in Virginia in 2012-2022
9,434 financial analysts in Virginia in 2012, 11,354 positions projected for 2022.
1.87% increase per year, 20.35% total increase by 2022.

Number of Candidates for Jobs Available, Virginia

175 potential candidates in Virginia on April 18, 2016; 450 listed job openings got Financial Analysts. 0.39 Potential Candidates per Job Opening for Financial Analysts.

Jobs Area Distribution, Virginia

2014 Estimated Median Annual Wage in Virginia for Financial Analysts \$87,593.

Jobs Available, Virginia

Job openings advertised in Virginia for Financial Analysts and for the related occupational group of Business Financial Operations Occupations on April 18, 2016:

450 Financial Analysts and 6,584 for Business and Financial Operations

Position Announcements:

VP of Finance, Faststream Recruitment, Inc, Norfolk, VA (4-4-2016)

Base Pay \$140,000 - \$175,000 per year

30 Applications submitted

Finance Director, R.H. Boyd Publishing Corp., Nashville, TN (3-30-2016)

No salary data listed

53 Applications submitted

Average Salary for Certification: Chartered Financial Analyst (CFA), PayScale (updated April 13, 2016)

Financial Analysts – 249 salaries: \$45,623 - \$97,085

Portfolio Manager – 200 salaries: \$64,039 - \$182,588

Investment Analyst – 172 salaries: \$49,809 - \$102,505

Senior Financial Analyst – 127 salaries: \$61,057 – 4113,304

Research Analyst – 96 salaries: \$46,977 - \$122,872

Appendix E – Student Demand

[This is a preliminary survey, distributed only to seniors in the College of Business and Economics at Radford University. A more comprehensive survey will be conducted before this proposal is forwarded to SCHEV for consideration.]

Radford University is developing an MS in Finance for implementation in summer 2017. The program will provide a detailed and in-depth coverage of financial and investment management. It will also provide preparation for attaining the status of Chartered Financial Analyst (CFA), a professional certification. Graduates will be prepared for certification and for employment in a number of areas within the field of finance.

We have prepared the survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at sturmel@radford.edu or ddavidso@radford.edu if you would like more information about this program.

Q1 - Are you planning to seek a graduate degree within the next three years?

#	Answer			%			Count
1	Definitely yes			43.66%			31
2	Probably yes			19.72%			14
3	Might or might not			18.31%			13
4	Probably not			12.68%			9
5	Definitely not			5.63%			4
Total				100%			71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Are you planning to seek a graduate degree within the next three years?	1.00	5.00	2.17	1.27	1.61	71	81.69%	36.62%

Q2 - If this MS in Finance program is approved will you apply for admission?

#	Answer	%	Count
1	Definitely yes	8.45%	6
2	Probably yes	32.39%	23
3	Might or might not	21.13%	15
4	Probably not	22.54%	16
5	Definitely not	15.49%	11
	Total	100%	71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
If this MS in Finance program is approved will you apply for admission?	1.00	5.00	3.04	1.23	1.51	71	61.97%	59.15%

Q3 - Would you apply if this is a one year full-time program?

#	Answer	%	Count
1	Definitely yes	22.54%	16
2	Probably yes	26.76%	19
3	Maybe	22.54%	16
4	Probably not	16.90%	12
5	Definitely not	11.27%	8
	Total	100%	71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Would you apply if this is a one year full-time program?	1.00	5.00	2.68	1.30	1.68	71	71.83%	50.70%

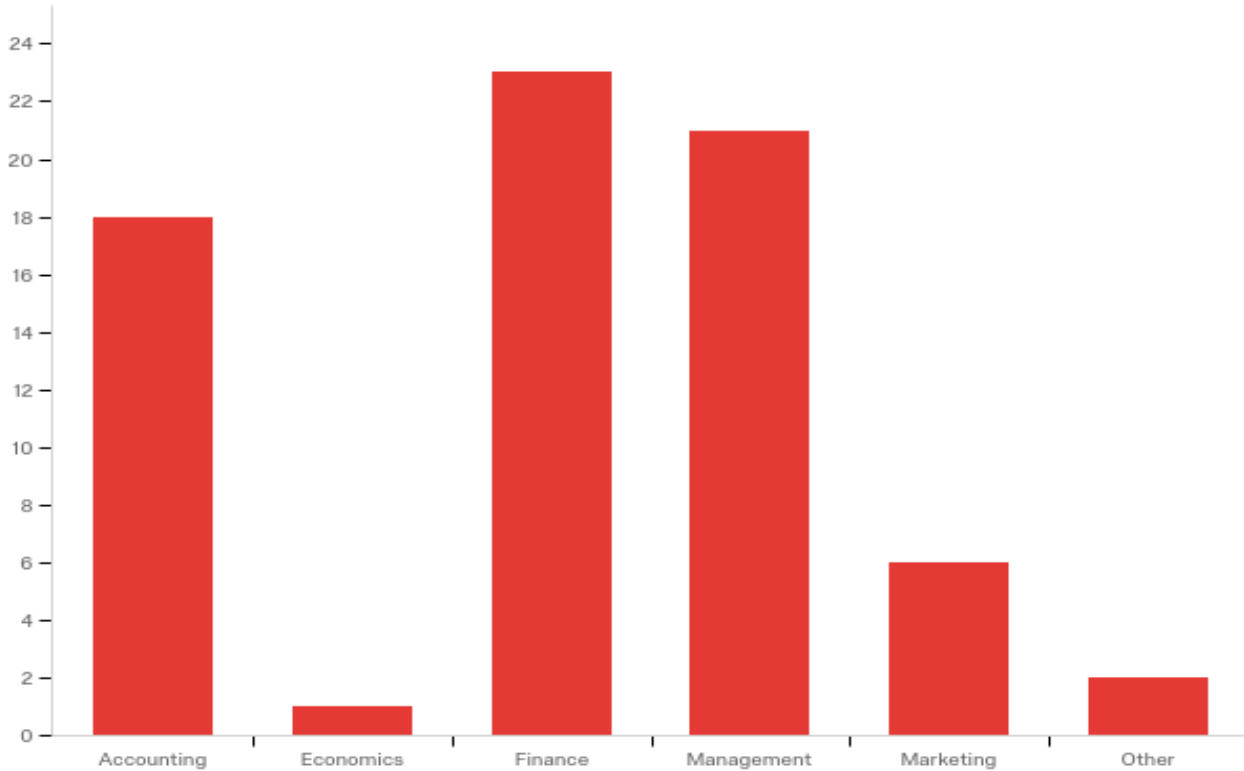
Q4 - Would you apply if this is a two year part-time program?

#	Answer	%	Count
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1	Definitely yes	4.23%	3
2	Probably yes	28.17%	20
3	Might or might not	32.39%	23
4	Probably not	16.90%	12
5	Definitely not	18.31%	13
	Total	100%	71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Would you apply if this is a two year part-time program?	1.00	5.00	3.17	1.15	1.32	71	64.79%	67.61%

Q5 - What is your major? Select all that apply.



#	Answer	%	Count
1	Accounting	25.35%	18
2	Economics	1.41%	1
3	Finance	32.39%	23
4	Management	29.58%	21
5	Marketing	8.45%	6
6	Other	2.82%	2
	Total	100%	71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
What is your major? Select all that apply.	1.00	6.00	3.03	1.38	1.91	71	59.15%	40.85%

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Appendix IV: 16-17.21—Motion Authorizing Creation of PHRE 202 and Designating It as a Disciplinary-Prefixed Equivalent to CORE 202

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: March 23, 2017

Department: PHRE

Current Course or Program ID:

Proposal Number:

(Assigned by the Registrar)

Contact Person: Guy Axtell

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: This course was developed in response to passage by Faculty Senate of a motion allowing the substitution of discipline-based courses for CORE 201 and CORE 202. PHRE 202 will substitute for CORE 202. The members of the Department of Philosophy & Religious Studies believe that a departmentally-based course will assist students in seeing the connection between the skills and competencies taught in CORE 202 and a specific academic discipline with relevance to their lives as citizens.

Proposal to Substitute a Departmental Special Topics Course for CORE 202

Special Topics course proposals intended to substitute for CORE 202 must be approved by the Department Chair, College Dean, the Core Curriculum Advisory Committee and the Undergraduate Curriculum and Catalog Review Committee before being presented to the Provost.

I. Catalog Entry

a. Department Prefix (three or four capital letters) **PHRE**

b. Course Number (three numbers) **202**

c. Course Title - **Current Topics in Ethical Inquiry**

d. Prerequisites - **CORE 201 or the equivalent**

e. Credit Hours - **3**

f. Brief Description – Examination of an ethical topic/issue with a focus on the relationship between reading, writing, and thinking and on the rhetorical principles that inform successful oral and written communication. This course can be used to substitute for CORE 202 - Topics in Ethical Inquiry.

II. Detailed Description of Course

a. Content

To fulfill the requirements for CORE 202, this course will explore ethical issues from a philosophical perspective, or a perspective involving multi-disciplinary studies of religion in the contemporary world. The course will continue the emphasis of the Core sequence on the composing process, the relationship between reading, writing, and thinking, and on the rhetorical principles that inform successful oral and written communication. Students will become familiar with the major methods of ethical reasoning and will research and evaluate ethical arguments supporting competing viewpoints related to the particular topic and issues on which the instructor is focusing. In addition, the course will include a major team project that uses the ethical decision-making framework of the *Core Handbook* to explore the ethical issue and formulate a position or a solution.

b. Detailed Description of Conduct of Course

This course will use the newest version of the Core Handbook (2014) in order to address the Core requirements for the course. Other texts will be chosen by the instructor that address the course's theme.

Each instructor will choose an ethical theme that philosophers and/or religious studies scholars are particularly concerned with that will guide the choice of additional readings, assignment topics, and classroom activities. Required projects for the course will include:

1. Ethical Analysis Essay in which students will critique an argument on an ethical issue.

2. Group Project and Presentation in which students will work as teams to propose a solution to or make a decision about an ethical dilemma or problem.
3. Group Communication Evaluation by the rest of each student's team.

Other essays, quizzes, or projects may be added at the instructor's discretion.

The course may be delivered face-to-face or online (either synchronously or asynchronously).

c. Student Goals and Learning Outcomes of the Course

Goals:

1. Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources.
2. Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.
3. Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.
4. Radford University students will be able to locate, evaluate, and cite information.

Learning Outcomes and Objectives:

Students will be able to:

1. Critically analyze the ethics of domestic or global issues. Students will:
 - Apply critical reasoning to the issue;
 - Utilize reasons and arguments;
 - Construct an essay or group presentation addressing the issue.
2. Evaluate ethical issues from a variety of perspectives in order to develop policy prescriptions for citizens and real-world decision makers. Students will:
 - Apply critical reasoning to the issue;
 - Utilize reasons and arguments;
 - Construct an essay or group presentation addressing the issue.
3. Prepare coherent and well-written essays that effectively use tone, mechanics, and style appropriate to an academic audience. Students will:
 - Use tone, mechanics, and style appropriate to an academic audience;
4. Deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. Students will:
 - Contribute to team meetings;
 - Facilitate the contribution of team members;
 - Foster a constructive team climate; and
 - Respond effectively to conflict.
5. Distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation:
 - Apply critical reasoning to an ethical issue;
 - Utilize reasons and arguments appropriate to debate over an ethical issue;
 - Recognize an ethical issue;
 - Apply major ethical perspectives to the issue;

- Examine the consequences for others of one’s decision or position on an ethical issue; and
 - Identify criteria to consider in relation to options.
6. Locate, evaluate, and cite information. Students will:
- Find facts related to an ethical issues; and
 - Research stakeholder positions.

d. Assessment Measures

The assignments will address the CORE learning outcomes. Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments and student work will be collected, and artifacts will be sent to the office for Academic Assessment.

e. Other Course Information: None

III. Background and Justification

a. Need for the Course

The rationale for offering a discipline-based course is to provide continuity for PHRE majors or other students interested in philosophy and/or religious studies between the Core Curriculum and the department’s own program learning objectives which emphasize critical reading, thinking, and writing as well as the ability to locate, cite, and evaluate information. The department’s members believe that a disciplinary context will help students understand the importance of the learning objectives included in CORE 202 and the applicability of these skills to their own discipline and future as citizens and as policy makers.

b. Students for Whom Course is Offered: We believe that PHRE majors and minors will find this course particularly helpful. However, it will be open to all majors.

c. Anticipated Enrollment: 25

d. Frequency of Course Offerings: one section every semester

e. Level and Prerequisites: CORE 201 or the equivalent.

IV. Rationale for Resources Required

a. Faculty Resources: None

b. Effect on Existing Curricula: This course would complement and enhance the existing PHRE curriculum. It also will be an effective method of delivering CORE 202.

c. Facilities, Equipment and Supplies: None required.

d. Library Resources: None required.

1. Describe the adequacy of materials available to support this course. There are adequate library resources to support this class.
2. List in priority order the additional materials to be purchased: None.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

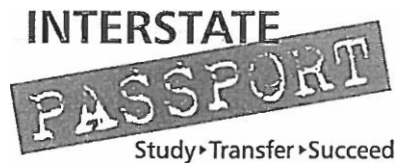
e. Computer Resources--None

f. Other Anticipated Resources—None are anticipated.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

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Appendix V: 16-17.22—Motion *re* Interstate Passport Initiative



The Interstate Passport

A New Framework for Student Transfer

The Interstate Passport Initiative provides a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among most institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border "match" of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another will have their learning achievement recognized; they will not be required to repeat courses or other learning opportunities at the receiving institution to meet lower-division general education requirements.

The idea and design for this grass-roots initiative was conceived in 2010 by chief academic leaders in the West as a solution for transfer students, who too often lose credits, have to repeat courses, and spend additional money to complete their degrees. With approximately 33 percent of today's students transferring—and nearly 27 percent of them crossing state lines according to a study by the National Student Clearinghouse—the Passport promises a new way to streamline transfer students' pathways to graduation.

Passport Learning Outcomes and Proficiency Criteria for Transfer

Since 2011, faculty from both two- and four-year institutions in multiple states have worked collaboratively to develop the Passport Learning Outcomes (*what a student should know and be able to do*) and attendant proficiency criteria (*ways students demonstrate achievement of the learning outcomes*) in lower-division general education. Referencing the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities, the Passport framework comprises nine knowledge and skill areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, critical thinking, creative expression, human society and the individual, teamwork and value systems.

Each of the nine areas includes a consensus set of Passport Learning Outcomes (PLOs) reflecting the learning outcomes of the participating faculty's institutions or states. The Proficiency Criteria (PC) provide examples of current classroom assignments as a context within which to establish an understanding among faculty about student proficiency with the learning outcomes at the lower-division general education level and to review one's own assignments.

Passport Blocks

To participate in the Passport Network, each institution must construct its Passport Block—a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so will be awarded a Passport and notified of this achievement. For

many students, this will stand as an early milestone on their way to a degree. For those who transfer, it will ensure that they do not waste time repeating learning they have already achieved at their former institution even if the courses or credits required at their new Passport institution's Block are different. Faculty also benefit by knowing that they can change the curriculum in the courses in their institution's Block without triggering an articulation review as long as the PLOs are still addressed.

Verifying Passport Students and Tracking Their Academic Progress

Institutions participating in the Passport Network agree to report the number of Passports awarded and supply data on the academic performance of Passport and non-Passport students who transfer into their institution for two terms after they transfer as well as for students who earn the Passport at their institution for two terms after earning it. These data are sorted and analyzed by the Passport's Central Data Repository (CDR). Each sending institution receives a report detailing how well its former students have performed at Passport receiving institutions for use in continuous improvement efforts. The CDR also reports aggregate data to the Passport Review Board for use in evaluating the overall performance of the Passport program.

The design for noting the Passport on student records and tracking academic performance was developed by registrars and institutional researchers from participating institutions. Currently, Utah State University serves as the CDR. In 2016 some of this work will transition to the National Student Clearinghouse. Passport institutions will be able to use the Passport-Verify service to determine which incoming transfer students have a Passport, ensuring that their learning is recognized. Passport Network members will also submit academic progress data to the Clearinghouse, enabling the Passport Network to be scaled across the nation.

Participating in the Passport Framework's Development

Faculty, registrars, institutional researchers, academic advisors, and campus marketing specialists from two-year and four-year institutions in 16 states are involved in the development and testing of the Passport Framework. Some have been involved since the first phase kicked off in 2011 while others are now coming aboard to evaluate the process of applying for Passport status or to pilot the process of mapping critical assignments to the PLOs. States involved to date include :Arkansas, California, Colorado, Hawaii, Idaho, Indiana, Kentucky, Montana, North Dakota, New Mexico, Ohio, Oregon, South Dakota, Virginia, Utah, and Wyoming.

Becoming Part of the Passport Network

In spring 2016, regionally accredited public and private not-for-profit institutions can apply to become members of the Passport Network. To be approved by the Passport Review Board, an institution's faculty must agree that its learning outcomes are congruent with and not in conflict with the PLOs, and are acceptable as a basis of block transfer. They must also construct the institution's Passport Block. The registrar must put in place processes to award the Passport to students who achieve it and to recognize incoming transfer students with a Passport as having fulfilled the lower-division general education requirements as well as supply data annually on the number of Passport's awarded and the academic progress data described above. Institutions sign a Memorandum of Agreement for a five-year renewable term and may pay an annual membership fee.

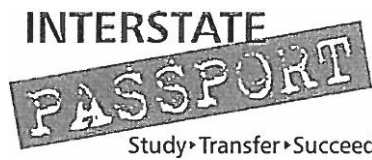
Funding for the Passport Initiative.

The Interstate Passport Initiative is being developed and rolled out in phases with funding from the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

The Interstate Passport Initiative is managed by the Western Interstate Commission for Higher Education (WICHE), one of four regional compacts established by the U.S. Congress in the 1950s to facilitate the sharing of information and expertise in the higher education community.

More Information

More information is available at www.wiche.edu/passport or contact Cathy Walker, project manager, at cwalker@wiche.edu



INTERSTATE PASSPORT INITIATIVE

ACADEMIC QUALITY ASSURANCE

The Interstate Passport has been developed and piloted by faculty and staff in multiple states at a variety of institutions – large and small, two-year and four-year, urban and rural. It is reasonable to ask whether students at such diverse colleges and universities are, indeed, achieving the same lower-division general education learning outcomes and at a level to be prepared to succeed at any receiving institution. Five avenues of quality assurance have been built into the design of the initiative, each of which approaches the question from a different direction, and each of which can guide improvement at institutions and of the Passport, as a whole.

Retention and GPA of students who transfer after earning a Passport will be tracked and compared with non-Passport transfer students for two terms post-transfer at the receiving institution, and with freshman-entry students who earn a Passport at that institution for two terms after earning it. The results will be reported back to the sending institution.

The National Center for Higher Education Management Systems (NCHEMS) is conducting a grant-funded mapping exercise across two institutions in each of three Western states- Colorado, Montana and New Mexico-that were not part of the original development of the Passport Learning Outcomes (PLOs) and Proficiency Criteria (PC). Faculty in these states will be trained to exchange and evaluate both critical assignments and de-identified student work products responding to those assignments that purport to demonstrate achievement of PLOs in order to evaluate and improve consistency across institutions and the reliability of faculty assessments.

To be awarded a Passport, a student must earn at least a C in every course/learning opportunity included in the Passport Block. Faculty developing the PLOs believed that a grade lower than C would not assure proficiency in the Passport learning outcomes the institution associated with that course/learning opportunity.

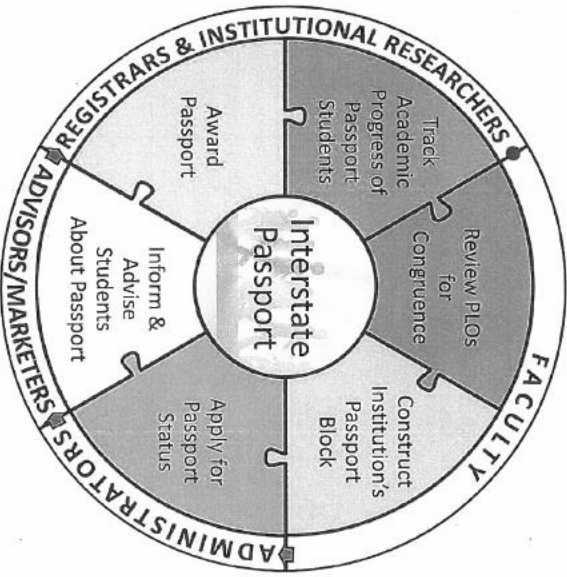
The Education and Employment Research Center at Rutgers University will conduct a robust evaluation of the outcomes for Passport students, including persistence, GPA, graduation rate, and time to degree. The evaluation is funded by the First in the World grant from the U. S. Department of Education.

The Passport Review Board (PRB) is made up of one member from each participating state, as well as transfer, learning outcomes, and assessment expert. The Board meets in person at least once annually and electronically as needed. It will review the results of all of the above analyses, as well as any issues brought forth by a state or institution. The PRB will be able to require an institution to make changes, if needed, or give up its Passport status if its students are not being well-served.

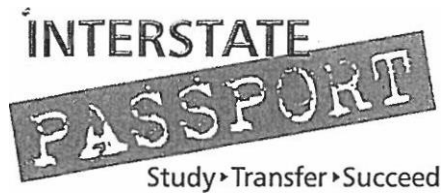
Each of these approaches provides actionable data to the sending and receiving colleges and universities to inform institutional improvement, as well as to the Passport Review Board to assess and improve the Passport itself. Taken together, these measures provide a comprehensive system that supports the academic quality of the Passport at every institution, and reassures receiving institutions that Passport students will be well-prepared to succeed after transfer.

Why Become a Passport Institution?

- ☑ Facilitates transfer across state lines and within states
 - Eliminates a major obstacle to transfer student success
 - Eliminates necessity for review of lower-division GE course changes in articulation agreements
- ☑ Focuses on quality for positive impact on completion
 - Based on what students should learn and be able to apply
 - Generates data on academic success after transfer
 - Provides data for use in continuous self-improvement
- ☑ Adapts to higher education's changing landscape
 - Embraces assessments determined by department/program/institution
 - Includes non-course-based educational experiences



Becoming an Interstate Passport Institution



Interstate Passport Initiative

Frequently Asked Questions

The Interstate Passport, currently under development, is a new learning outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among institutions—concentrating on it as a whole, not on individual courses—and allows for across-border "match" of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another one will have their learning achievement recognized; they will not be required to repeat courses or take additional courses at the receiving institution to meet lower-division general education requirements.

This work is being conducted in several phases. Phase II is currently underway with the participation of faculty, registrars, advisors, and marketing representatives from 22 institutions in seven Western states {CA, HI, ND, OR, SD, UT, and WY}. In addition, during Phase II institutions in six states in other regions of the country will be piloting the process of evaluating institutional and state interest in and readiness to participate in the Passport. When Phase II is completed in September 2016, institutions can apply for Passport status. And, by that time, Phase III {2016-18}, focused on validating quality and automating recordkeeping and reporting, as well as expanding the number of Passport institutions, will be well underway.

Developing the Passport

Why should my campus consider becoming a Passport institution?

The Passport improves transfer for students using a process that honors institutional individuality, and the Passport has been constructed by faculty and registrars.

Why should my institution participate in an initiative that could increase the number of students that transfer out of our college or university?

The main beneficiaries of the Passport will be students transferring from two-year to four-year institutions and students who begin at out-of-state institutions and then want to transfer "home." Because the Passport improves the transfer process for students, Passport institutions will become known as student-oriented institutions, so enrollments may well increase even if transfer rates increase. This enrollment increase can be predicted to include increased numbers of students from disadvantaged backgrounds.

What is the origin of the Passport Initiative?

Chief academic leaders in the WICHE states conceived the idea of a new framework with learning outcomes serving as the currency for transfer in an effort to better serve their students, particularly those who transfer across state lines. WICHE staff manages the Passport project on behalf of these CAOs who are members of two professional organizations based at WICHE.

Who developed the essential parts of the Passport?

Faculty from universities and community colleges in the initial seven participating states jointly developed the Passport Learning Outcomes (PLOs) and Proficiency Criteria (PC).

For how long did faculty work on the Passport?

When the Passport PLOs and PC are completed in spring 2016, faculty will have worked for over three years to develop the Passport framework. Working in teams, faculty arrived at a consensus on learning outcomes developed from ones that, in most cases, already existed in departments and programs in their institutions and states. Similarly, the proficiency criteria are statements of assignments currently in use by faculty to develop and assess proficiency with each PLO.

What is contained in the Passport framework?

The framework contains nine knowledge and skill areas that map to the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities. The Passport includes the foundational skills of oral communication, written communication, and quantitative literacy; knowledge of concept in natural sciences, human cultures, creative expression, and human society and the individual; and the cross-cutting skills of critical thinking, and teamwork and value systems.

Is there a process in place to consider revisions to the PLOs and PC?

Yes. This is one responsibility of the Passport Review Board (PRB), the policy-making body of the Passport Initiative. Its members include all of the Passport State Facilitators (PSFs)- individuals representing Passport institutions in each state-along with other higher education experts. At the Board's annual meeting, the PSFs relate any concerns from faculty in the respective states

and the PRB determines appropriate action, including reconvening faculty teams to revise PLOs and transfer-level proficiency criteria. A list of those currently serving on the PRB can be viewed at www.wiche.edu/Passport/governance.

How the Passport Framework Works

What are the advantages of the Passport's learning outcomes-based framework over the course-by-course framework for transfer?

A learning outcomes-based block transfer retains institutional individuality in defining the academic work required for a student to become proficient with the learning outcomes in the block; ensures that former students who transfer to another Passport institution will not have to repeat academic work; and simplifies institutions' transfer process by eliminating the necessity to deal with every single course on an individual basis. This approach produces greater curricular flexibility for the sending institution and more efficient transfer-credit evaluation for the receiving institution for lower-division general education. The most important result is that students know in advance that their lower-division general education work will be accepted at other Passport institutions.

Does participation in the Passport require adoption of the PLOs or changing our own learning outcomes to look like the Passport outcomes?

No. The Passport Initiative does not expect any institution to adopt the Passport Learning Outcomes or change its own learning outcomes to match the PLOs, but rather to be able to see the PLOs as consistent, congruent and not in conflict with any learning outcomes at the institution. The PLOs are a consensus set of learning outcomes, arrived at by faculty, that are widely acceptable statements of the expectations of transfer students.

Does the Passport provide institutions with a list of courses that must be in their Passport Blocks or that students must take to earn a Passport?

No. Each participating institution determines which courses, course sequences, non-course-based learning experiences and levels of achievement provide assurance that its students have achieved the Passport Learning Outcomes. This becomes the institution's Passport Block. The institution also agrees to accept the documented Passport of any student, nationwide, as completion of its lower-division general education (LOGE) requirements, even though the courses or learning experiences by which the student achieved the learning outcomes may have been different.

What is the purpose of the Proficiency Criteria (PC)? Are they benchmarks for learning experiences that address the PLOs?

The PC are statements of current assignments that some of your faculty colleagues use to achieve and assess student learning. The PC provide an understanding about the kinds of assignments currently used by colleagues and the context within which to view your own assignments. Proficiency criteria are not benchmarks and are not to be used as benchmarks.

Does the Passport provide a checklist of ways students must demonstrate proficiency? *No. A checklist would dictate to each Passport institution exactly how students should be assessed. No part of the Passport addresses or will address assessment methods because to do so is inconsistent with the essential design principle of the Passport -to recognize institutional*

individuality in the education of transfer students. The Passport depends on faculty from many institutions to establish consensus PLOs and leaves it to the faculty at each institution to determine what their students are expected to do to demonstrate proficiency. The Passport tracks the academic progress of students after they transfer to validate the effectiveness of the proficiency demonstrations.

What strategies do campuses use to verify that students are achieving proficiency with each PLO?

This varies because it is established independently on each campus. Although most campuses may have learning outcome proficiency demonstrations in specific courses or groups of courses, some institutions may choose to use their current GE program assessment and other methods that cut across courses or even occur outside of traditional course boundaries.

Does the Passport define a minimum performance level on all components of the Passport block?

Yes. The currently agreed-upon GPA minimum is a C or its equivalent for each course included in an institution's Passport Block.

How is the Passport being validated?

First, by consensus reached among participating faculty in developing the PLOs and PCs; second, by tracking student success after transfer; and third, by conducting a pilot with faculty from multiple institutions voluntarily to map the critical assignments in courses selected for their Passport Blocks to the PLOs.

How does the Passport relate to accreditation?

All Passport institutions must be regionally accredited. The institutions are private and public, not-for-profit institutions in both the two-year and four-year sectors.

Implementing the Passport

If we become a Passport institution, do we need to include all nine of the Passport knowledge and skill areas in our curriculum?

Yes. The Passport is a block transfer of all nine knowledge and skill areas. It cannot be unpacked or offered as an incomplete package.

How does the Passport relate to the faculty's autonomy for their existing general education structure?

The Passport is designed to provide greater faculty autonomy and flexibility because the curriculum is not constrained by course-by-course transfer agreements. As long as the PLOs are still included in the courses, the institution's general education structure- and Passport Block- can change without requiring any renegotiation.

Am I expected to demonstrate how my syllabus, and what I require my students to do, aligns with the PLOs?

Not for the Passport Initiative. The Passport honors institutional individuality, and is based

on the assumption that each institution has and will use its own processes to decide which courses and/or learning opportunities to include in its Passport Block and how they address the PLOs.

Are the Passport Learning Outcomes to be used for course curriculum design and revision?

The Passport PLOs were not developed for this purpose; curriculum design and revision are not part of the Passport. The PLOs are consensus statements of learning outcomes in nine knowledge and skills areas for block transfer of lower-division general education across multiple institutions. They are not intended to be a list of targeted and directly assessable outcomes for specific courses.

When we accept students with AA degrees from regionally accredited institutions, we consider their GE requirement met. How is the Passport different?

The Passport is a block transfer of proficiency with a set of learning outcomes -typically based on 32-38 semester credits, but occasionally as few as 30 or as many as 40, depending on the institution. An associate degree is usually 60 semester credits, and a discipline-specific AA includes prerequisites for a major and/or electives. A large majority of students who transfer do so without completing an AA, and many who transfer "early" do so to get on track in specific majors. The Passport allows students to transfer to other Passport institutions with the same LOGE efficiency as that of AA holders.

How does the Passport address the range of credit by examination options (e.g., prior learning assessment, credit awarded for military service, AP, CLEP, etc.) that may be treated differently across institutions?

Each institution's faculty determines how students can achieve proficiency with the PLOs, including whether learning experiences such as prior learning assessment, credit awarded for military service, AP, CLEP, etc. will be included in their institution's Passport Block. The faculty determines if these learning experiences will support student success at the next level of their education, i.e., as the student moves from lower-division general education into upper division and major course work.

How does the Passport address math competency, e.g., the fact that certain majors or institutions require a higher level of math than others?

The Passport addresses only lower-division general education. It does not address prerequisites for entry into certain majors. The expectation is that receiving institutions may require Passport students to complete courses in addition to the Passport Block in cases where those courses are prerequisites for entry into or continuation in a particular major. It is expected that a Passport Block will include choices among courses that meet PLOs; for example, a student planning to major in chemistry might demonstrate proficiency in quantitative literacy by way of a more advanced math course than would some humanities majors.

How long must my institution commit to participating in the Passport?

Each institution must commit to participate for an initial term of five years.

Acknowledging Incoming Passport Students

Does the Passport guarantee admission to the four-year institution?

No. For example, the four-year institution may have higher requirements for overall GPA, or may admit directly to degree programs that require specific prerequisites. But if the university were a Passport institution, it would recognize completion of all lower-division general education requirements for all admitted students who bring a Passport.

26. What happens if a student transfers from one Passport institution to another prior to completing the Passport?

The receiving institution will articulate the student's previous learning using course-by-course or other equivalency methods to evaluate his/her transcript in the same way it evaluates students who transfer in without completing an AA or other credential. The student may go on to earn a Passport at the receiving institution by successfully completing the additional PLOs not yet achieved in that institution's Passport Block.

27. If a sending institution's Passport Block consists of 30 credit hours but the receiving institution's block consists of 36 credit hours, how does the receiving institution address the difference?

The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In the above example, the receiving institution awards 30 credit hours. The student then completes the receiving institution's required number of total credits for graduation, including six additional credits of electives or major- or minor-related course work.

If a sending institution's Passport Block consists of 36 credit hours but the receiving institution's block consists of 30 credit hours, how does the receiving institution address the difference?

The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In this example, the receiving institution awards 36 credit hours. The additional six credit hours are applied as electives, major prerequisites, or major courses, as determined by the receiving institution.

What happens if a student who enrolls in our institution With a Passport is not successful in a program?

The Passport does not guarantee that every student will perform successfully upon transfer. It simply means that local faculty judged the student to be capable of successfully completing his/her academic program. If a particular Passport student does not succeed in upper-division course work, faculty should use the same policies they use with native students who do not do well in upper-division courses-no different treatment for Passport students.

Natural Sciences

Proficiency in the physical and biological world entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
<p>The Nature of Science</p>	<p>Students explain the following attributes of science:</p> <ul style="list-style-type: none"> a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates. f. There is inherent beauty and wonder in science in and its possibilities. 	
<p>Scientific Inquiry</p>	<p>Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.</p>	

Core Concepts	Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology.	
Scientific Literacy	<p>Students shall:</p> <ol style="list-style-type: none"> a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics. 	
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.	
Ethics	<p>Students demonstrate an understanding of the standards that define ethical scientific behavior, including:</p> <ol style="list-style-type: none"> 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment; 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world. 	
Science and Society	Students understand the role science plays in historical and contemporary issues.	

Human Society and the Individual

Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments Relationship to institutions' Passport Block: This area includes disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the P.C.
Core Knowledge	Define vocabulary, concepts and terminology. Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research including ethical considerations.	
Basics of Scientific Inquiry	Identify, frame and/or respond to a research question. Evaluate or design a study that investigates a problem or research question. Compile, interpret and/or analyze qualitative and/or quantitative data.	
Analytical Applications	Interpret and communicate various representations of qualitative and/or quantitative data (eg, documents, tables, graphs, figures, and charts). Responsibly identify, categorize, evaluate, and cite multiple information resources.	
Information Use and Communication	Recognize the complexities of diverse social identities. Evaluate issues of social justice with regard to identities within diverse contexts. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.	
Social Responsibility		

Teamwork and Value Systems

Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy relationships. Value Systems are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Teamwork Fundamentals	Students will explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.	
Purposeful Participation	Students will demonstrate teamwork fundamentals through participation and mutual accountability.	
Shared Values Systems	Students will demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.	
Evaluation	Students will evaluate and communicate strengths and weaknesses of their teamwork contributions of oneself, team members, and the team.	
Reflection	Students will reflect on and communicate the impact and effectiveness of their teamwork.	

Creative Expression

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. Relationship to institutions' Passport Block: this area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Basic Knowledge	<p><i>Through the study of literary, performing and/or visual arts, students will:</i></p> <p>Employ fundamental discipline-specific principles, terminology, skills, technology, and methods.</p>	
History and Cultures	<p>Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.</p>	
Ethics	<p>Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.</p>	
Creative Process	<p>Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.</p>	
Aesthetics and Analysis	<p>Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.</p>	

**Knowledge of Concepts in
Critical Thinking**

Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis, and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Problem Setting	Identify a problem or question and its component parts.	
Recognize Assumptions	Recognize and assess personal and other relevant underlying assumptions.	
Evidence	Identify, gather, and analyze the information/data necessary to address the problem or question.	
Evaluate	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	

Written Communication

Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course.

The following learning outcomes and proficiency criteria assume that students will experience at least one formal course in academic writing as part of their lower-division General Education. They also assume that students have opportunities to write as part of other lower-division courses. As with the other Passport Learning Outcomes, written communication's proficiency criteria must be interpreted within local contexts.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Rhetorical Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.	
Use of Sources	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.	
Writing Process Knowledge	Develop flexible strategies for generating, revising, editing, and proofreading.	
Conventions and Mechanics	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.	
Self-Assessment and Reflection	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.	

Oral Communication

Public speaking entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more course in oral communication and becomes refined and strengthened through application across the curriculum. The following learning outcomes and signs of proficiency are not meant to convey all that a student might learn about public speaking, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Preparation for Performance	Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.	
Delivery	Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.	
Monitor and Adjust	Monitor and adjust for audience feedback.	
Critical Receiver	Listen and critically evaluate the speaker's central message and use of supporting materials.	

Quantitative Literacy

Following are the Quantitative Literacy (QL) Passport Learning Outcomes and corresponding signs of proficiency expected of all students earning the Passport. To earn the QL portion of the Passport, the student must show proficiency in every Passport Learning Outcome feature listed below.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PLO
Computational Skills	Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations.	
Communication of Quant. Arguments	Expresses quantitative information symbolically, graphically, and in written or oral language. Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.	
Analysis of Quant. Arguments	Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.	
Formulation of Quant. Arguments	Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.	
Mathematical Process	Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.	
Quant. Models		

Human Cultures

Proficiency in human cultures increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PC
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates)	
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.	
Investigation	Research human cultures using relevant methodologies.	
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.	
Attitudes Toward Cultural Difference	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs).	
Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.	

The Interstate Passport Initiative

Constructing Your Passport

Radford University
March 14, 2016

Purpose of the Passport

Reduce the unnecessary repetition of academic work after students transfer with an emphasis on quality and streamlining pathways to graduation.



The Passport Initiative

- A new framework for transfer
- Based on multi-state faculty agreement on learning outcomes and transfer level proficiency criteria - not credit hours
- Lower-division general education
- Focuses on ensuring quality and streamlining transfer and graduation
 - Improve graduation rates
 - Shorten time to degree
 - Reduce the cost of a degree



Passport Goals

- To accelerate and streamline transfer by elimination unnecessary repetition of academic work following transfer.
- For Virginia:
 - Streamline transfer for largest transfer population in state
 - Promote student retention
 - Decrease the cost of four-year degree
 - Satisfy Code of Virginia § 23-9.2:3.02 Section B.



Passport Characteristics

- Started as grass-roots effort by academic leaders in the WICHE region to advance friction-free transfer for students in the region
- Designed by faculty, registrars, institutional researchers, and advisors
- Rolled out in three phases
 - Phase I: Proof of Concept
 - Phase II: Development and Implementation
 - Phase III: Expansion and Scaling
- Virginia participation in Phase II:
 - Upon completion, institutions have the option to apply for Passport Status



Benefits of the Passport (FOR STUDENTS, INSTITUTIONS, AND STATES)

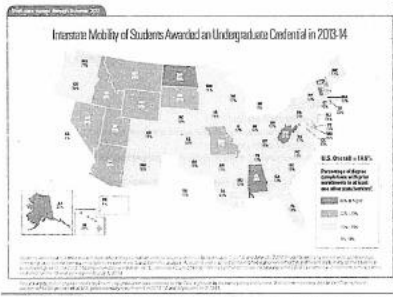
- **For students:**
 - Fewer unnecessary courses
 - Motivation to complete, faster time to degree, lower cost, less debt, and lower foregone earnings
- **For institutions:**
 - Improves performance metrics
 - Greater student motivation to complete and faster time to degree
 - Map to Passport Learning Outcomes
 - Reduces equivalency renegotiation as courses/disciplines evolve Allows greater curricular flexibility
 - Could eliminate negotiation of course-by-course or course-based block transfer with new partners
 - No course-by-course GE articulation
 - Less resources spent picking through syllabi to articulate courses
 - Easier to maintain state-level transfer websites
- **Institutions and states:**
 - Adds data useful for student success initiatives
 - Tracking persistence, completions, and time to degree of Passport students relative to other transfer students

Impact on Transfer

- 37 percent of the fall 2008 cohort transferred at least once within six years
 - ~25 percent were two- to four-year transfers
 - About 1 in 8 transferred to a four-year with a credential (associate or certificate)
 - ~20 percent of two-year transfers do so across state lines
 - ~25 percent of four-year transfers do so across state lines (National Student Clearinghouse Signature report 2012)
- Transfers earning a B.A. take 1.2 years longer (U.S. Dept. of Education, 2010)



Impact on Transfer



Impact on Transfer

- Extra time increases student cost
 - ~ \$10,000 each year beyond the presumptive four years to complete a baccalaureate degree (SCHEV, 2015)
- Unnecessary repetition of academic work costs time and money for students, institutions, states, the federal government, and tax payers.

Impact on Virginia

- Transfers w/o an associate:
 - 65.3 % of the total transfer population (2011-12 transfer cohort)
 - Population has grown by 34.5% between the 2006-07 and 2011-12 academic years
- Code of Virginia §23-9.2:3.02 Section B – Certificate of General Education
- Streamline transfer process

The Problem

- Fifty-eight percent of transfers bring all or almost all of their credits (90% or more)
- Approximately 14% of transfer lose more than 90% of their credits
- The remaining 28% lose between 10 and 89% of their credits

(Mansghan, B. B., & Atwell, P. (2015). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis*, 17(1), 70-81.)

"...about a third of four-year college drop-outs would have a higher chance of a bachelor's degree completion, had they begun college at a two-year institution."

(Weir, E. D. (2014). America's College Drop-Out Epidemic: Understanding the College Drop-Out Population. National Center for Analysis of Longitudinal Data in Education Research Working Paper. Washington, DC: American Institutes for Research, III.)

Major Components

1. Passport LDGE Areas (from LEAP outcomes)....conducted by PSFs/Staff
2. Passport learning outcomes in each area...by Faculty
3. Transfer-Level Proficiency Criteria per PLO...by Faculty
4. Passport Blocks learning experiences; address each PLO...by Faculty
5. Tracking System; Student Academic Progress...by Registrars/IR
6. Application and MOU...by campus liaison/State PSF

Design of the Passport

- Passport is Interstate:
 - Ubiquitous Academic Program: General Education
 - No course-to-course transfer agreements
 - Focus on learning outcomes
- Design Principles:
 - Honor institutional individuality
 - Designed by those who will operationalize (faculty, registrars, institutional researchers, and advisors)

Passport Knowledge/Skill Areas

- General Education Areas
 - Lower Division
 - Based on: AAC&U LEAP ELOs
- Foundational Skills:
 - Oral Communication
 - Quantitative Literacy
 - Written Communication
- Knowledge of Concepts:
 - Human Cultures
 - Natural Science
 - Creative Expression
 - Human Society and the Individual
- Cross-disciplinary Skills:
 - Critical Thinking
 - Teamwork and Value Systems

Origin of Passport Knowledge/Skill Areas



Passport Knowledge/Skill Areas: Virginia Alignment

Virginia Competencies	Passport Learning Outcomes
<ul style="list-style-type: none">• Oral Communication• Quantitative Reasoning• Written Communication• Scientific Reasoning• Critical Thinking• Information Technology Literacy	<ul style="list-style-type: none">• Oral Communication• Quantitative Literacy• Written Communication• Human Cultures• Natural Science• Creative Expression• Human Society and the Individual• Critical Thinking• Teamwork and Value System

Constructing a Passport Block

1. Recruit Appropriate Faculty
 - LDGE level experience/expertise in Passport knowledge/skill areas
2. Familiarize with Relevant PLOs
3. Faculty identify learning experiences
 - Student opportunities for transfer level proficiency with all PLOs
4. Compile results = Passport Block
5. Post on Passport website

Passport Block Example: Oral Communication

ORAL COMMUNICATION				
Passport Learning Outcome (PLO) Indicator	Preparation for Performance	Delivery	Monitor and Adjust	Critical Review
Passport Learning Outcome (PLO) (WPA) the student has learned:	Develop a central message and supporting details by applying critical thinking and information literacy skills.	Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.	Monitor and adjust if needed for audience feedback.	Listen and actively evaluate the speaker's central message and use of supporting materials.
Institution or state system:				
Proficiency with the most of the learner achieves general education level is produced by earning a "C" or better in this course (three courses)				
IOWA Lewis & Clark Community College	Speech (SP 151) or Speech (SP 153) Or any lower-division course that is approved/credited as Oral Communication (OC) Hours			
MICHIGAN Lake Superior State College Mid State College of Silesia North Dakota State University Valley City State University	COMH 110 Fundamentals of Public Speaking			
OREGON Eastern Oregon University	One of the following: COM 110 COM 112 COM 214 COM 215			
TEXAS All Institutions	Communication 00104/ 1020			

Passport Course Block for Three Foundational Skill Areas

EXAMPLE: North Dakota State University

<input type="checkbox"/>	ORAL COMMUNICATION • COMH 110 Fundamentals of Public Speaking
<input type="checkbox"/>	WRITTEN COMMUNICATION Two courses from the following: • ENGL 110 College Composition I QR • ENGL 111 Honors Composition I QR • ENGL 112 ESL College Composition I QR/ENGL 110 College Comp II QR • ENGL 121 Honors Composition II QR • ENGL 122 ESL College Composition II
<input type="checkbox"/>	QUANTITATIVE LITERACY One course from the following: • Math 103 College Algebra QR • Math 104 Finite Mathematics QR • Math 105 Applied Calculus I QR • Math 165 Calculus I QR • STAT 330 Introductory Statistics

Passport Block Construction Worksheet

Quantitative Literacy

Following are the Quantitative Literacy (QL) Passport Learning Outcomes and corresponding signs of proficiency expected of all students earning the Passport. To earn the QL portion of the Passport, the student must show proficiency in every Passport Learning Outcome listed below.

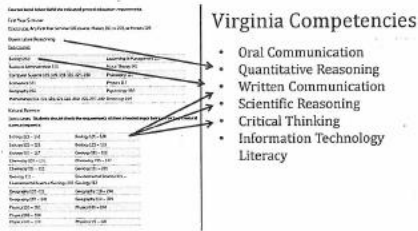
Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assignments Analogous to the PLO
Computational Skills	Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations.	
Communication of Quant Arguments	Expresses quantitative information symbolically, graphically, and in written or oral language.	
Analysis of Quant Arguments	Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.	
Formulation of Quant Arguments	Designs, explains, and uses quantitative information, quantitative reasoning and technology to support a position on a real-world scenario.	
Mathematical Process	Designs and follows a multi-step mathematical process through to a logical conclusion and critically evaluates the reasonableness of the result.	
Quant Models	Creates, analyzes and applies appropriate quantitative models to solve quantitative theoretical and real-world problems.	

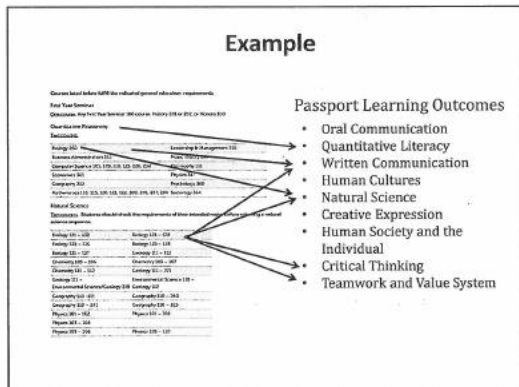
LEAP Quantitative Literacy VALUE Rubric	Quantitative Literacy Passport Learning Outcomes
<ul style="list-style-type: none"> • Interpretation - Ability to explain information presented in mathematical forms. • Representation - Ability to convert relevant information into various mathematical forms. • Calculation • Application/Analysis - Ability to make judgements and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis. • Assumptions - Ability to make and evaluate important assumptions in explanations, modeling, and data analysis. • Communications - Expressing quantitative evidence in support of the argument or purpose of the work. 	<ul style="list-style-type: none"> • Computational Skills - Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations. • Communication of Quant. Arguments - Expresses quantitative information symbolically, graphically, and in written or oral language. • Analysis of Quant. Arguments - Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others. • Formulation of Quant. Arguments - Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result. • Mathematical Process - Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result. • Quant. Models - Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.

Role of the Alignment Committee

- Align institutional lower-division general education coursework and/or other learning opportunities with each of the nine knowledge and skill areas.
- Create the Institution's Passport Block by naming the courses and/or other learning opportunities that the institution provides for students to achieve transfer-level proficiency with the Passport Learning Outcomes.
- Upon Passport completion, review block for redundancy.

Example





Quantitative Literacy

Following are the Quantitative Literacy (QL) Passport Learning Outcomes and corresponding signs of proficiency expected of all students earning the Passport. To earn the QL portion of the Passport, the student must show proficiency in every Passport Learning Outcome feature listed below.

Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLC and/or Have Assignments Analogous to the PLC
Computational Skills	Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and analytical computations.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203
Communication of Quant Arguments	Expresses quantitative information symbolically, graphically, and in written or oral language.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203
Analysis of Quant Arguments	Selects and uses appropriate numeric, symbolic, graphic and statistical reasoning to interpret, analyze and critique information or lines of reasoning presented by others.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203
Formulation of Quant Arguments	Recognizes, evaluates, and uses quantitative information, quantitative reasoning and technology to support a position or line of reasoning.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203
Mathematical Process	Designs and follows an efficient mathematical process through to a logical conclusion and critically evaluates the reasonableness of the result.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203
Quant Models	Creates, analyzes and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.	Computer Science 100, 101, 102, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 200, 201, 202, 203

Example

Human Cultures and Societies

Students will be able to:

- Identify and describe the major world religions and their historical and cultural contexts.
- Identify and describe the major world philosophies and their historical and cultural contexts.
- Identify and describe the major world literatures and their historical and cultural contexts.
- Identify and describe the major world art forms and their historical and cultural contexts.
- Identify and describe the major world social and political movements and their historical and cultural contexts.

Passport Learning Outcomes

- Oral Communication
- Quantitative Literacy
- Written Communication
- Human Cultures
- Natural Science
- Creative Expression
- Human Society and the Individual
- Critical Thinking
- Teamwork and Value System

Human Cultures

Proficiency in human cultures increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity in order to evaluate our lives. Student matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the impact of cultural movements and human conditions through time.

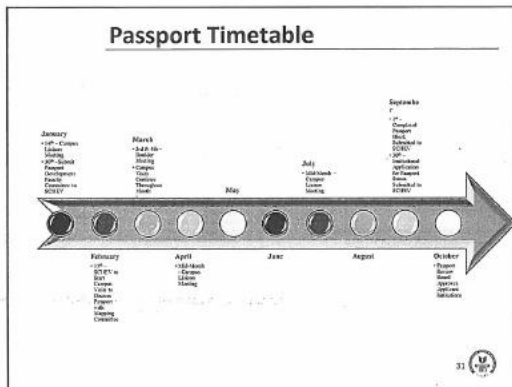
Passport Learning Outcome	Passport Learning Outcome	Courses/Learning Experiences that Address the PLO and/or Have Assigned it as a Requirement for the PC
Core Knowledge	Define and apply knowledge of changing human cultures including core vocabulary, terminology, information, concepts, theories and debates.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101
Methods of Inquiry	Identify and describe part and current forms of the ways in which changing human cultures across time and place.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101
Interdisciplinary	Research human cultures using various methods in depth.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101
Area of Study	Examine identity, language, beliefs, and behaviors of oneself and others as part of a dynamic culture or cultures.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101
Attitudes Toward Cultural Differences	Commitment to understanding, respect, sensitivity, and appreciation for individual and cultural differences in beliefs, values, and customs.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101
Factors Shaping Human Cultures	Examine and evaluate the various factors that affect individual and cultural differences in beliefs, values, and customs, including race, ethnicity, age, language, gender, disability, geography, social organization, political structures, economic conditions, natural and human-made environments, social movements, religion, and other historical and contemporary factors.	Anthropology 101, 111, 112, Sociology 101, 102, Women and Gender Studies, Geography 101, 111, 112, 113, Psychology 101

Example Passport Block

<ul style="list-style-type: none"> ◊ Oral Communication - One course from the following: <ul style="list-style-type: none"> ◦ Communication 205, 206, 209 ◊ Written Communication - Two courses from the following: <ul style="list-style-type: none"> ◦ English 104, 200, 202, 207, 208 ◊ Quantitative Literacy - Two courses from the following: <ul style="list-style-type: none"> ◦ Biology 204 or ◦ Computer Science 105, 109, 125, 220, 230 or ◦ Mathematics 110, 115, 130, 132, 150, 201, 207, 209 or ◦ Math Theory 201 or ◦ Philosophy 214 ◊ Natural Science - Two courses from the following: <ul style="list-style-type: none"> ◦ Biology 121, 125, 126, 127, 128, 132 or ◦ Chemistry 105, 106, 107, 111, 112 or ◦ Biology 112, 113, 141 or ◦ Geography 110, 111, 200, 261 or ◦ Physics 101, 102, 105, 104, 105, 106, 108, 110 ◊ Human Cultures - Two of the following: <ul style="list-style-type: none"> ◦ Anthropology 101, 211, 232 or ◦ Sociology 101, 102 or ◦ Women and Gender Studies 101, 102 or ◦ Geography 101, 129, 212, 237 or ◦ Psychology 100 	<ul style="list-style-type: none"> ◊ Creative Expression - Two of the following from different disciplines: <ul style="list-style-type: none"> ◦ Dance 225, 226, 243 or ◦ Music History and Literature 151, 152, 153, 154, 256, 263 or ◦ Music Technology 170 or ◦ Studio Art 185 or ◦ Theater 111, 112, 113, 131, 132, 211, 212, 215 ◊ Human Society and the Individual - Two of the following: <ul style="list-style-type: none"> ◦ Anthropology 101 or ◦ Classics 110, 211 or ◦ History 111, 112, 131, 141 or ◦ Philosophy 101, 102, 201, 202 or ◦ Psychology 100 or ◦ Religion 101, 102, 203, 205 or ◦ Sociology 101, 102 or ◦ Women and Gender Studies 101, 102 ◊ Knowledge of Concepts in Critical Thinking - One course from the following: <ul style="list-style-type: none"> ◦ Biology 121, 125, 126, 127, 128, 132 or ◦ Communication 206 or ◦ Philosophy 151, 210, 212 ◊ Traditions and Value Systems - One course from the following: <ul style="list-style-type: none"> ◦ Chemistry 105, 106, 107, 111, 112 or ◦ Leadership and Management 121 ◦ Military Science 101, 102, 103, 102 or ◦ Undergraduate Research 130
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Creating your Block: Additional Items to Consider

- College Level Testing (e.g. AP, CLEP, Cambridge, IB, etc.)
- Military Training
- Portfolio Submission
- Other Extra-institutional Learning



Questions???

Note: Passport Resources provided by WICHE

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Appendix VI: 16-17.24—Motion to Create an Arts Administration and Entrepreneurship Minor

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: March 1, 2017

Department: Music/CVPA

Current Course or Program ID:

Proposal Number:

(Assigned by the Registrar)

Contact Person: Dr. Tim Channell

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

As we educate our students within the various arts disciplines it is imperative we also give students the tools to be successful as independent artists, performers and designers. An integral part of being a professional in the arts is a basic understanding of business elements pertinent to career aspirations. This minor will give the students an opportunity to learn how to market their product, understand how to protect their intellectual property, how to gain funding to further their craft, as well as basics in accounting and entrepreneurship. These elements must be developed and viewed through an entrepreneurial lens.

This minor will be the first minor specifically designed to enhance career aspirations for those majoring in a discipline housed in the College of Visual and Performing Arts. This multi-disciplinary minor will allow students to take courses within their own discipline as well as arts specific marketing, intellectual property, and fundraising/finance courses. Additionally, students will be exposed to courses in accounting and entrepreneurship through the College of Business and Economics.

Purpose

The purpose of this minor is to provide those students wishing to open their own studio, manage an arts organization, or maintain their own performance career with a solid foundation in the field of arts administration and entrepreneurship. This minor provides a useful exposure to the core topics, principles, and issues related to the field of arts administration through an entrepreneurial approach.

Resources

This new minor will not require additional resources from the university in terms of faculty or facilities. All courses are currently being offered at least once a year.

GPA Requirements

A student must have a 2.5 GPA within the minor.

Catalog Entry:

Arts Administration and Entrepreneurship Minor (18 Semester)

The purpose of this minor is to provide students who wish to open their own studio, manage an arts organization, or maintain their own performance/design career with a solid foundation in the field of arts administration and entrepreneurship. This minor provides a useful exposure to the core topics, principles, and issues related to the field of arts administration through an entrepreneurial approach.

One course from the following (3)

DSN 143—Business of Design
MUSC 104 – The Arts, Entertainment and the Marketplace
OR
100 or 200 Level course in Art, Dance, or Theatre

MUSC 308 – Marketing and Promotion of the Arts (3)
MUSC 315 – Contract and Copyright Law for the Arts (3)
MUSC 416 – Finance and Fundraising for the Arts (3)
ACTG 211 – Fundamentals of Financial Accounting (3)
MGNT 250 – Entrepreneurship and Innovation (3)

Total course requirements: 18 hours

Effective Date: Fall 2017

Reason for requesting an alternative effective date:

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Appendix VII: 16-17.25—Motion to Create School of Nursing Healthcare Track for students in Information Technology, Business, or the Sciences

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: 2-11-17

Department: Nursing

Current Course or Program ID:

Proposal Number:

(Assigned by the Registrar)

Contact Person:

Dr. Wendy Downey

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

Course Deletion

Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Healthcare Track

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Track has been developed in Information Systems that would enable students to meet the growing need for healthcare information management and informatics. The curriculum would be targeted towards I.T. students, but could also include students in business and other related majors.

The Healthcare Tract curriculum consists of 4 courses, for a total of 12 credit hours, with a 4 credit pre-requisite course (BIOL 105) that can be used towards Core Requirements. The track would be housed in the SON for non-nursing students (See attached complete proposal).

Effective Date: Fall 2017

**Proposal for the School of Nursing Healthcare Track
for students in Information Technology, Business, or the Sciences**

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Tract has been developed in Information Systems that would enable students to meet the growing need for healthcare information management and informatics. The curriculum would be targeted towards I.T. students, but could also include students in business and other related majors.

The Healthcare Tract curriculum consists of 4 courses, for a total of 12 credit hours, with a 4 credit pre-requisite course (BIOL 105) that can be used towards Core Requirements. The track would be housed in the SON for non-nursing students and is as follows:

PRE-REQUISITE: BIOL 105 – Biology for Health Sciences* (4 credit pre-requisite; three hrs lecture, two hrs laboratory) An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans.

1) **BIOL 310 – Human Structure and Function I *** (4 credits; three hrs lecture, two hrs laboratory; pre-req BIOL 105) Anatomy and Physiology for non-nursing, medical, or biology majors to provide basic knowledge of the human body.

2) **BIOL 311 – Human Structure and Function II*** (4 credits; three hrs lecture, two hrs laboratory; pre-req BIOL 105) Anatomy and Physiology for non-nursing, medical, or biology majors to provide basic knowledge of the human body.

NEW: 3) **NURS 351 - Medical Terminology for Healthcare Professionals** (2 credit online; pre-req, BIOL 310 & 311 OR BIOL 322; BIOL 311 can be concurrent) Foundations of medical terminology and the related pathophysiological concepts relative to patient care and communication of data in the healthcare setting; for both nursing and non-nursing majors.

NEW: 4) **NURS 452 – Introduction to U.S. Healthcare** (2 credit online; pre-req BIOL 105) Students will gain an understanding of concepts in U.S. healthcare, delivery models, legal/regulatory/ compliance issues, quality and outcomes measures that are essential in the healthcare industry; for both nursing and non-nursing majors.

* Existing courses

The two NURS courses will also be available to both Pre-Nursing students and those admitted to the SON BSN programs.

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: 2-11-17

Department: Nursing

Current Course or Program ID:

Proposal Number:

(Assigned by the Registrar)

Contact Person:

Dr. Wendy Downey

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

Course Prerequisite Change

Course Credit Hour Change

Course Title Change

New Course

NURS 341

Course Deletion

Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Track has been designed that would enable students to meet the growing need for healthcare informatics. Two new Nursing (NURS) courses have been designed for this Healthcare Track, which would be housed in the Nursing Department: Medical Terminology & Introduction to U.S. Healthcare

The Medical Terminology course has been identified as needed component of this Healthcare Track as well as an unmet need for Pre-Nursing students and those admitted to the School of Nursing BSN program.

Effective Date: Fall 2017

Reason for requesting an alternative effective date:

New Course Proposal

New course proposals at the undergraduate level must be approved by the Department Curriculum Committee, Department Chair, College Curriculum Committee, and College Dean before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

I. Catalog Entry

a. Department Prefix (three or four capital letters): **NURS**

b. Course Number (three numbers): **341**

c. Course Title: **Medical Terminology for Healthcare Professionals**

d. Prerequisites: **BIOL 310 & 311, OR BIOL 322**

e. Credit Hours: **2 hrs**

f. Brief Description: This online course is designed to help develop comprehensive, integrative skills in using and understanding medical terminology utilized in healthcare settings, medical literature, and in healthcare data analysis.

II. Detailed Description of Course

a. Content:

- Unit 1: Concepts, Suffixes & Prefixes
- Unit 2: Body Structures; Cells, Tissues, and Organs; Diagnosis and Treatment
- Unit 3: Respiratory, Cardiac, Lymphatic
- Unit 4: Endocrine, Neuro, & Sensory
- Unit 5: Digestive, Urinary, & Reproductive
- Unit 6: Skeletal, Muscular, & Integumentary

b. Detailed Description of Conduct of Course: This course is designed to be self-paced using programmed learning exercises, computer assisted instruction and audio pronunciation. Reading assignments, online discussions, PrepU student resources, and case studies will be utilized. The progression through each unit of the course is self-paced, however each graded quiz has a final due date to ensure students stay on track to meet all of the learning outcomes of the course.

c. Student Goals and Objectives of the Course: Upon successful completion of this course, students will be able to be able to recognize, pronounce, and interpret medical terminology pertaining to the body's systems and pathophysiology. Included are diseases, diagnosis and treatment, and terminology related to medical personnel, medical specialties, and healthcare acronyms. Specific learning goals and outcomes have been determined for each lesson.

d. **Assessment Measures:** Successful achievement of the course learning outcomes will be evaluated through the administration of six Unit quizzes.

Weighted Course Grading for Quizzes:

Unit 1: Concepts, Prefixes, Suffixes	5%
Unit 2: Body Basics, Disease, & Treatment	15%
Unit 3: Respiratory, Cardiac, Lymphatic	20%
Unit 4: Endocrine, Neuro, & Sensory	20%
Unit 5: Digestive, Urinary, & Reproductive	20%
Unit 6: Skeletal, Muscular, & Integumentary	20%
TOTAL	100%

Grading Scale:

- A = 93 – 100
- B = 85 – 92.99
- C = 80 – 84.99
- D = 73 – 79.99
- F = < 72.99

e. Other Course Information:

Required Texts:

- o Cohen, B.J., & DePetris, A. (2017). Medical Terminology: An Illustrated Guide (8th ed.). Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-1888-6 [ONLINE version]
- PrepU for this Cohen text (purchase online material in bundle with text)

III. Background and Justification

a. **Need for the Course:** As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Track has been designed that would enable students to meet the growing need for healthcare informatics.

b. **Students for Whom Course is Offered:** Nursing, Information Technology, Business, Sciences

c. **Anticipated Enrollment:** 15-20 students per semester

d. **Frequency of Course Offerings:** Fall and Spring semesters, one section


e. **Level and Prerequisites:** Sophomore level or higher; Prerequisites BIOL 310 & 311, OR BIOL 322; BIOL 311 may be concurrent

IV. Rationale for Resources Required

a. **Faculty Resources:** Nursing faculty from the SON

b. **Effect on Existing Curricula:** Creation of Healthcare Track that can be offered to students in Information Technology, Business, or other Sciences as appropriate. Both Nursing and IT are in collaboration on the development of the Healthcare Track.

c. **Facilities, Equipment and Supplies:** No impact on facilities, equipment, and supplies d/t online structure

d. Library Resources	
1. Describe the adequacy of materials available to support this course. No additional library resources will be needed for the implementation of this new course.	
2. List in priority order the additional materials to be purchased.	
Attach additional sheets as needed.	
Prepared by:	
Signature of Faculty Member:	Signature of Librarian assigned to requesting department:
	_____
e. Computer Resources: none identified	
f. Other Anticipated Resources: none identified	
* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.	

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: 2-11-17

Proposal Number:
(Assigned by the Registrar)

Department: Nursing

Contact Person:
Dr. Wendy Downey

Current Course or Program ID:

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

____ Course Prerequisite Change

____ Course Credit Hour Change

____ Course Title Change

 X New Course

____ Course Deletion

NURS 452
____ Course Syllabi Change

Course Number Change

Change to Catalog Description

Program Revision

Minor Change to Course

New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Track has been designed that would enable students to meet the growing need for healthcare informatics. Two new Nursing (NURS) courses have been designed for this Healthcare Track, which would be housed in the Nursing Department: Medical Terminology & Introduction to U.S. Healthcare

The Introduction to U.S. Health Care course has been identified as needed component of this Healthcare Track as well as an unmet need for Pre-Nursing students and those admitted to the School of Nursing BSN program.

Effective Date: Fall 2017

Reason for requesting an alternative effective date:



New Course Proposal
<p>New course proposals at the undergraduate level must be approved by the Department Curriculum Committee, Department Chair, College Curriculum Committee, and College Dean before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.</p>
I. Catalog Entry
a. Department Prefix (three or four capital letters): NURS
b. Course Number (three numbers): 452
c. Course Title: INTRODUCTION TO US HEALTH CARE
d. Prerequisites: Pre-requisites: BIOL-105, or permission from instructor
e. Credit Hours: Two credit hour online course
f. Brief Description: This course explores current topics in health care, health care delivery models, ethical, legal, regulatory and compliance issues. This course will also cover the quality and outcome measures that are essential in the healthcare industry. The objectives and content of this course are derived from the School of Nursing's philosophy and conceptual framework, which facilitates achievement of the School's program objectives as well as the essentials of Baccalaureate Education (AACN).
II. Detailed Description of Course
<p>a. Content: <u>Topic Outline</u>:</p> <ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> A. Overview of the course B. Orientation to <i>My Media</i> C. Create a <i>My Media</i> student introduction 2. Health care system <ol style="list-style-type: none"> A. Overview of health care B. Determinants of health C. Goals and levels of health care D. Components of a health care system 3. Settings for health care delivery <ol style="list-style-type: none"> A. History of hospitals and category classifications B. Long-term care C. Ambulatory care, settings and functions

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4. Health care professionals
 - A. Physicians, history and educational requirements
 - B. Nurses, history and educational requirements
 - C. Allied health professions
5. Governmental role in health care systems
 - A. History and constitutional basis
 - B. Federal oversight of health care
 - C. State oversight of health care
6. Health care system financing
 - A. Health care expenditure
 - B. Private and government contributions to cost
 - C. Government health care programs
 - D. Modes of payment/third-party payers
7. Health care performance and outcomes
 - A. Population outcomes
 - B. Current health outcomes
 - C. Clinical outcomes, effectiveness, and patient safety
 - D. Health care quality organizations
 - E. Information technology role in assessing performance
8. Health Care Debate
 - A. History of the debate on health care
 - B. Pro-private versus pro-public positions for change
 - C. Developments of reform: providing access, improving quality and efficiency
 - D. National health insurance
 - E. Affordable Care Act
9. Ethical and Legal Issues
 - A. Ethics in Medicine & Nursing
 - B. Bioethics
 - C. Medical/Nursing Law and Liability
10. Health care Informatics
 - A. HIPAA Compliance in Information Technology
 - B. Enterprise Resource Planning
 - C. Information Revolution
11. Interprofessional and Integrative Health care
 - A. Interprofessional Education
 - B. Integrative Health Practices
12. Current Trends in Health Care
 - A. Prevention and Mental Health
 - B. Nursing Shortage/IOM reports effects on Nursing/Medicine
 - C. New health care roles
 - D. Role of private and public sectors
 - E. Use of technology and their impacts

b. Detailed Description of Conduct of Course: The following teaching strategies may be employed, but are not limited to: lecture, discussion, videos, guest lecturers, student presentations, case studies, and written

projects. **This course is completely online. There will never be a course specific meeting time. All work is to be submitted through D2L and all communication will transpire via D2L or e-mail.

c. Student Goals and Objectives of the Course:

Upon completion of the course, the student will be able to:

1. Define health, identify and explain the determinants of health along with the goals of health care.
2. Describe the different types of health care delivery systems.
3. List the components of a health care system and describe how it is organized.
4. Describe the history of physicians and nurses along with allied health professions and their educational requirements.
5. Discuss the differences between medical/nursing ethics, law, regulations, and compliance.
6. Identify three regulatory agencies designed to improve quality of care and outcomes.
7. Discuss three current trends in health care.

d. Assessment Measures:

Course Evaluation: The course grade is determined by an evaluation of the degree to which the student meets the stated course objectives in theory. Students must earn a minimum of a "C" grade to pass.

Student Evaluation Components

Tests (4)	10% each	40%
Class Participation/Discussion		30%
Current Issues Presentation		30%

Grading Scale

The Radford University School of Nursing grading scale will be used:

A = 93 – 100
B = 85 – 92.99
C = 80 – 84.99
D = 73 – 79.99
F = 72.99 and below

e. Other Course Information:

Required Texts:

Goldstein, R. L., Goldstein, K., & Goldstein, B. Z. (2017). *Jonas' Introduction to the U.S. Health Care System* (8th ed.). New York, NY: Springer.

Other articles and materials will be utilized to supplement the textbook resources provided and expand student knowledge.

Optional Texts: Textbook resources utilized in preparation for this course: You are not required to purchase any of these textbooks but are encouraged to utilize them if you desire to do a more in-depth study of an issue.

American Psychological Association. (2009). *Publication manual* (6th ed.). Washington, D.C.: Author
Catalano, J. (2015). *Nursing Now: Today's Issues, tomorrow's Trends* (7th ed.). Philadelphia, PA: F. A. Davis.
APA tutorials and resources

- o Free APA Tutorials from American Psychological Association for APA 6th Ed accuracy:
<http://www.apastyle.org/learn/tutorials/index.aspx>
- o OWL APA website at Purdue University: <http://owl.english.purdue.edu/owl/section/2/10/>
- o Radford University APA/Avoiding Plagiarism On-line Workshop:
<https://owl.english.purdue.edu/owl/resource/930/01/>

A link to "the Four P's" of public speaking: <http://www.shtm.org.au/pdfs/PlanningSpeech.PDF>

Links to YouTube videos on presentations and public speaking:

- o <http://www.youtube.com/watch?v=2-ntLGOyHw4&feature=related>
- o <http://www.youtube.com/watch?v=whTwiG4ZUg&feature=Playlist&p=D01A8F51BC943C7D&index=0&pl>

avnext=1
 My Media (Kaltura) Videos: New name is Capture Space Lite
https://www.youtube.com/watch?v=GKvonYIKscc&feature=em-subtitle_digest
 This link will take you to YouTube videos describing how to do everything with the My Media video tool RU offers through D2L.
 PowerPoint Tutorial
<https://support.office.com/en-us/article/PowerPoint-training-40e8c930-cb0b-40d8-82c4-bd53d3398787?ui=en-US&rs=en-US&ad=US>
https://www.youtube.com/watch?v=duf_gutmvjo
 Tips for best PP
<https://www.youtube.com/watch?v=6bSOAI18bw>
 Creating the best slide deck
<https://www.youtube.com/watch?v=lwpi1Lm6dFo>
 Avoiding death by Power Point (long TedX video, but great)
 Prezi Tutorial
<http://libguides.radford.edu/Prezi>

III. Background and Justification

a. **Need for the Course:** As a result of collaborative efforts between the School of Nursing, Department of Information Technology, and Carilion Clinic, a Healthcare Tract has been developed in Information Systems that would enable students to meet the growing need for healthcare information management and informatics.

b. **Students for Whom Course is Offered:** The curriculum would be targeted towards I.T students, but could include students in business, nursing, and other related majors.

c. **Anticipated Enrollment:** 15-20 students per semester

d. **Frequency of Course Offerings:** Fall and Spring semester, one section

e. **Level and Prerequisites:** The Healthcare Tract curriculum consists of 3 courses, for a total of 12 credit hours, with a 4 credit pre-requisite course that can be used toward Core Requirements. Biology 105 is the prerequisite for NURS 452.

IV. Rationale for Resources Required

a. **Faculty Resources:** Current faculty in the School of Nursing will be utilized to provide this course.

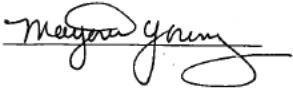

b. **Effect on Existing Curricula:** There is not any identified impact on the School of Nursing or the Department of Information Technology's current offerings of Core Curriculum, the major, and electives. Both departments are in collaboration on this new course proposal.

c. **Facilities, Equipment and Supplies:** As this is an online course, there is not any identified impact on facilities, equipment, or supplies.

d. **Library Resources**

1. Describe the adequacy of materials available to support this course. Existing library Libguides will be utilized for the course. No additional resources will be required or needed for the library to purchase for this course.
2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:	
Signature of Faculty Member: 	Signature of Librarian assigned to requesting department: 
e. Computer Resources: There are no identified computer resource needs for the course.	
f. Other Anticipated Resources: There are no identified additional resource needs.	
* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.	

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Appendix VIII: 16-17.26—Motion to Add Sports Management Major and Drop Sports Administration Concentration

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: January 15, 2017

Department: Health & Human Performance

Current Course or Program ID:

Proposal Number:
(Assigned by the Registrar)

Contact Person: Kevin Ayers

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

_____ Course Prerequisite Change

_____ Course Credit Hour Change

_____ Course Title Change

_____ New Course

_____ Course Deletion

_____ Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)

_____ Course Number Change

_____ Change to Catalog Description

_____ Program Revision

_____ Minor Change to Course

___ ___ New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

_____ For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

Current Status

The Department of Health and Human Performance currently offers a *Sports Administration* concentration within the Exercise, Sport, & Health Education major.

Proposed Change

The proposal is to add a new major, *Sport Management*, to the Department of Health and Human Performance degree offerings. This change will occur simultaneously with the removal of the *Sports Administration* concentration from the Exercise, Sport, & Health Education major.

Rationale

The major is a requirement of the North American Society for Sport Management accreditation standards and the change to a major from a concentration will help students become more competitive applicants to entry-level positions and graduate school programs through a better recognized degree program.

The proposed program will require 60-61 hours in the major and the completion of either a Sport Administration or Coaching Management concentration (these two tracks are currently called cognates in the current *Sports Administration* concentration). The proposed degree program is attached. No new courses will be part of the proposal as the content and sequence of courses in the current proposal is based on the current content and sequence in the current concentration. In other words, the curriculum has been revised recently to comply with accreditation standards and the current proposal simply reflects a change in the program from a concentration to a stand-alone major.

Revision of Existing Program

Contrast the current program with the proposed program, including credits required for the degree. Make sure all changes are noted. Attach additional sheets if necessary.

Existing Program: Sports Administration Concentration in the ESHE Major	Proposed Program: New Major in Sport Management
<p>ESHE 212 (3). Intro to Sport Management. ESHE 341 (3). Legal Issues in Sport Management. ESHE 345 (3). Sport Ethics. ESHE 350 (3). Sports and Exercise Psychology. ESHE 360 (3). Marketing and Promotions of ESHE. ESHE 370 (3). Sociocultural Aspects of Sport. ESHE 375 (3). Event and Facility Management. ESHE 400 (3). Financial Aspects of Sport. ESHE 415 (3). Sport Administration. ACTG 211 (3). Fundamentals of Financial Accounting. MGNT 322 (3). Organizational Behavior. MKTG 340 (3). Principles of Marketing. ENGL 306 (3). Professional Writing.</p>	<p>ESHE 212 (3). Intro to Sport Management. ESHE 341 (3). Legal Issues in Sport Management. ESHE 345 (3). Sport Ethics. ESHE 350 (3). Sports and Exercise Psychology. ESHE 360 (3). Marketing and Promotions of ESHE. ESHE 370 (3). Sociocultural Aspects of Sport. ESHE 375 (3). Event and Facility Management. ESHE 400 (3). Financial Aspects of Sport. ESHE 415 (3). Sport Administration. ACTG 211 (3). Fundamentals of Financial Accounting. MGNT 322 (3). Organizational Behavior. MKTG 340 (3). Principles of Marketing. ENGL 306 (3). Professional Writing.</p>
<p>Choose One Interdisciplinary Cognate. <i>Sport Administration</i> (15 SH) ESHE 358, 461 MGNT 250, 323, 361, 421 MKTG 341, 344, 350, 360, 440 ACTG 212 BLAW 203, 304, 305, 306 FINC 251, 331, 332 ECON 105, 106, 313 COMS 104, 114, 146, 173, 204, 225, 235, 236, 240, 250</p> <p><i>Coaching Management</i> (15-16 SH) ESHE 305, 358, 388, 390, 395, 461 BIOL 310 BLAW 203, 306 COMS 104, 114 FINC 251, 331</p> <p>Professional Fieldwork (6-12 SH) ESHE 463 (6-12). Fieldwork in ESHE.</p> <p>Electives (14-17 SH)</p>	<p>Choose One Interdisciplinary Concentration. <i>Sport Administration</i> (15 SH) ESHE 358, 461 MGNT 250, 323, 361, 421 MKTG 341, 344, 350, 360, 440 ACTG 212 BLAW 203, 304, 305, 306 FINC 251, 331, 332 ECON 105, 106, 313 COMS 104, 114, 146, 173, 204, 225, 235, 236, 240, 250</p> <p>or</p> <p><i>Coaching Management</i> (15-16 SH) ESHE 201, 305, 358, 388, 390, 395, 461 BIOL 310 BLAW 203, 306 COMS 104, 114 FINC 251, 331</p> <p>Professional Fieldwork (6-12 SH) ESHE 463 (6-12). Fieldwork in ESHE.</p> <p>Electives (14-17 SH)</p>

EXERCISE, SPORT, AND HEALTH EDUCATION – Sport Management

Academic Year 2017-20

(Rev. 1/2017)

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CODE

A. Core Foundations (12SH)

CORE 101	_____	3
CORE 102	_____	3
HNRS 103*	_____	3
CORE 201, POSC 201 or MKTG 201	_____	3
CORE 202 or POSC 202	_____	3

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* HNRS 103 – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**

HUMANITIES (3 SH)
 _____ _____ 3

One of the following: CLSS 110
 CCST 110 ENGL 200 HIST 101, 102
 PHIL 111, 112, 200 POSC 110 RELN 111, 112, 203, 206

SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**
VISUAL & PERFORMING ARTS (3 SH)
 _____ _____ 3

One of the following: ART 100, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

COLLEGE CODE

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/SH)
 STAT 200 _____ 3

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ _____ 3-4

One of the following: CLSS 110
 CCST 110 ENGL 200 HIST 101, 111, 112, 203, 206 Or ART 100, 215, 216 DNCE 111 MUSC 100, 121, 123, 206
 THEA 100, 180 Or ARAB 101:102, 201:202 CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200:210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 102, 201, 350 RUSS 101:102, 201:202, 300 SPAN 101: 102, 103, 201:

SOCIAL/ BEHAV. SCI. OR HEALTH/ WELLNESS (3SH)
 HLTH 200 _____ 3**

Required Courses (60-61 Semester Hours)

SPORT Management (39 Semester Hours)

		Pre-requisites	
ESHE 212		_____ (3)	Intro to Sport
	F/S		
ESHE 341		_____ (3)	Legal Issues in Sport
	S	GPA 2.5	
ESHE 345		_____ (3)	Sport Ethics
	W/SU	GPA 2.5	
ESHE 350		_____ (3)	Sports and Exercise
	F/W/S/SU/	PSYC 121, GPA 2.5	
ESHE 360		_____ (3)	Marketing and
ESHE	F/S/SU	GPA 2.5	
ESHE 370		_____ (3)	Sociocultural
Sport	F/SU	GPA 2.5	
ESHE 375		_____ (3)	Event and Facility
	F	GPA 2.5	
ESHE 400		_____ (3)	Financial Aspects of
	S	ESHE 212, Acct 211, Econ 205/206	GPA 2.5
ESHE 415		_____ (3)	Sport Admin.
(semester before Intern)*	F/S	ESHE 212, GPA 2.5	
ACTG 211		_____ (3)	Fundamentals of
Accounting	F/S/SU		26 hrs.
MGNT 322		_____ (3)	Organizational Behavioral
	F/S	56 hrs.	
MKTG 340		_____ (3)	Principles of Marketing
	F/S		
ENGL 306		_____ (3)	Professional Writing
	F/S	CORE 101, CORE 102, 56 hrs.	

A. National & International Perspectives (6SH)

**Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)**

ECON 205 or 206 _____ 3**

GLOBAL PERSPECTIVES (3SH)

_____ 3
One of the following: **CVPA 266**
ENGL 201, 202 CCST 103
GEOG 101, 102, 140, 280 HIST
101, 102 INST 101 ITEC 112
PEAC 200 RELN 112, 205,
SOCY 121 THEA 180 WGST
101

Management
Management
Psychology
Promotions of
Aspects of
Management
Sport
Seminar
Financial

CHOOSE ONE INTERDISCIPLINARY CONCENTRATION:

➤ **Sport Administration (15SH)**

Select from the following courses (Please note that some courses will have prerequisites): ****Minors are encouraged in Business Administration, Management, Marketing, Communication and Media Studies. However,** no more than 6 credits toward a minor may be double counted from the major course work.

ESHE 358, 364, 461, MGNT 250, 323, 361, 421, MKTG 341, 342, 344, 350, 360, 440, ACTG 212, BLAW 203, 304, 305, 306, FINC 251, 331, 332, ECON 205 or 206 (not taken in Core Curriculum), 313, COMS 104, 114, 146, 173, 204, 225, 235, 236, 240, 250

_____ (3) _____ (3) _____ (3)
_____ (3) _____ (3)

➤ **Coaching Management (15-16SH)**

Select from the following courses (Please note that some courses will have prerequisites):

ESHE 201, 305, 358, 390, 395, 461, BIOL 310, BLAW 203, 306, COMS 104, 114, FINC 251, 331

ESHE 388 (required) _____ (3) _____ (3) _____ (3)
_____ (3) _____ (3)

PROFESSIONAL FIELDWORK (6-12 Hours)

ESHE 463 Professional Fieldwork in ESHE
GPA must be 2.5

_____ (6-12) F/S/SU To enroll and to graduate,

and HLTH courses)

overall and 2.5 in major (all ESHE

APPROVED ELECTIVES (total hrs.)

(NOTE: To graduate with honors, a student must complete 60 sem. Hrs. RU)

ELECTIVES (Minimum of 14-17 Hrs.)

Sport Management SAMPLE 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

Fall Semester		Spring Semester	
Freshman Year	Cr.	Freshman Year	Cr.
*University Core A: Core 101	3	* University Core A: Core 102	3
University Core B: Humanities or VPA	3	University Core B: MATH 137	3
College Core A: Global Perspectives	3	College Core B: HLTH 200	3
College Core A: ECON 205 or 206	3	College Core B: Humanities/VPA/Foreign Lang	3
University Core B: BIOL 105	4	ESHE 212: Intro to Sport Management	3
	Total 16		Total 15
Sophomore Year		Sophomore Year	
* University Core A: Core 201, POSC 201 or MKTG 201	3	* University Core A: Core 202 or POSC 202	3
University Core B: Humanities or VPA	3	ACTG 211: Fundamentals of Financial Acct	3
College Core B: STAT 200	3	ESHE 350: Sport Psychology	3
University Core A: PSYC 121	3	Concentration Course # 1	3
*ESHE 375: Event and Facility Mgmt	3	Concentration Course # 2	3
	Total 15	<i>Talk to advisor about choosing a minor to complement your degree & interests.</i>	Total 15
Junior Year		Junior Year	
Elective	3-4	*ESHE 341: Legal Issues in Sport Management	3
MGNT 322: Organizational Behavioral	3	*ESHE 400: Financial Aspects of Sport	3
ENGL 306/307	3	ESHE 360: Marketing & Promotion in ESHE	3
MKTG 340: Principles of Marketing	3	Elective	3
Concentration Course # 3	3	Concentration Course # 4	3

	Total 15-16		Total 15
Senior Year		Senior Year	
*ESHE 345: Sport Ethics	3	Elective	3
Concentration Course # 5	3	Elective	3
*ESHE 370: Sociocultural Aspects of Sport	3	ESHE 463: Professional Fieldwork in ESHE	6
Elective	3-4		
ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*	3		
	Total 15-16		Total 12

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Appendix IX: 16-17.27—Motion to Add Allied Health Sciences Major and Drop Allied Health Sciences Concentration

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: January 23, 2017

Department: Health & Human Performance

Current Course or Program ID:

Proposal Number:

(Assigned by the Registrar)

Contact Person: J.P. Barfield

Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

_____ Course Prerequisite Change

_____ Course Credit Hour Change

_____ Course Title Change

_____ New Course

_____ Course Deletion

_____ Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)

_____ Course Number Change

_____ Change to Catalog Description

_____ Program Revision

_____ Minor Change to Course

___x___ New Program
(Major, minor, or certificate)

Other Proposal Requirements: (✓ as applies and attach form)

_____ For New Course Proposals, attach the New Course Proposal with appropriate signatures.

Proposal Description with Rationale: (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

Current Status

The Department of Health and Human Performance currently offers an *Allied Health Sciences* concentration within the Exercise, Sport, & Health Education major.

Proposed Change

The proposal is to add a new major, *Allied Health Sciences*, to the Department of Health and Human Performance degree offerings. This change will occur simultaneously with the removal of the *Allied Health Sciences* concentration from the Exercise, Sport, & Health Education major.

Rationale

The change to a major from a concentration will help students become more competitive applicants to professional and graduate school programs through a better recognized degree program. Additionally, the new program will carry a more appropriate CIP code.

No new courses will be part of the proposal as the content and sequence of courses in this proposal are based on the current content and sequence in the concentration. In other words, the curriculum has been revised recently to comply with accreditation standards and the proposal simply reflects a change in the program from a concentration to a stand-alone major. There are several small changes worth noting:

- ESHE 465, Therapeutic Interventions, will change from 3 credit hours to 4 (and therefore reduce elective hours by one),
- Additional course options will be allowed for guided electives (e.g., ATTR 420), and
- The reference of a 2.5 GPA for the major will be removed from the catalog (the GPA requirement is 3.0).

Revision of Existing Program

Contrast the current program with the proposed program, including credits required for the degree. Make sure all changes are noted. Attach additional sheets if necessary.

Existing Program: Allied Health Sciences in the ESHE Major	Proposed Program: New Major in Allied Health Sciences
CHEM 101 (4). General Chemistry. CHEM 102/103 (4). General Chemistry. BIOL 310 (4). Human Structure & Function I. BIOL 311 (4). Human Structure & Function II. ESHE 201 (3). Introduction to Athletic Injuries. ESHE 205 (1). Introduction into Allied Health Sciences ESHE 305 (3). Principles & Practice of Strength & Conditioning ESHE 315 (3). Physical Activity & Aging. ATTR 323 (3). Assess. Of Athletic Injuries I. ESHE 390 (3). Kinesiology. ESHE 392 (3). Exercise Physiology. ESHE 396 (3). Exercise & Prescription. ESHE 450 (3). Research Methods. ESHE 465 (3). Therapeutic Interventions. HLTH 465 (3). Ex., Performance, & Nutrition PSYC 230/439 (3). Lifespan Dev. or Ab. Psyc.	CHEM 101 (4). General Chemistry. CHEM 102/103 (4). General Chemistry. BIOL 310 (4). Human Structure & Function I. BIOL 311 (4). Human Structure & Function II. ESHE 201 (3). Introduction to Athletic Injuries. ESHE 205 (1). Introduction into Allied Health Sciences ESHE 305 (3). Principles & Practice of Strength & Conditioning ESHE 315 (3). Physical Activity & Aging. ATTR 323 (3). Assess. Of Athletic Injuries I. ESHE 390 (3). Kinesiology. ESHE 392 (3). Exercise Physiology. ESHE 396 (3). Exercise & Prescription. ESHE 450 (3). Research Methods. ESHE 465 (4). Therapeutic Interventions. HLTH 465 (3). Ex., Performance, & Nutrition PSYC 230/439 (3). Lifespan Dev. or Ab. Psyc.
Professional Fieldwork ESHE 225 (1). Allied Health Science Practicum I. ESHE 250 (1). Allied Hlth Sci Practicum II.	Professional Fieldwork ESHE 225 (1). Allied Health Science Practicum I. ESHE 250 (1). Allied Hlth Sci Practicum II.

<p>ESHE 325 (1). Allied Hlth Sci Practicum III.</p> <p>Approved Menu (16 hrs) PT: PHYS 111/112, HLTH 475, ESHE 451 OT: PHIL 112, APST 200, SOCY 121, PSYC 230, PSYC 439, ESHE 451, HLTH 475</p> <p>OTHER: CHEM 301/302, BIOL 334, BIOL 471, HLTH 300, HLTH 451, HLTH 453, HLTH 460, HLTH 475</p> <p>Electives (7 hrs)</p> <p>Major Grade Point Average (GPA) A 2.5 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork. All required ESHE and HLTH prefix courses that are offered for either 3 or 4 hours credit at the 300 and 400-course levels require a minimum overall GPA of 2.5 excluding 3 hour activity-based courses.</p>	<p>ESHE 325 (1). Allied Hlth Sci Practicum III.</p> <p>Approved Menu (16 hrs) PT: PHYS 111/112, HLTH 475, ESHE 451, BIO 104, BIO 334, PSYC 230, PSYC 439 OT: PHIL 112, -, APST 200, SOCY 121, PSYC 230, PSYC 439, ESHE 451, HLTH 475, ATTR 365, ATTR 420</p> <p>OTHER: CHEM 301/302, BIOL 334, BIOL 471, HLTH 300, HLTH 451, HLTH 453, HLTH 460, HLTH 475</p> <p>Electives (6 hrs)</p> <p>Major Grade Point Average (GPA) A 2.5 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork. All required ESHE and HLTH prefix courses that are offered for either 3 or 4 hours credit at the 300 and 400-course levels require a minimum overall GPA of 2.5 excluding 3 hour activity-based courses. A 3.0 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork. All required ESHE and HLTH prefix courses that are offered for either 3 or 4 hours credit at the 300 and 400-course levels require a minimum overall GPA of 3.0 excluding 3 hour activity-based courses.</p>
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Suggested Allied Health Sciences Course Progression

Freshman Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 101	3	University Core A: Core 102	3
College Core B: HLTH 200	3	University Core B: VPA	3
University Core B: PSYC 121	3	University Core B: Humanities	3
College Core A: US Perspectives	3	College Core B: Humanities/VPA/FL	3
University Core B: BIOL 105	4	OT/PT/Pre-Health course – menu	3/4
Total	16	Total	15/16

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3

ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

Junior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 390: Kinesiology	3	ATTR 323: Assessment of Athletic Inj I	3
ESHE 305: Strength and Con	3	ESHE 396: Assessment and Prescript	3
ESHE 392: Exercise Physiology	3	HLTH 465: Ex Perform and Nutr	3
ESHE 250: Practicum II	1	ESHE 325: Practicum III	1
CHEM 101	4	CHEM 102/103	4
Total	14	Total	14

Senior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 451: Research Methods	3	Research Project or Approved Elective	3/4
ESHE 365: Therapeutic Interventions	4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
Total	13/15	Total	12/16

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