Radford University
Faculty Senate Motions

2015-2016

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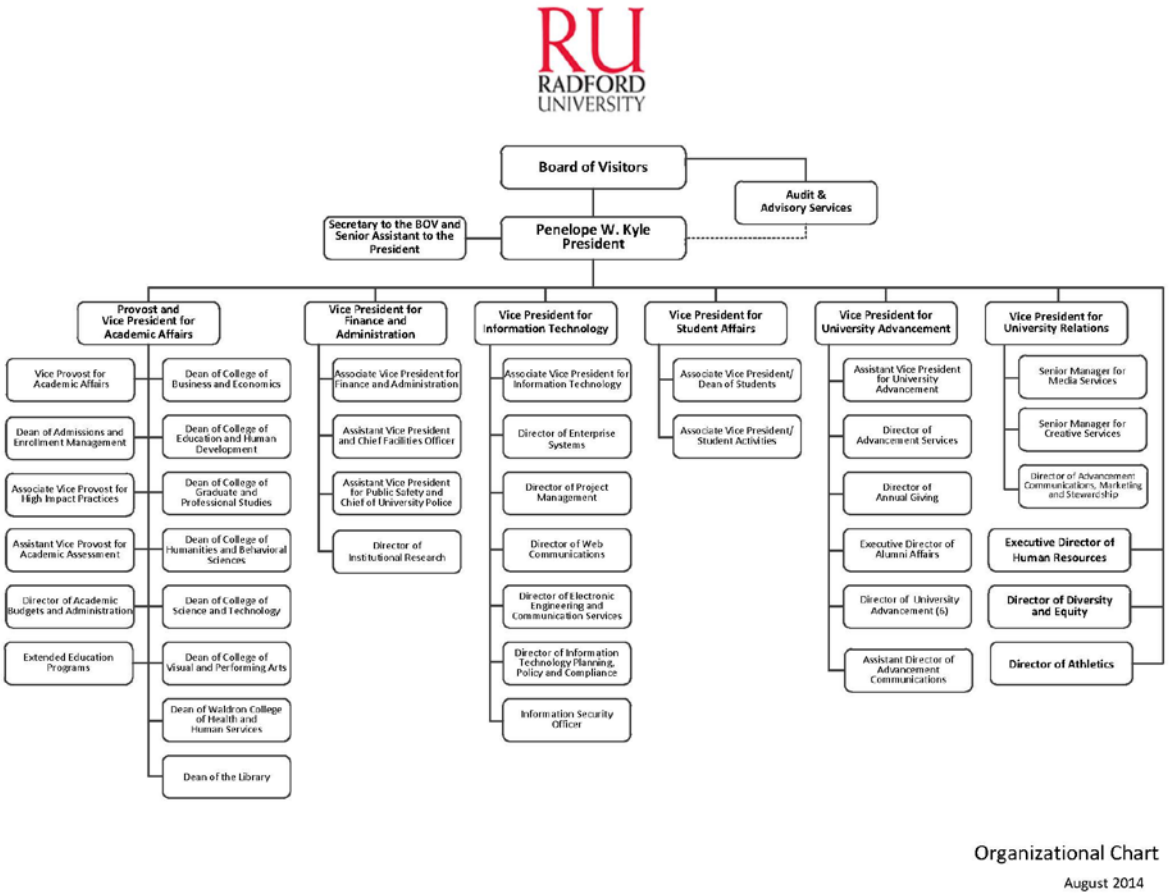

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Appendix II: 15-16.05—Radford University Intellectual Property: Policies and Procedures on Intellectual Property Transfer

DRAFT Approved by Committee September 30, 2015

RADFORD UNIVERSITY INTELLECTUAL PROPERTY

POLICIES AND PROCEDURES ON INTELLECTUAL PROPERTY TRANSFER

DEFINITIONS

Copyright

The exclusive right to make copies, license, and otherwise exploit a literary, musical, or artistic work, whether printed, audio, video, etc. Such rights in a work created on or after January 1, 1978, generally endure for a term consisting of the life of the author and 70 years after the author's death.

Directed Works

"Directed works" include works that are specifically funded by, or created at the direction of, or created pursuant to contract with, the University (including, but not limited to, works for hire by faculty or other employees).

Traditional Works or Non-Directed Works

A "traditional work or non-directed work" is a pedagogical, scholarly, literary, or aesthetic (artistic) work originated by a faculty or other employee resulting from non-directed effort. Such works may include textbooks, manuscripts, scholarly works, fixed lecture notes, distance learning materials not falling into one of the other categories of this policy, works of art or design, musical scores, poems, films, videos, audio recordings, or other works of the kind that have historically been deemed in academic communities to be the property of their creator.

Patent

The exclusive rights granted by a government to an inventor to manufacture, use, or sell an invention for a certain number of years. To be patentable, the invention or discovery must have utility, novelty, and be non-obvious. The U.S. Patent & Trademark Office has determined that software which meets certain technical and legal criteria may be patentable. In the event that software originally disclosed as a Copyrightable Work is subsequently determined to be patentable subject matter, and RU chooses to seek patent protection for the software, such software shall be managed under this policy as patentable Intellectual Property.

Sponsored or Externally Contracted Works

A "sponsored or externally contracted work" is any type of copyrighted work developed with funds supplied under a contract, grant, or other arrangement between the University and third parties, including sponsored research agreements.

Work Made for Hire

A "work made for hire" is—

A work prepared by an employee within the scope of his or her employment; or

A work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that work shall be considered a work made for hire.

See 17 U.S.C. § 101 (definition of "work made for hire")

PHILOSOPHY

Radford University (hereinafter also referred to as "the University") encourages participation by faculty, staff and students in scholarly research and creative activities that create knowledge, support and enhance teaching, and are consistent with its public service mission to contribute to the economic development of Virginia. While research conducted by the University is aimed first at creation, discovery and dissemination of knowledge, rather than profit from commercial application, the University recognizes that public benefit may result from commercial applications of technology developed with University resources. The University seeks through adoption of these policies and procedures to balance the interests of the public, the University and respective inventor(s), author(s), or artist(s) in intellectual property arising from research and creative activities conducted by employees and students.

OBJECTIVES

Consistent with policies adopted by the Board of Visitors of Radford University, these policies and procedures are intended to:

Provide appropriate incentive for creative intellectual effort by faculty, staff, students, and others associated with the constituent institutions of the University;

Establish principles for determining the interests of the constituent institutions, inventors, and sponsors in regard to inventions and/or discoveries;

Enable the constituent institutions to develop procedures by which the significance of inventions and/or discoveries may be determined and brought to the point of commercial utilization;

Provide the means for placing in the public realm the results of research, while safeguarding the interests of the University, inventor, and sponsor; and

Recognize the right of the inventor to financial benefits from the invention or discovery.

APPLICABILITY

This statement of policy and procedures applies to all persons employed by the University, to all students and to any other person or entity using facilities, staff or funds subject to control or supervision by the University. This document, as amended from time to time, shall be deemed to constitute part of the conditions of employment of every employee, including student employees, and of the conditions of admission, enrollment and attendance by every student of the University. Unless otherwise excepted by the provisions hereof, this policy shall apply to intellectual property of all types (including any invention, discovery, trade secret, technology, scientific or technological development, computer software, conception, design, creation or other form of expression of an idea) regardless of whether such property is subject to protection under patent, trademark, or copyright laws, or other constitutional, statutory or common law.

The provisions of this document shall be interpreted and applied in conformity with policies adopted by the Board of Visitors of Radford University, including, but not limited to Section 3.4 of the Faculty Handbook Policy on Intellectual Property and applicable federal and state laws and regulations.

PATENTS

University Interests in Inventions

As provided by Radford University Policies, to which these policies and procedures are expressly subject, the University has an ownership interest in all inventions of University personnel (other than "Inventions made on Own Time") that are conceived or first actually reduced to practice as a part of or as a result of University research or other activities involving the use of University facilities, staff, or funds administered by the University.

The University also may have an interest in inventions under the terms of contracts, grants, or other agreements. Faculty, staff, and students whose inventions are made on their own time and without University facilities, staff, or other resources and which inventions are, therefore, their exclusive property as specified by RU Policies, may avail themselves of the opportunity to submit the invention to the University for possible patenting and/or commercial exploitation and management under terms to be agreed between the inventor and the University.

Procedures for Review of Invention Disclosures

A University Committee on Intellectual Property shall be established consisting of five Teaching and Research and one Administrative and Professional faculty members and an administrator. The five Teaching and Research faculty members shall be appointed by the Faculty Senate, the Administrative and Professional faculty member shall be appointed by the AP Faculty Senate, and the administrator shall be appointed by the Vice President for Finance and Administration.

Employees and others who are subject to these policies and procedures by virtue of their employment or use of University services or facilities, either alone or in association with others, shall immediately disclose to the Provost, or such officer's designee, any invention or discovery (including those made under cooperative arrangements); provide complete information thereon; and cooperate with University in protecting potential patent and know-how rights in accordance with RU Policies and these policies and procedures.

The Provost or that officer's designee will promptly acknowledge receipt of completed disclosure forms and will distribute such forms to the Committee for consideration at its next meeting.

The Committee will review each written disclosure promptly. The inventor or that person's representative shall be allowed to examine all written materials submitted to the Committee in connection with the disclosure and to make a written and, where practicable, oral presentation to the Committee. The Committee will make recommendations to the Provost or that officer's designee on the proper disposition of the invention to secure the interests of the University, the inventor, the sponsor, if any, and the public. Its recommendation may include, but is not limited to, one or a combination of the following:

To submit the disclosure for review by a patent or invention management firm;

To make inquiries of potential licenses that may have an interest in the invention, including the financing of a patent application, where applicable;

To study the practicality of applying for a patent with University resources (an option with limited application because of financial constraints);

In proper cases, to release the University's rights to the inventor in accordance with RU policies, subject to an agreement to protect the interests of the University, the sponsor, if any, and the public, including an obligation to pay to the University a percentage of any royalties or other income generated through assignment, licensure or other commercial exploitation of the invention; or

With concurrence of the inventor(s), to dedicate the University's interest in the invention to the public.

Within ninety (90) days of the next regularly scheduled meeting of the Committee following the Provost's receipt of the disclosure (or such other time as may be agreed upon by the inventor(s) and the Provost or that officer's designee), the inventor will be notified in writing of the decision by the Provost, or such officer's designee, on (1) whether the University plans to file a patent application, (2) whether the University will accept assignment of the invention for patenting, licensing and/or commercial handling as applicable, and/or (3) the equities involved, including financial participation. If the University chooses neither to file a patent application nor otherwise make an invention available commercially, nor to dedicate to the public an invention in which it asserts its rights, the invention will be released in writing to the inventor, subject to the terms of an applicable sponsored research contract, if any. If no patent application is filed within 8 months following the decision of the Intellectual Property Committee, all patent rights revert to the inventor. If, after the University has filed a patent application, it decides to abandon the application, the inventor will be promptly notified in writing, and the University's rights in the invention will be released by written agreement to the inventor, subject to the terms of an applicable sponsored research contract, if any.

In those cases in which the University has obtained a patent without obligation to sponsors, if the University has made no arrangement (*e.g*., a license agreement, search for prospective licensees or other commercially reasonable effort) for commercial development of the invention within one year from the date of the issuance of the patent and each year thereafter, the inventor(s) may request in writing a release of the University's patent rights. The Provost or such officer's designee will promptly either grant the request or advise the inventor(s) of the University's plans for the development of the invention after consultation with the Committee.

Publication and Public Use

The University strongly encourages scholarly publication of the results of faculty and student research. Though RU Policies do no limit the right to publish, except for short periods of time necessary to protect patent rights, publication or public use of an invention constitutes a statutory bar to the granting of a United States patent for the invention unless a patent application is filed within one year of the date of such publication or public use. Publication or public use also can be an immediate bar to patentability in certain foreign countries.

In order to preserve rights in unpatented inventions in which the University retains an interest, it shall be the duty of the inventor, or of the inventor's supervisor if the inventor is not available to make such report, to report forthwith to the Provost or that officer's designee any publication, submission of manuscript for publication, sale, public use, or plans for sale or public use, of an invention if a disclosure has previously been filed. The inventor shall promptly notify the Provost or that officer's designee of the acceptance for publication of any manuscript describing the invention or of any sale or public use made or planned by the inventor. An invention may not be disclosed before the filing of a patent or provisional patent application in the United States Patent and Trademark Office to any person who is not employed the University or working in cooperation with the University upon that invention, unless the disclosure is made subject to a written Confidential Disclosure and Limited Use Agreement signed by the Provost or that officer's designee and all signatories necessary to bind the other party or parties to the agreement.

Ownership

Ownership of inventions and discoveries shall be determined in accordance with RU Policies.

Sponsored Research

In cooperative undertakings sponsored by, or involving, third parties, provisions for the control of patents normally should be consistent with the general policy stated above. However, it is recognized that in some cases the interests of other entities (federal or state agencies, corporations, etc.) will justify modifications of the general policy. In those cases, the provisions with respect to patents shall appear in the applicable memorandum of understanding or agreement for the review and approval of the Provost. It is intended

and provided that disclosed inventions will be identified and managed in accordance with patent policy and procedures.

Nothing in this policy shall be interpreted as precluding the acceptance of a contract, grant, or agreement which provides for ownership of inventions and patent rights by the cooperating agency or organization; provided, however, due regard shall be given to the interests of the general public and inventors in such instances.

Income from Patents

The University shall share technology transfer revenue that it receives from patents or inventions with the inventors. Specific provisions of grants or contracts may govern rights and revenue distribution regarding inventions made in connection with sponsored research; consequently, revenues that the University receives from such inventions may be exclusive of payments of royalty shares to sponsors or contractors. Moreover, the University may
contract with outside persons or organizations for the obtaining, managing and defending of patents. Any expenses incurred for the services of such persons or organizations, as well as any and all incremental expenses incurred by the University in obtaining and maintaining patents and/or in marketing, licensing, and defending patents or licensable inventions, shall be deducted before the University distributes revenues, subject to the provisions of paragraph 2 below.

The revenues that the University receives from a patent or invention (net of expenses described in paragraph 1 above) shall be distributed at least annually as follows:

Inventor	50%
University (AA)	**50%**

Applicable laws, regulations, or provision of grants or contracts may, however, require that a lesser share be paid to the inventor. In the case of co-inventors, each percentage share described in this paragraph as due a sole inventor shall be subdivided equally among the co-inventors unless all the co-inventors provide the University a written instrument signed by each of them allocating ownership among them other than in equal shares. In no event shall the share payable to the inventor or inventors in the aggregate by the University be less than 15% of the gross royalties received by the University.
To the extent practicable and consistent with State and University budget policies, amounts allocated to the University pursuant to the chart in paragraph 2 will be dedicated to support University research and commercialization activities, including research in the inventor's department or unit, if approved by the Provost or that officer's designee.

In the event that a person contributes an invention to the University, a written agreement accepting such contribution shall be executed by the President or that officer's designee, subject to approval and acceptance of Radford University Foundation of Board of Directors. In the event that a person otherwise assigns an invention to the University for value, the terms of the agreement shall include a statement governing the division of income between the University and the assignor and a statement making these policies and procedures applicable to any development or refinement of the invention.

COPYRIGHT

Ownership

Copyright is the ownership and control of the intellectual property in original works of authorship. Copyright ownership and the rights thereof are defined by federal law; however, RU Policies effectively grant ownership to certain copyrightable works to individual authors even though federal law would vest ownership in the University. Those determinations have been made by category of copyrightable work and category of author. *See:*

Radford University Faculty Handbook sec. 3.4.2

Traditional Works or Non-Directed Works

Traditional faculty authored works: Faculty members retain full ownership of scholarly or creative works they produce as part of their traditional obligation to publish such works and the university's tradition of upholding academic freedom.

There are three exceptions:

When work is created as part of a specific assigned duty outside of the scope of ordinary teaching and research obligations under a specific work for hire rationale (for example, in helping to prepare a departmental or university report), the copyright belongs to the university;
When the university has made a substantial direct investment in a faculty authored work (also defined as an exceptional use of institutional resources), the university and the author may share copyright. The definition of a substantial university investment is a direct expenditure of at least $10,000 or 25 percent of a faculty member's salary, whichever is greater. General support for faculty in terms of library facilities, information technology that supports teaching and learning or office space shall not be included in assessing substantial investment. Terms for sharing of copyright shall be developed through the university's Intellectual Property Committee.
Distance Learning Materials - Distance learning materials and courseware created by faculty without the substantial use of university resources, or not as part of a directed work as listed above in B (1), shall remain the property of the faculty member. If the development of distance learning materials or courseware has required substantial use of university resources, or as part of a directed work, the university will own the copyright, but the faculty member and the university will both retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials or courseware developed with substantial use of university resources, the faculty member and the university shall share in any revenues per the royalty distribution matrix described in this policy.

Students: Students retain full ownership of scholarly or creative works they produce as part of their studies unless there is a prior contractual agreement. When significant use by students of university facilities, personnel, or other resources is contemplated, the university may require, as a condition of the use of facilities, that ownership of the student-developed invention or creation be reserved to the university, in whole or in part. In such cases, a written understanding regarding ownership and use of student creations or inventions should be signed by the student and the University prior to such significant use by the student of university facilities, personnel, or other resources.

Other Employees -- Works or patents developed by employees who are not students or faculty shall be considered under the traditional work-for-hire employment rationale.

Work Made for Hire

Ownership: University, unless it is a Traditional or Non-Directed Work as provided herein.

Income from Copyright

Works not Owned by Radford University

Authors and creators of original works in which the University claims no interest may exercise exclusive rights protected by copyright law, register the copyright and receive any revenues which may result therefrom.
Works in Which Radford University Has an Ownership or Income Interest

Income received by the University through the sale, licensing, leasing or other use of copyrightable material in which the university has an ownership interest will normally be shared with the author. Authorship for this purpose shall be determined by the Provost or such officer's designee. Compensation and division of royalties, if any, will be the same as that provided for patent income under these policies

and procedures unless other terms are negotiated by written agreement prior to commencement of work on the project.

In the event that an author contributes a copyrighted work to the University, a written agreement accepting such contribution shall be executed by the President or that officer's designee, subject to approval and acceptance of The Radford University Foundation Board of Directors. In the event that a person otherwise assigns a copyrighted work to the University for value, the terms of agreement shall include a statement governing the division of royalties or other income between the University and the assignor.

Revision of Materials

Materials owned by the University under the terms of this policy shall not be altered or revised without providing the author a reasonable opportunity to assume the responsibility for the revision. If the author declines the opportunity to revise such material, the assignment of responsibility for the revision will be made by the Provost or such officer's designee in consultation with the appropriate department or office.

Withdrawal of Materials

Materials owned by the University under the terms of this policy shall be withdrawn from use when the University deems such use to be obsolete or inappropriate; provided, however, such withdrawal or other discontinuance would not violate terms of any licensing or other agreement relating to the materials.

Notice of Copyright

All material owned by the University under the terms of this policy shall be protected by notice of copyright in the name of the University. The proper form of such notice is as follows:

© 20- -, Radford University. All rights reserved.

The date should be the year in which the work was completed or in which it was published, whichever is earlier. The name of the University must be spelled out in its entirety. The word "Copyright" may be substituted for the copyright symbol shown above.

TRADEMARKS, SERVICE MARKS AND TRADE NAMES

Trademarks and service marks may be any work, name, symbol, or device, or any combination thereof, adopted and used by the University in the sale or advertising of goods or services to identify and distinguish such goods and services from those sold by others.

Trade names include any names used to identify Radford University and its services.

The President or such officer's designee shall be responsible for protection and licensure of trademarks, service marks, and trade names used by or related to Radford University.

No licenses shall be granted to commercial entities for use of trademarks or service marks in connection with commercial services or stationery, alcoholic beverages, inherently dangerous products, products of obscene or disparaging characteristics, health related products, products classified as staple foods, meats, and natural agricultural products, and any other uses which in the opinion of the President or such officer's designee, would degrade the reputation or goodwill of the University.

TRADE SECRETS

Trade secrets may be comprised, generally, of any formula, pattern, device or compilation of information which gives one an opportunity to obtain an advantage over competitors who do not know or use it in commercial applications. To the extent permitted by Radford University Policies, trade secrets in which Radford University maintains an interest shall be protected in accordance with the terms of sponsored

research agreements or, if none exist, by any lawful means available to the University as determined by the President or such officer's designee.

DISCLOSURE OF INTELLECTUAL PROPERTY AND RELATED RECORDS

All individuals who are subject to these policies and procedures have a duty to disclose promptly, in writing, and prior to any disclosure either to the public or for commercial purposes, any intellectual property created or discovered by such individual. Disclosure shall be made to the Provost or such officer's designee.

The President or that officer's designee may adopt policies and determine procedures in addition to, but consistent with, those set forth in RU Policies and in this document for appropriate institutional review of such disclosures. The duty to disclose arises as soon as the individual has reason to believe, on the basis of that person's own knowledge or upon information supplied by others, that the intellectual property may be protectable under patent, trademark, or copyright law, or other applicable law. Certainty about the protections to be afforded such intellectual property is not required before a disclosure should be made.

All individuals who disclose intellectual property pursuant to these policies and procedures or RU Policies have a duty to deliver to the Provost or such officer's designee all research data or other records and materials related to the intellectual property upon request of the Provost or such officer's designee. As used herein, the term "research data or other records and materials related to the intellectual property" includes, but is not limited to, any recorded information, regardless of the form or media on which it may be recorded, writings, films, sound recordings, pictorial reproductions, drawings, designs, or other graphic representations, procedure manuals, forms, diagrams, work flow charts, any tangible product (*e.g.,* equipment, furniture, sculpture or a model thereof) and its description, data files, data processing or computer programs (software), statistical records, laboratory notebooks or worksheets, field notes, edited and categorized observations, interpretations, analyses, derived reagents and vectors, tables, charts and other records, cells and cell lines, cell products, organisms, tissues, animals, synthetic compounds, samples, and any other information or materials that may aid in evaluation, use or commercialization of, or otherwise are related in any way to, such intellectual property.

CONFLICTS OF INTEREST

Ownership of any equity interest in a business entity that has an agreement with the University relating to research, development, licensing, or exploitation of intellectual property created or discovered by a student or employee shall be disclosed to the Provost or such officer's designee. The Provost shall take any necessary steps to avoid injury to the University as a result of potential conflicts of interest arising out of such equity ownership.

No employee or student may serve as a director, officer, or employee of, or consultant to, a business entity that has an agreement with the University relating to research, development, licensing, or exploitation of intellectual property in which the University has an ownership interest except upon request of, or prior approval by, the President or such officer's designee. Authorization to serve as a director, officer, or employee of, or consultant to, such a business entity may be subject to one or more conditions established to avoid injury to the University as a result of potential conflicts of interest.

The University may accept equity interests as partial or total compensation for rights conveyed in agreements with business entities relating to intellectual property owned by the University. The University may negotiate, but shall not be obligated to negotiate, an equity interest on behalf of any employee or student as a part of an agreement between the University and a business entity relating to intellectual property created, discovered, or developed by the employee or student and owned by the University.

In addition to compliance with the University's other policies governing conflicts of interest and external professional activities, a person subject to these policies and procedures must consult with appropriate University administrators about any proposed consulting agreement with a third party when such consulting agreement contains provisions on patent rights, trade secrets, or the like. Such an agreement

may not be entered into by an employee or other person subject to these policies and procedures unless (1) it conforms to RU Policies and these policies and procedures or (2) the University waives its rights in any intellectual property arising from activities to be conducted in performance of the agreement.

DISPOSITION OF UNIVERSITY INCOME

In the disposition of any net income accruing to the University from patents or trade secrets, preferential consideration shall be given to the promotion of research in accordance with RU Policies.

In the disposition of any net income accruing to the University from licensure or assignment of copyright, preferential consideration shall be given to promotion of creative activities.

In the disposition of any net income accruing to the University from licensure of trademarks or service marks incorporating the name of the University, images of campus structures or the University mascot, preferential consideration shall be given to creation or enhancement of scholarships for athletics programs; provided, however, any trademark or service mark created to market or otherwise identify products related to inventions or discoveries arising from research or other academic activities shall be held and used strictly for academic purposes.

ADMINISTRATION OF INTELLECTUAL PROPERTY

Unless otherwise expressly provided herein, the President or that officer's designee shall have general authority and responsibility for administration of the policies and procedures set forth in this document. Duties encompassed by this responsibility shall include filing appropriate registration forms and supporting documents with the Copyright Office, Library of Congress, or the Patent and Trademark Office, negotiating and drafting licenses and other royalty agreements, drafting necessary agreements for specially commissioned works, determining the applicability of this policy and appropriate law to intellectual property, and adoption of policies and procedures consistent with the provisions of this document and RU Policies, necessary for determination of ownership or protection of the University's interests in intellectual property. All referrals to the President or Provost, or such officer's designee, under these policies and procedures, shall follow established procedures and administrative channels of communication.

Agreements which grant a third party the right to make, use, or sell a patented invention, invention know-how, or trade secret that has been disclosed and assigned to, or is otherwise owned by, the University, or which grant a third party the right to reproduce, sell or use a copyrighted work, trademark, service mark, or trade name in with the University owns an interest, shall require written approval by the President or that officer's designee.

Individuals subject to these policies and procedures may not: (a) sign agreements with third parties which may abrogate the University's rights and interests, nor (b) without prior written authorization, use the name of the University or any of its units in connection with any intellectual property in which the University has an interest.

As a condition of their respective employment or enrollment and attendance, employees and students shall execute any and all declarations, assignments of all rights in any intellectual property and related research data or other records and materials, or other documents deemed necessary by the University to protect its interests in such property. Notwithstanding this or any other provision of these policies and procedures, an individual who delivers and/or assigns intellectual property or other ownership rights in research data or other records and materials related to the intellectual property disclosed hereunder shall be allowed to continue use of such data, records and materials, or reproductions or derivatives thereof, as part of instruction, research, or creative or scholarly activities, conducted by the individual fulfillment of employment or student academic responsibilities to the extent that such use does not interfere with the University's ownership, use and commercialization of the intellectual property. A determination of acceptable use shall be made upon request by the Provost or such officer's designee.

The responsibility for protection, commercial marketing and licensure of intellectual property, and for maintenance of appropriate fiscal records, is assigned to the President or such officer's designee. The University recognizes that the evaluation of inventions and discoveries and the administration, development and processing of patents, licensable inventions and other intellectual property involves substantial time and expense and requires talents and experience not ordinarily found in its staff; therefore, in most cases it expects to contract with outsiders for these services. The President or that officer's designee may enter into a contract or contracts with an outside organization covering specific inventions or discoveries believed to be patentable and patents developed therefrom, or covering all such inventions, discoveries, patents or other intellectual property in which the University has an interest.

While the University asserts or retains an ownership interest in intellectual property, all expenses of copyright registration, patenting and other forms of protection sought by the University shall be borne initially by the University and be subject to reimbursement under section V. F, above.

PROHIBITION OF INFRINGMENT OR UNAUTHORIZED USE OF INTELLECTUAL PROPERTY

Any infringement or unauthorized use of intellectual property by University employees or students is hereby prohibited. Any employee who engages in such conduct is subject to disciplinary sanctions established for misconduct in applicable personnel policies, including, but not limited to, discharge. Any student who engages in such conduct is subject to disciplinary sanctions established for misconduct in the Code of Student Conduct and/or Academic Integrity Code, including, but not limited to, expulsion.

USE OF INTELLECTUAL PROPERTY BY THE UNIVERSITY

If ownership of any intellectual property subject to these policies and procedures is determined to vest in an individual inventor or author, the University nevertheless reserves the right to use for instructional and research purposes, without obligation to make payments thereof, any such intellectual property made by employees or students during their periods of employment or attendance, as well as any revisions or derivatives of such intellectual property.

DISPUTE RESOLUTION

In any case in which any creator or inventor of intellectual property disagrees with a decision of the administrator in respect to the ownership of intellectual property in which such persons claim an interest, or in respect to the sharing of royalties or other income accruing to the university through the sale, lease, licensing or other disposition of such property, such persons shall be entitled and obligated to pursue an administrative appeal within the university before pursuing any other legal or equitable remedy. The administrative appeal shall be conducted as follows:

The aggrieved persons shall file with the Provost a written statement of appeal specifically identifying the nature of the dispute and specifically stating the relief requested. This statement must be filed within thirty (30) days after receipt by the aggrieved persons of written notice of the Administrator's decision which is being appealed.
Upon receipt of such a statement of appeal, the Provost shall refer the matter to the University Committee on Intellectual Property, which shall, within thirty (30) days of the filing of the statement of appeal with the Provost, make written findings of fact and recommendations regarding resolution of the dispute, unless within such time the Administrator and the aggrieved persons acknowledge in writing that they have resolved their dispute. The committee may require, upon reasonable notice, that the aggrieved parties or the Administrator or both appear before it and provide the committee with additional information relevant to the dispute.

Upon receipt of the written findings and recommendations of the committee, the Provost shall have fifteen (15) days to state his or her decision, in writing, to the aggrieved parties and to the Administrator. He may affirm, modify or reject any determination of the committee.

If the Provost and the Administrator disagree, the matter shall then be referred to the President of the University who shall have fifteen (15) days to state his or her decision, in writing, to the aggrieved parties, the Administrator, and the Provost.

The decision of the President shall be final within the University and no further administrative appeal shall be available to the aggrieved parties or to the Administrator.

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Appendix III: 15-16.13—Graduate Certificate in Professional Writing

NEW POST-BACCALAUREATE OR POST-MASTER'S CERTIFICATE PROPOSAL
CERTIFICATE COVER SHEET

CERTIFICATE NAME:	Graduate Certificate in Professional Writing			
DESCRIPTION	The Graduate Certificate in Professional Writing, offered entirely online, is designed for working professionals and Radford University graduate students preparing to enter the workforce in any discipline who seek to strengthen their professional, technical, and business writing skills and enhance their knowledge of how to use digital media to remain competitive in the workplace and job market. Each course blends theory and practice, providing students with opportunities to apply writing, editing, and design strategies, in both print and digital formats, to a wide range of organizational contexts and audiences. By completing workplace-based projects, students gain valuable experience and skills in collaborating across disciplines and thinking rhetorically to solve a variety of real-world organizational problems.			
PARTICIPATING DEPARTMENTS	Primary	English		
	Supporting			
# SEMESTER HOURS	13			
STRUCTURE	☐ Cohort	☒ On-going Entry		
	Begin Term	Fall 2016	End Term	Augustmester 2017
LOCATION OF COURSES	Online			
TARGET MARKET	Working professionals and Radford University graduate students preparing to enter the workforce in any discipline			
NET NUMBER OF NEW RU STUDENTS	10-15			
PRIMARY CONTACT PERSON	Paul Witkowsky, English Department Graduate Director Laura Vernon, Certificate Program Coordinator			

Proposal Routing
1. Departmental Curriculum Committees (following departmental protocol for approval)
2. College Curriculum Committees (following college protocol for approval)
3. Professional Education Committee (if it includes a professional education component)
4. Extended Education (if it contains an extended education component)
5. Distance Education (if it utilizes distance or other instructional technologies)
6. Submit this form to the *RU Graduate College Academic Course & Program Review Committee (ACPR)*, along with the following documentation: ☒ Cover Sheet for (ACPR) Committee ☒ New Certificate Narrative ☒ New Certificate Budget

Attached: New Certificate Narrative
New Certificate Budget

Rev. 1/11/2016

NEW GRADUATE CERTIFICATE NARRATIVE

Proposed Certificate Title: Graduate Certificate in Professional Writing

CERTIFICATE ADMINISTRATION

College: Humanities and Behavioral Sciences
Department: English
Primary Administrative Unit: Department of English, Professional Writing Program
Contact Person:

- Paul Witkowsky, English Department Graduate Director, pwitkows@radford.edu, (540) 831-5628
- Laura Vernon, Certificate Program Coordinator, lvernon@radford.edu, (540) 831-5365

CERTIFICATE DESCRIPTION & STATEMENT OF NEED

Description: The Graduate Certificate in Professional Writing is designed for working professionals and Radford University graduate students preparing to enter the workforce in any discipline who seek to strengthen their professional, technical, and business writing skills and enhance their knowledge of how to use digital media to remain competitive and viable in today's diverse workplace and rapidly changing employment landscape. The courses are taught entirely online by faculty experienced in applying online learning and workplace communication best practices. Students can complete the flexible five-course program of study in one calendar year, when courses are taken in five consecutive terms. The curriculum is designed for immediate use and relevance in the workplace. Each course blends theory and practice, providing students with opportunities to apply writing, editing, and design strategies, in both print and digital formats, to a wide range of organizational contexts and audiences. By completing workplace-based projects, students gain valuable experience and skills in collaborating across disciplines and thinking rhetorically to solve a variety of real-world organizational problems.

Statement of Need: An online graduate certificate in professional writing is needed to prepare working professionals and graduate students entering the workforce for rapid changes in communication technologies. The program responds to an immediate and growing need for highly skilled communicators in all disciplines and to a high demand by employers for employees with strong written, verbal, and visual communication skills. An online program is needed to accommodate a growing preference for online course offerings and to join a massive shift in higher education toward online education to better serve student populations who need to remain competitive throughout their careers and are more likely to seek a certificate, especially one offered entirely online.

This proposed certificate program responds appropriately to the research on required job skills, which indicates that:

- The most in-demand skills across all occupations are oral and written communication skills, and the value of these skills is increasing (Anderson & Gantz, 2013, pp. 1, 2, 6).
- "Communication, integration, and presentation"* skills are "overwhelmingly desirable" in today's occupations and for those occupations with the highest-growth and above-average salary potential (Anderson & Gantz, 2013, p. 13).
- Writing is a "threshold skill" for both employment and promotion, showing that "people who cannot write and communicate clearly will not be hired and are unlikely to last long

enough to be considered for promotion (The National Commission on Writing, 2004, p. 3).
- Many companies report that they frequently produce technical reports, formal reports, and memos and correspondence; and they consider communication through email and presentations as universal (The National Commission on Writing, 2004, p. 4).
- The most important skills cited by employers are oral and written communication, teamwork/collaboration, and critical thinking/problem solving, and these skills are "critical factors" in the U.S. workforce's ability to stay competitive (Casner-Lotto, 2006, pp. 9, 12).

This proposed certificate program uses authentic workplace situations, emphasizes real-world problem solving, and focuses on relevant and applicable communication (in all its forms) strategies that are meant to keep working professionals and graduate students entering the workforce current and competitive.

Furthermore, a certificate program delivered in an online learning environment is needed for three reasons. First, it can meet the needs of a growing number of individuals, especially working professionals, who prefer flexible, convenient, and dynamic programs of study that can be completed in less time than a master's degree (Nash, 2015, p. 80; Quillen, 2015, para. 5; Graber & Chodzko-Zajko, 2014, p. 173). Georgetown University's Center on Education and the Workforce reports that postsecondary certificates are the fastest growing form of credentialing, making up 22 percent of awarded credentials in 2010, compared with 6 percent in 1980 (Carnevale, Rose, & Hanson, 2012, p. 8). In addition, working professionals with a bachelor's degree over the age of 30 are more likely to seek a certificate (as opposed to a master's degree) to bolster their credentials as they seek new employment, salary increases, or a new career (Carnevale, Rose, & Hanson, 2012, p. 7). This growth shows that certificates are meeting a real workforce need for skill enhancement and that working professionals (and employers) value them for what they offer. Thus, it makes sense for this proposed certificate program in professional writing to target post-baccalaureate working professionals because of their need to remain competitive throughout their careers.

Second, a certificate that can be earned entirely online supports the skills necessary for success in the current and future job market. For example, employees need to "be increasingly self-motivated and self-directed," "take initiative and be able to work in a team-based environment," "better utilize and benefit from … digital content" and mobile devices, and improve and expand professional relationships through "increased electronic communication" (Anderson & Gantz, 2013, pp. 3, 12-13). By its nature, the online learning environment builds critical workplace skills because it requires students to interact more with digital content; communicate more effectively and thoroughly through electronic means; take a more active role in initiating, directing, and managing their learning; and play that role in a team environment where students learn from and teach each other.

Third, an online education is fast becoming the norm, especially for non-traditional adult learners. According to the Pew Research Center (2011), approximately three-quarters of the nation's higher education institutions offer online courses, roughly one-in-four college graduates have taken an course online, and more than a third of adults who have taken a course online say the educational value is equal to that of a face-to-face course (pp. 1, 3). Furthermore, online courses have become increasingly prevalent over the past decade, and the upward trend is expected to continue (Pew Research Center, 2011, p. 4; Lee & Nguyen, 2007, p. 31). Thus, this proposed online graduate certificate program elevates Radford's competitiveness by offering an online program for non-traditional adult learners that punctuates (with an exclamation point) the workplace communication skills in high demand in all occupations.

Even more, Radford University is well positioned to offer an online graduate certificate program in professional writing for three reasons. First, if approved, this proposed online graduate certificate program will be the first in the southwest and central regions of Virginia where a large, diverse, and growing workforce resides and where Radford University's reputation for quality instruction (both online and traditional) is well known. Second, this proposed online graduate certificate program will be the first in all of Virginia to offer a more practical, workplace-oriented program that adds real-world value and relevance to all disciplines. Research shows a demand for "higher-level competencies" (such as communication), and programs that "anchor academic standards in the real world" are better equipped to help students achieve these "highly sought-after" competencies (Anderson & Gantz, 2013, p. 2). Third, as a student-centered institution with innovative teaching and learning as its heart, Radford University is a leader in quality online academic programming and has already shown a strong commitment to certificate programs.

**Communication, integration, and presentation skills include "the ability to seek, evaluate, and examine information and data; create a reasoned position; present findings; and make a clear case for or advocate for that position. These skills include thinking and communication competencies and an ability to use tools and technologies that support these activities" (Anderson & Gantz, 2013, p. 10).*

Target Markets Served: Working professionals and Radford University graduate students in any discipline.

Projected Headcount: 10 to 15.

Recruitment Strategies and Plans: The initial recruitment strategy includes a combination of a news release distributed statewide; feature article in the Radford University alumni magazine; a program website and Facebook page; the Radford University website and social media outlets; an email announcement to 13,000 alumni, 1,600 employers, the Radford University campus community, and the alumni ambassadors nationwide. Once the program is approved, funds may be available from the Graduate School to recruit through paid advertising and printed materials to distribute widely (e.g., graduate school fairs, academic and professional conferences, professional association events).

CERTIFICATE SCOPE & SEQUENCE

The graduate certificate program in professional writing is 13 credit hours and consists of five online courses that can be completed in a year when the courses are taken in five consecutive terms, including Maymester, Augustmester, and Wintermester. All five courses are proposed to be new courses. The proposed courses are as follows:

- ENGL 612: Electronic Writing Portfolio (offered Maymester, Augustmester, and Wintermester; 1 credit)
- ENGL 607: Business Writing and Editing (offered Fall Semester; 3 credits)
- ENGL 608: Professional and Technical Writing (offered Spring Semester; 3 credits)
- ENGL 609: Writing in Digital Spaces (offered Summer 1; 3 credits)
- ENGL 610: Proposal and Grant Writing (offered Summer 2; 3 credits)

ENGL 607, 608, 609, and 610 can be taken in any order when the courses are offered, but ENGL 612 must be taken as the final course, as it is the capstone course for the entire

certificate program and results in a culminating ePortfolio. To accommodate rolling enrollment, ENGL 612 may be offered as many as three times a year.

The proposed begin date for the first class of students enrolled in the certificate program is Fall 2016 and the proposed end date (graduation) is Augustmester 2017.

Four sample term-by-term curriculum sequences are as follows:

Sequence A: Student Enters Program Fall Semester
- Fall: ENGL 607: Business Writing and Editing (3 credits)
- Spring: ENGL 608: Professional and Technical Writing (3 credits)
- Summer 1: ENGL 609: Writing in Digital Spaces (3 credits)
- Summer 2: ENGL 610: Proposal and Grant Writing (3 credits)
- Augustmester: ENGL 612: Electronic Writing Portfolio (1 credit)

Sequence B: Student Enters Program Spring Semester
- Spring: ENGL 608: Professional and Technical Writing (3 credits)
- Summer 1: ENGL 609: Writing in Digital Spaces (3 credits)
- Summer 2: ENGL 610: Proposal and Grant Writing (3 credits)
- Fall: ENGL 607: Business Writing and Editing (3 credits)
- Wintermester: ENGL 612: Electronic Writing Portfolio (1 credit)

Sequence C: Student Enters Program Summer 1 Term
- Summer 1: ENGL 609: Writing in Digital Spaces (3 credits)
- Summer 2: ENGL 610: Proposal and Grant Writing (3 credits)
- Fall: ENGL 607: Business Writing and Editing (3 credits)
- Spring: ENGL 608: Professional and Technical Writing (3 credits)
- Maymester: ENGL 612: Electronic Writing Portfolio (1 credit)

Sequence D: Student Enters Program Summer 2 Term
- Summer 2: ENGL 610: Proposal and Grant Writing (3 credits)
- Fall: ENGL 607: Business Writing and Editing (3 credits)
- Spring: ENGL 608: Professional and Technical Writing (3 credits)
- Summer 1: ENGL 609: Writing in Digital Spaces (3 credits)
- Augustmester: ENGL 612: Electronic Writing Portfolio (1 credit)

Fit with Existing Programs: ENGL 606: Technical and Business Writing is the only graduate-level professional writing course available to students in the English Department. As a face-to-face course, it serves a narrow population of students with little-to-no professional writing experience, and it mostly prepares graduate students to teach an introductory professional writing course in a community college. While this course is necessary and worthwhile, other courses are needed to serve a broader student population of working professionals and graduate students preparing to enter the workforce in any discipline who have writing responsibilities beyond their current skillset. As such, the certificate program extends course offerings and opportunities by adding five critical professional writing courses that are delivered online and that are designed to strengthen a wide range of communication skills, thus keeping working professionals competitive in the workplace and in the job market. As an online program, the curriculum reaches a greater number of students and offers them flexibility, convenience, and a faster route toward completion. The courses complement each other and emphasize

practical application of concepts and principles in both print and digital formats, thus keeping these interdisciplinary professionals current on communication technologies and strategies.

CERTIFICATE DELIVERY STRATEGIES

All courses in the professional writing graduate certificate program can be delivered online (asynchronously) using D2L (Desire to Learn), Radford University's current official online learning management system. Adobe Connect, a synchronous web conferencing tool supported by Radford University, may also be used for virtual office hours, student presentations, and discussions as the instructor deems necessary. ENGL 607, 608, 609, and 610 will be offered once a year. ENGL 612 may be offered three times a year to accommodate rolling enrollment. Students may enter the program in either Fall Semester, Spring Semester, Summer 1 Term, or Summer 2 Term. The sequence of courses (as outlined above) depends on when the student enters the program. The program may be completed in one year, but students have up to six years to complete the certificate program. Students wishing to take longer may take courses in any order (because there are no prerequisites), except the Electronic Writing Portfolio course (ENGL 612), which must be taken as the final capstone course. Professional Writing Program faculty in the English Department will be allocated to manage the program and teach the courses in the certificate program as part of their regular contractual duties. No support services are required or anticipated at this time.

ADMISSIONS CRITERIA

As per the College of Graduate Studies and Research admissions policy stated in the 2015-2016 Graduate Catalog, "an applicant who is currently a matriculated graduate-degree-seeking student at Radford University may apply for a certificate by submitting an approved 'Add a Post-Baccalaureate Certificate Form' to the Graduate College. Applicants who are not in a degree program and are seeking only the certificate should apply as 'Certificate Students' and must meet the established criteria for admission as well as other requirements indicated by the specific certificate. Certificate-seeking applications may be submitted online on a rolling admissions basis for all terms …"

No course prerequisites are required for entry into the professional writing graduate certificate program. No GRE score is required.

Established criteria for admission into the professional writing graduate certificate program are as follows:

- A bachelor's degree from an accredited institution.
- Minimum grade point average of 2.75.
- A TOEFL minimum score of 550 on the paper-based test, 79-80 on the Internet-based test, or 213 on the computer-based test; or an IELTS minimum score of 6.5 (for international students).

A complete application for applicants seeking a graduate certificate in professional writing includes:

- An official application completed and submitted with a nonrefundable application fee of $50.
- Official transcripts from all institutions from which the applicant has earned a degree or course credit following a degree conferral.
- Resume.

- 500-word statement of interest (required by the program).

As per the College of Graduate Studies and Research retention policy stated in the 2015-2016 Graduate Catalog, students seeking a graduate certificate in professional writing "are subject to all established policies of probation and suspension," and "any student who maintains a minimum grade point average of 3.00 in graduate courses will be in good standing."

CERTIFICATE DURATION & REVIEW PROCESS

The first class of students is proposed to enter the professional writing certificate program Fall 2016 and to graduate Augustmester 2017. (The certificate program can be completed in one year if courses are taken in five consecutive terms.) The Dean of the College of Humanities and Behavioral Sciences considers the professional writing certificate program a strategic investment for its first three years. During that time, the program must prove to be self-sustaining. It is anticipated that the program will begin in Fall 2016 and will undergo a review during the 2018-2019 academic year (the third year of the program). If the program continues beyond the third year, then it will undergo the standard review process every five years as required by the College of Graduate Studies and Research.

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NEW GRADUATE CERTIFICATE BUDGET

Proposed Certificate Title: Graduate Certificate in Professional Writing

Budget: The initial course offerings in 2016-2017 for this certificate are deliverable with no funding other than faculty salaries for Summer I and II, 2017, and for Augustmester 2017, funding typically contingent on enrollment to some degree already. Further offerings, depending on total enrollments across the professional writing program, may be sustainable initially without additional faculty, at least in an initial cycle of 13 credit hours, depending on course assignments among the existing professional writing faculty already in place. Generally, then, institutional costs across the entire certificate program will be summer school salaries for two faculty. With tuition (according to 2015-2016 figures) roughly $318 per credit hour (minus mandatory fees) for in-state and $683 for out-of-state, each three-credit course offering in Summer 1 and Summer 2 in 2017 will require enrollment of 10-12 students per class to break even monetarily. As a one-credit course, Augustmester 2017 (and future Wintermester and Maymester terms) will require an enrollment of 3-5 students.

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Appendix IV: 15-16.14—Psychiatric Mental Health Nurse Practitioner (PMHNP) Graduate Certificate

COLLEGE OF GRADUATE STUDIES AND RESEARCH
POST-BACCALAUREATE OR POST-MASTER'S CERTIFICATE PROPOSAL

PROGRAM/CERTIFICATE COVER SHEET

☒ **PROGRAM** **CERTIFICATE**	Nursing			
NAME OF: **Program/Certificate**	Psychiatric Mental Health Nurse Practitioner (PMHNP) Graduate Certificate			
DESCRIPTION	The PMHNP certificate provides an opportunity for post-master's nurses to obtain the knowledge and skills to practice in psychiatry and mental health. This certificate meets the criteria established by American Nurse Credentialing Center (ANCC) and Commission on Collegiate Nursing Education (CCNE).			
PARTICIPATING DEPARTMENTS	Primary	Nursing		
	Supporting			
# SEMESTER HOURS	23			
STRUCTURE	Cohort	On-going Entry		
	Begin Term	Spring 2016	End Term	
LOCATION OF COURSES	Radford University Online & Approved Supervised Clinical Sites			
TARGET MARKET	Post-Master's Nurse Practitioners seeking additional certification in psychiatric mental health. These courses will prepare them to take the national certification examination and practice in the field of psychiatry and mental health providing both psychotherapy and prescribing psychotropic medication.			
NET NUMBER OF NEW RU STUDENTS	10 -12			
PRIMARY CONTACT PERSON	Victoria Bierman, PhD, LCSW, FNP-BC; vbierman@radford.edu			

Proposal Routing
1. Departmental Curriculum Committees (following departmental protocol for approval)
2. College Curriculum Committees (following college protocol for approval)
3. Professional Education Committee (if it includes a professional education component)
4. Extended Education (if it contains an extended education component)
5. Distance Education (if it utilizes distance or other instructional technologies)
6. Submit this form to the *RU Graduate College Academic Course & Program Review Committee (ACPR)*, along with the following documentation: ☒ Cover Sheet for (ACPR) Committee ☒ New Certificate Narrative ☒ New Certificate Budget

Attached: New Certificate Narrative
New Certificate Budget

Level of Certificate Program

Name of Certificate: **Psychiatric Mental Health Nurse Practitioner Graduate Certificate**

CIP Code:

Initiation Date: **Spring 2015**

Description of PMHNP Certificate:

The PMHNP graduate certificate will prepare the advanced practice nurse (APN) with the expertise and skills to diagnose and treat individuals suffering with psychiatric and mental health disorders. The graduate certificate courses will provide the APN with the skills to prescribe psychotropic medication and provide psychotherapy to individuals across the lifespan. Upon completion of the approved courses, the certificate seeking student will be eligible to take the PMHNP American Nurse Credentialing Center (ANCC) certification exam.

It is projected that a full time student can complete the certificate in one year and part-time students may require 18 to 24 months for completion.

Target Audience: Advanced Practice Nurses with a current certificate to practice as a nurse practitioner and interested in maintaining current employment in the psychiatric mental health field or APNs interested in obtaining a position as a PMHNP will be targeted for the certificate. The changes in Medicare and Medicaid reimbursement now require APNs practicing in psychiatry and mental health have the appropriate PMHNP certificate. Many Family Nurse Practitioners have been fulfilling these roles without the proper certification and are now being required to obtain the additional certification. The increasing need for trained mental health providers throughout the U.S.A. continues to explode and the ability of APNs to prescribe medications makes this profession a most desirable alternative to meeting the healthcare shortage.

Admissions: *(criteria and requirements)*

- A master's degree in nursing (M.S.N.) or doctoral degree in nursing (Ph.D. or D.N.P.)
- Current certification as a Nurse Practitioner and a license to practice as a registered nurse
- Cumulative GPA of 3.5 on a 4.0 scale at the graduate level
- Current certification in BLS or ACLS
- Completed Graduate College application
- Resume or curriculum vitae that includes prior education and professional practice
- Professionally written letter describing career goals and how certification will assist in achieving those goals
- Official transcripts from all postsecondary institutions attended
- Three letters of reference from professional contacts
- Personal phone interview with graduate nursing faculty

Please note: Graduate Record Examination (GRE) scores are not required.

Statement of Need:

Radford University School of Nursing is seeking to add a post-master's Psychiatric Mental Health Nurse Practitioner certificate into the existing graduate nursing program. The implementation of this PMHNP certificate will help reduce the shortage in the mental health workforce (Substance Abuse and Mental Health Services Administration, 2010) and provide current advanced practice nurses an educational opportunity to obtain an additional certification required to practice in psychiatric and mental health settings. The PMHNP certificate provides expertise to diagnosis and treat psychiatric and mental health disorders with both pharmacological and nonpharmacological modalities. Radford University resides within a health professions shortage area (HPSA) for mental health providers. Currently there are no PMHNP programs for over 150 miles. The University of Virginia provides the nearest program. The online accessibility of the Radford University School of Nursing program provides multiple education opportunities with many inquiries into the establishment of this certificate by advanced practice nurses seeking this additional certification to maintain current employment.

Curriculum Requirements

All students with a current certification as a Nurse Practitioner will be required to complete the following courses and clinical hours to enable them to meet the criteria established by ANCC for the PMHNP certification exam. The PMHNP courses have met prior approval by the Radford University Graduate College, for the PMHNP concentration in the post-B.S.N. to D.N.P. degree.

Courses:

Course prefix, Number, Credit Hours	Course Title	Course Description
NURS 760 3 credit hours	Advanced Nursing Practice in Psychiatric Mental Health: Theory & Practice	This course focuses on advanced psychiatric mental health nursing practice by integrating theoretical, clinical, and research knowledge related to psychotherapeutic management of acute and chronic mental health problems and psychiatric disorders. Students incorporate developmental, biopsychosocial theories, psychotherapeutic techniques, and research for individuals, families, and groups across the lifespan. Interprofessional practice in the psychiatric mental health setting is examined.
NURS 761 4 credit hours	Neuropathophysiology & Differential Diagnosis of Mental Disorders: A Lifespan Approach	The conceptual development of brain-behavior relationships for individuals with mental health and psychiatric disorders and application to practice will be the focus of this course. Students will develop advanced skills for the differential diagnosis of mental and substance use disorders using the Diagnostic and Statistical Manual of Mental Disorders. Students will refine their observational and interviewing skills, use and interpret screening tools, laboratory tests, and behavioral assessments. The course will also incorporate skills in the comprehensive and collaborative management of culturally diverse clients with psychiatric disorders in both acute and primary

		health care settings.
NURS 762 4 credit hours	Psychotherapeutic Treatment Modalities & Clinical Psychopharmacology	This course provides an overview of the major concepts, theories, and evidenced based modalities related to psychotherapeutic and psychopharmacology treatments for mental disorders across the lifespan. Emphasis is placed on the following psychotherapeutic interventions: cognitive behavioral therapy, motivational interviewing, crisis intervention, solution focused brief therapy, group therapy, and family system theories. The principles and best practices for using psychopharmacology to treat psychiatric disorders across the lifespan will be detailed. The neuropharmacological mechanisms, risks, benefits, and outcomes of commonly used psychotropic drugs will be examined and applied using case studies.
NURS 763 6 credit hours 270 clinical hours	PMHNP Practicum I: Children & Adolescents	This course provides supervised clinical training in the role of the psychiatric mental health nurse practitioner working with children, adolescents, and their families in a variety of settings. Focus is on clinical assessment, diagnosis, and a variety of evidence-based therapeutic treatment modalities with individuals, groups, and families. Health promotion and disease prevention strategies will be emphasized.
NURS 764 6 credit hours 270 clinical hours	PMHNP Practicum II: Adult & Geriatrics	This course provides supervised clinical training in the role of the psychiatric mental health nurse practitioner working with adults and older adults in a variety of settings. Experiences emphasize clinical decision making and evidence-based treatment modalities in an interprofessional environment with focus on competencies in the ethical, collaborative, and evidence-based treatment with adults in acute and chronic mental health disorders.
Total Number of Credit Hours: **23**	Three didactic & two clinical courses	

Faculty: Any faculty teaching in the graduate PMHNP program are required to hold a doctoral degree in nursing, have a current RN license to practice in Virginia, and hold a current PMHNP certification. At present one Radford University D.N.P. nursing tenure track faculty holds a PMHNP certification; one Radford University Ph.D. nursing tenure track faculty will complete her PMHNP certification in May 2016; one D.N.P adjunct faculty holds a current PMHNP certificate. These three faculty members will be available to teach the three didactic courses. An

administrative assistant is provided by a HRSA grant to assist in the program development. Once the grant is exhausted, this certificate program will be blended into the graduate nursing program. The current graduate committee will provide oversight over the curriculum along with credentialing agencies. The PMHNP coordinator, Dr. V. Bierman, will identify clinical sites and clinical supervisors; as well as ensure a clinical contract and MOA is developed and active prior to clinical placements in NURS 763 & 764.

In the 2015 spring semester, the curriculum for post-BSN to D.N.P. degree with a PMHNP concentration was approved by ACPR to begin accepting students into the program Fall 2015.

Resources: A three year HRSA grant was awarded in July 2014 to provide the initial resources to establish the PMHNP program at Radford University. Radford University establishes the tuition structures and graduate course costs. Students will be responsible for tuition costs and maintaining a computer with supportive software to participate in online learning. Students will also be responsible for their own transportation to their assigned clinical sites. Faculty salary and travel will be assumed by the School of Nursing budget following the close of the HRSA, ANE grant.

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Appendix V: 15-16.24-28—Background and Rationale of Internal Governance Committee Recommendations

One of the primary charges for the Governance Sub Committee this year was to clean up the Internal Governance (IG) document, which was last revised in April of 2011. The first step in this process was to revisit the slate of IG committees. This has been an iterative process dating back to the Taskforce for Internal Governance Reform (TIGR) committee, which made recommendations to the Faculty Senate Executive Committee (FSEC) in 2013 and Dr. Steve Lerch's review during the summer of 2009.

Since September 2015, the current Governance sub-committee has researched the history and functionality of the committees. We have thoroughly reviewed the current descriptions of committees and past recommendations for revisions. We have also met separately with Drs. Jerry Kopf, Kim Gainer, and Steve Owen, and Provost Scartelli to gain their insights and perspectives on proposed revisions to the Internal Governance document and committee structure. Through these meetings, we learned that many committees are non-functioning, do not serve a faculty-related governance function, or are redundant with other committees. Despite committee shortcomings, the Faculty Senate remains responsible for populating the IG committees with faculty representatives.

Our investigation led us to explore criteria that would define faculty-related governance. We constructed the following four criteria: Do the committee's charges relate to

- Curriculum or academic standards and processes
- The status of faculty (e.g., appointment, reappointment, and tenure)
- Faculty awards, sabbaticals, or intellectual property
- The university's budget?

To be considered an Internal Governance Committee, we (2015-2016 Governance sub-committee) recommend that each committee must qualify under at least one of the above criteria according to the committee's description. All Internal Governance committees are required to submit an *Annual Report and Recommendation/Proposa*l form by March 15th to the committee's designated administrator (p. 7 of Internal Governance document). The Governance Sub Committee recommends that all faculty-related IG committee reports also be sent to the Faculty Senate Executive Committee in order to monitor need and viability.

Creation of Campus Engagement Committees

Our first round of revisions led us to propose eliminating several committees from the Internal Governance structure because they did not meet at least one of the faculty-related governance criteria listed above. However, we realized that these committees still provided an integral service to Radford University, influence faculty welfare, and may require reporting to FSEC. Therefore, we suggest the creation of a second designation of university committees, Campus Engagement Committees (CECs). We recommend that CECs be defined as university committees that are not related to faculty governance but are still appointed by Faculty Senate and may be asked to report to the FSEC. Committees such as the Student Affairs Executive Council are critical to the university's function but do not meet the four criteria listed above for faculty-related governance.

Committees that are neither faculty-related Internal Governance committees nor CECs, should not necessarily be disbanded but will not report to Faculty Senate. We strongly recommend that the designated administrator and related constituencies should review the committees to determine whether they currently serve an internal governance function for Radford University. We further recommend that the designated administrator would be responsible for populating needed faculty representation on these university committees.

Setting Parameters for Discussion: Current Limitations and Future Directions

- Our primary goal in introducing the following motions is to focus the conversation around the criteria for faculty-related internal governance and the suggested revisions to the associated committees.
- At this time, we are not making recommendations to change faculty representation on the committees, nor are we recommending changes to the charges of the committees. The Governance Sub Committee may pursue this valuable, much-needed work next year.
- At this time, we are not suggesting changes to the IG decision matrix. Again, while we have made progress on this front, such work is out of the purview of the current Internal Governance document and may be pursued next year by the Governance Committee.

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Appendix VI: 15-16.30—STAT 130

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

Date: Nov. 9, 2015

Proposal Number:
(Assigned by the Registrar)

Department: Mathematics and Statistics

Contact Person: Carrie Case

Current Course or Program ID: STAT 130

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

_____ 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 students taking STAT 200 are currently a very diverse group. About half of these students take STAT 200 only to fulfill the College Core B requirement. The other half take STAT 200 as a prerequisite course for upper level statistically intensive courses in their major of study. These two groups of students enrolled in STAT 200 have widely diverse needs and abilities. To better serve these two groups of students, there should be a new course offered for the first group that needs statistical literacy skills. STAT 200 is positioned to serve as a prerequisite course for the second group of students that require a deeper understanding of the mathematics behind the inferential statistics.

Effective Date:
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) STAT

b. Course Number (three numbers) 130

c. Course Title
Understanding Statistics in Society

d. Prerequisites
None

e. Credit Hours (3)

f. Brief Description
This class is designed for students who need to comprehend statistics that is used in the media, print, and to a lesser extent peer reviewed journal articles. The aim of this course is to explore the way statistics are used in society. Emphasis is placed on understanding descriptive and inferential statistics as they are presented in various media and print venues. Will not satisfy requirements for a major in mathematics. Students may not receive credit for STAT 130 after having successfully completed STAT 200 or STAT 219.

II. Detailed Description of Course

a. Content
1. Experimental and observational studies
2. Types of data
3. Basic random sampling
4. Descriptive statistics
   -Measures of center (mean, median, mode, weighted mean)
   -Measures of variability (range, standard deviation, variance, standard error)
   -graphical methods of numerical and categorical data
   -descriptive regression and correlation
5. Hypothesis tests based on one sample of the mean and proportion
6. One sample confidence intervals for the mean and proportion
7. Contingency tables and chi squared tests
8. Analyzing print and media sources will be used throughout the content of this course.
9. Other content as time permits. Topics may include:
   -Two sample confidence intervals on the mean and proportion
   -Two sample hypothesis tests of the mean and proportion
   -Interpretation of output from statistical packages

b. Detailed Description of Conduct of Course
Lectures, group work, homework, readings, and tests may be employed. A common, comprehensive

final exam is given. Calculators will be used extensively.

c. Student Goals and Objectives of the Course
Intended primarily as a statistical literacy course for students whose professional interests require them to be able to understand and analyze statistical information. Students will calculate and interpret descriptive statistics and interpret graphical representations of data. Students will create and interpret hypothesis tests for means, proportions, and contingency tables. Students will apply these skills to interpret statistics as it is used in society.

Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.
Radford University students will be able to:

a. interpret relationships among numeric, symbolic, and graphical information as applied to the real world;

b. solve problems using numeric, symbolic, and graphical information.

d. Assessment Measures
Will be instructor specific. Instructors may use tests, quizzes, in-class exercises, homework, and/or projects. There will be a cumulative final exam.

e. Other Course Information
Will fulfill the mathematical sciences component of College Core B

III. Background and Justification

a. Need for the Course
The students taking STAT 200 are currently a very diverse group. About half of these students take STAT 200 only to fulfill the College Core B requirement. The other half take STAT 200 as a prerequisite course for upper level statistically intensive courses in their major of study. These two groups of students enrolled in STAT 200 have widely diverse needs and abilities. To better serve these two groups of students, there should be a new course offered for the first group that needs statistical literacy skills. STAT 200 is positioned to serve as a prerequisite course for the second group of students that require a deeper understanding of the mathematics behind the inferential statistics.

b. Students for Whom Course is Offered
Students who need to complete the College Core B requirement and gain understanding in how statistics is used in society. These students are majoring in: Dance, art, communication, pre-nursing, recreational sports, and social work. We also project to support students majoring in exercise, sport and health education and criminal justice as well as other majors as decided by their departments.

c. Anticipated Enrollment
400-700

d. Frequency of Course Offerings
Multiple sections every fall/spring and possibly a summer offering

e. Level and Prerequisites
100 level
No prerequisite course

IV. Rationale for Resources Required

a. Faculty Resources
This course is expected to draw one third to about half of the students that are scheduled to enroll in STAT 200. In essence, this splits the current STAT 200 resources where half will be assigned to teach STAT 200 and the other half will be assigned to teach this new course. Therefore, no new additional faculty resources are required.

b. Effect on Existing Curricula
This course would satisfy College Core B requirements. Course descriptions that currently allow for STAT 200 as a prerequisite may need to be rewritten to include STAT 130. This course should be implemented in Fall 2017 with pilot courses offered Spring 2016.

c. Facilities, Equipment and Supplies
Standard classroom with technology and moveable desks/chairs needed.

d. Library Resources

1. Describe the adequacy of materials available to support this course.
Current materials at the library for introductory statistics courses are sufficient. The new textbook(s) as adopted for this course may need to be purchased.

2. List in priority order the additional materials to be purchased.
Course textbook(s) once adopted.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: _____

Signature of Librarian assigned to requesting department: _____

d. Computer Resources
N/A

e. Other Anticipated Resources
N/A

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

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Appendix VII: 15-16.31—CLSS 110 AND CLST 110

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

Date: Sept 1, 2015

Proposal Number:
(Assigned by the Registrar)

Department: CLSS

Current Course or Program ID: 110

Contact Person: Christine Steer

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

_____ Course Prerequisite Change

_____ Course Title Change

_____ Course Deletion

____ Course Number Change

_____ Program Revision

_____ New Program
(Major, minor, or certificate)

_____ Course Credit Hour Change

_____ New Course

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

_____ Change to Catalog Description

_____ Minor Change to Course

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 Core learning objectives for Goal 7 have been changed. Accordingly, the Core learning objectives for CLSS Classical Mythology which is subsumed under this category also need to be changed as per the attached proposal. The revised part of the syllabus has been highlighted.**

Effective Date:

Reason for requesting an alternative effective date: The FORL&L Department is planning to offer this course in Fall 2015.

Signature	Title	Date
	Department Curriculum Committee Chair	11/3/15
	Department Chair	11/3/15
	College Curriculum Committee Chair	
	College Dean	
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	

Old Syllabus
CLSS 110
CLASSICAL MYTHOLOGY

A. Catalog Entry

CLSS 110. Classical Mythology. (3)
Three hours lecture. **Prerequisites:** none
Study of Greek and Roman mythology, the role of mythology in classical antiquity, and the influence of classical mythology upon Western culture. *This course has been approved for General Education credit in Area 4: Humanities.*

B. Detailed Description of Content of Course

Course Content: Any basic text should include chapters on major Greek deities and heroes, Roman mythology and legends, and influence on later literature and music. Discussion of assigned readings will be supplemented by slide lectures focusing on ancient art, temples, and sanctuaries. The class will also read several Greek tragedies and an epic (the Iliad or the Odyssey). In both epic and tragedy, students will see how gods and mortals interacted in the realm of classical myth. Additional topics will include Greek and Roman views of the afterlife, mystery cults, legends of early Rome, and other aspects of religious cult and ritual.

C. Detailed Description of Conduct of Course

The class will be conducted in a lecture and discussion format. Lectures will cover assigned reading material but may also include aspects of the topic not covered in the assigned text. Questions will be asked of students to stimulate discussion, and consideration of variant versions and interpretations will be encouraged.
Slides will be shown often to illustrate mythology in ancient and later art - deities, heroes, associated symbols and adventures in painting and sculpture. Slides of ancient sites and architectural monuments associated with major deities and heroes will also be shown. Films based on Greek tragedy or other myths may be shown.

D. Goals and Objectives of the Course

In order to acquire knowledge of classical mythology and appreciate its role and

influence, the class will proceed with the following objectives:

(a) to study the major deities, heroes, and other creatures of classical Greek and Roman mythology;
(b) to read selections from ancient literature in order to see how these characters functioned and how they were believed to affect mortals;
(c) to become acquainted with artistic representations of divinities and mythological events, both in ancient and in later art;
(d) to learn about the culture in which Greek and Roman myths developed;
(e) to appreciate Greek and Roman mythological allusions in art, literature, music, and terminology of later periods.

Broad General Education Goals: Students will be able to:

***think critically and creatively about ideas, issues, problems, and texts both within and across academic disciplines–**

Classics 110 students will study the development of classical Greek and Roman mythology, analyze the use and interpretation of myths in classical literature and art, and consider the effect of cultural and historical factors on the presentation of myths.

***construct logical and persuasive arguments–**

Classics 110 students will discuss different versions of myths along with the reasons for and the effects of the use of a particular version.

***employ a variety of research methods and styles of inquiry–**

Classics 110 students will consider different approaches to the interpretation of mythology (cultural, historical, psychological, allegorical, religious and teleological) and will also consider the supplementary material provided by studies of art and archaeology.

***work with others in a shared process of inquiry and problem-solving–**

In class discussions, Classics 110 students will react to literary presentations of myths, and analyze texts and interpretations of myths.

***identify the cultural values that shape decisions in public, professional, and private life, and assess the ethical implications of those decisions–**

Classics 110 students will study and analyze the crises faced and the values exhibited by the heroes and heroines of classical drama and epic poetry. In this literature, students will see the interaction of private and public realms and also the relationship between men and gods as well as the relationships between citizens and within families. Great struggles involving personal freedom and responsibility and illustrating ancient ethics provide ample ground for discussion, analysis, and comparison with contemporary situations.

Area 4 Goals: Students will be able to:

***demonstrate a basic knowledge of the nature and methods of inquiry in the humanities–**

Classics 110 students will consider the major sources for the study of classical mythology– ancient literature, especially epic and tragedy, ancient art, and archaeology. They will see the interdependence of disciplines within the area in studying interpretations and approaches to the field of study (e.g., history, psychology, philosophy, religious studies, art history).

***demonstrate an understanding of the importance of the human quest for meaning, value, and order in life–**

Classics 110 students will see in various literary selections (epic poetry, Greek tragedy, and philosophy) the quest for meaning, values, and order in life. Different versions of myths are used by writers to analyze relationships and ethical dilemmas.

***analyze and evaluate different views of the meaning, value, and purpose of human life–**

Classics 110 students will analyze the different interpretations of situations that may arise from using different versions of myth or that arise from the particular emphases of different genres or authors.

***interpret and critically evaluate classical and contemporary works of literature as diverse expressions of the human condition–**

Classics 110 students can compare the values illustrated and the dilemmas faced by heroes and heroines of classical literature, especially epic and tragedy, with those seen in contemporary life and literature.

***discuss in speech and writing the relevance of the search for meaning to their own lives–**

Classics 110 students will discuss the search for meaning by ancient heroes and heroines both in class discussion and in essay questions on tests. In doing so, discussion often can and should lead to reflections on one's own situation and values.

E. Assessment Measures

(1) Quizzes on assigned reading.
(2) Major exams - 4 or 5 a semester, including final; format will be multiple choice plus discussion and genealogy charts. Discussion will focus on the significance of specific myths as well as the use of specific myths to explore serious issues relevant to values and meaning in ancient life.

F. Other Course Information

CLSS 110 may be included in the Latin minor and is one of the core courses for both the Classical Humanities minor and the Classics option of the Intercultural Studies minor. CLSS 110 will also satisfy the optional three-hour general education credit in Humanities. Though not a literature course itself, this course does require reading several Greek tragedies, selections from Greek history and philosophy, Greek and Latin epic, and other Greek and Latin poetry (all in translation). Moreover, mythology is part of a discipline (Classics) which has traditionally served to transmit humanistic concepts basic to western civilization. (There is no prerequisite for this course.)

G. Approval and Subsequent Reviews

DATE	ACTION	REVIEWED BY
August 2001	Reviewed and Updated	Salle Ann Schlueter-Gill

New Syllabus
CLSS 110
CLASSICAL MYTHOLOGY

A. Catalog Entry

CLSS 110. Classical Mythology. (3)
Three hours lecture. **Prerequisites:** none
Study of Greek and Roman mythology, the role of mythology in classical antiquity, and the influence of classical mythology upon Western culture. *This course has been approved for General Education credit in Area 4: Humanities.*

B. Detailed Description of Content of Course

Course Content: Any basic text should include chapters on major Greek deities and heroes, Roman mythology and legends, and influence on later literature and music. Discussion of assigned readings will be supplemented by slide lectures focusing on ancient art, temples, and sanctuaries. The class will also read several Greek tragedies and an epic (the Iliad or the Odyssey). In both epic and tragedy, students will see how gods and mortals interacted in the realm of classical myth. Additional topics will include Greek and Roman views of the afterlife, mystery cults, legends of early Rome, and other aspects of religious cult and ritual.

C. Detailed Description of Conduct of Course

The class will be conducted in a lecture and discussion format. Lectures will cover assigned reading material but may also include aspects of the topic not covered in the assigned text. Questions will be asked of students to stimulate discussion, and consideration of variant versions and interpretations will be encouraged.
Slides will be shown often to illustrate mythology in ancient and later art - deities, heroes, associated symbols and adventures in painting and sculpture. Slides of ancient sites and architectural monuments associated with major deities and heroes will also be shown. Films based on Greek tragedy or other myths may be shown.

D. Goals and Objectives of the Course

Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.
Radford University students will:
a. Identify principles, concepts, or developments crucial to inquiry in a humanities discipline;
b. Recognize how a method of inquiry in the humanities can be applied to a disciplinary question.

E. Assessment Measures

(1) Quizzes on assigned reading.
(2) Major exams - 4 or 5 a semester, including final; format will be multiple choice plus discussion and genealogy charts. Discussion will focus on the significance of specific myths as well as the use of specific myths to explore serious issues relevant to values and meaning in ancient life.

F. Other Course Information

CLSS 110 may be included in the Latin minor and is one of the core courses for both the Classical Humanities minor and the Classics option of the Intercultural Studies minor. CLSS 110 will also satisfy the optional three-hour general education credit in Humanities. Though not a literature course itself, this course does require reading several Greek tragedies, selections from Greek history and philosophy, Greek and Latin epic, and other Greek and Latin poetry (all in translation). Moreover, mythology is part of a discipline (Classics) which has traditionally served to transmit humanistic concepts basic to western civilization. (There is no prerequisite for this course.)

G. Approval and Subsequent Reviews

DATE	ACTION	REVIEWED BY
August 2015	minor revision	Christine Steer

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

Date: Sept 1, 2015

Proposal Number:
(Assigned by the Registrar)

Department: CCST

Current Course or Program ID: 110

Contact Person: Philip Sweet

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___ 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 Core learning objectives for Goal 7 have been changed. Accordingly, the Core learning objectives for CCST 110 Germanic Sagas and Myths which is subsumed under this category also need to be changed as per the attached proposal. The revised part of the syllabus has been highlighted.

Effective Date:
Reason for requesting an alternative effective date: The FORL&L Department is planning to offer this course in Fall2015.

Signature	Title	Date
	Department Curriculum Committee Chair	11/3/15
	Department Chair	11/3/15
	College Curriculum Committee Chair	
	College Dean	
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	

Old Syllabus

CCST 110 Germanic Sagas and Myths

A. Catalog Entry

Study in English of Norse and Germanic sagas and myths, of their provenance, and of their influence upon Western culture. *This course has been approved for Core Curriculum Credit in University Core B and College Core B in Humanities.*
Three hours lecture (3).

B. Detailed Description of Content of Course

Course Content: texts will include chapters on major deities and heroes, Germanic and Norse mythology and legends, and influence on later Western cultural artifacts. Discussion of assigned readings will be supplemented by multi-media lectures focusing on early Germanic cultures and cults. The class will also read several sagas and epics (in translation). In these texts, students will see how gods and mortals interacted in the realm of Germanic myth. Additional topics will include Norse and Germanic views of the afterlife, cults, early legends, and other aspects of religious cult and ritual.

C. Detailed Description of Conduct of Course

The class will be conducted in a lecture and discussion format. Lectures will cover assigned reading material but will also elucidate the historical, cultural and religious context of the assigned text. Questions will be asked of students to stimulate discussion, and consideration of variant versions and interpretations will be encouraged as will comparisons with more contemporary culture and art forms. Pictures will be shown to illustrate mythology in early Germanic artifacts and in later art - deities, heroes, associated symbols and adventures. Pictures of graves, significant sites and monuments associated with major Germanic deities and heroes will also be shown. Excerpts of films and operas based on Germanic myths will also be viewed in class.

D. Goals and Objectives of the Course

Students will be able to explain the nature and methods of inquiry in the humanities in the context of engagement with Germanic literary and mythological sources (in English) by acquiring the following abilities consistent with the core objectives for humanities: (a) to describe and explain differing views of the meaning, value, and purpose of life as reflected by the major deities, heroes, and other creatures of Germanic sagas and mythology;

(b) to explain ancient literary, historical, philosophical and mythological sources according to societal or cultural perspectives which would clarify how these characters functioned and how they were believed to affect mortals in the culture in which the Germanic myths developed;
(c) to interpret and critically evaluate representations of divinities and mythological events, both in early Germanic sagas and artifacts, as well as in later epic literature, music and other cultural artifacts, as expressions of the human experience.

E. Assessment Measures

(a) Quizzes on assigned readings.
(b) Student projects based upon mythological themes including a written essay and a class presentation.
(c) Tests: three or four a semester, including final; format will be short-answer and also short essays which will focus on the societal and cultural context and perspectives of specific myths, on the use of specific myths to express human meaning, values and the purpose of early Germanic life, and on the interpretation of these texts and images as religious, literary and artistic expressions of the human experience, and on the extent to which these early or later expressions through myth are more or less comparable to our own experience.

F. Other Course Information

CCST 110 may be included in the German minor; independent study is available to German language students who agree to read and be tested on a smaller part of the course texts in German. CCST 110 will also satisfy Core Curriculum credit in University Core B and College Core B in Humanities. Though not a literature course itself, this course does require reading several medieval epics, selections from earlier Germanic or Norse sagas, and some other German librettos (all in translation). Moreover, the study of mythology has traditionally served to transmit humanistic concepts basic to western civilization. There is no prerequisite for this course.

New Syllabus

CCST 110 Germanic Sagas and Myths

A. Catalog Entry

Study in English of Norse and Germanic sagas and myths, of their provenance, and of their influence upon Western culture. *This course has been approved for Core Curriculum Credit in University Core B and College Core B in Humanities.*
Three hours lecture (3).

B. Detailed Description of Content of Course

Course Content: texts will include chapters on major deities and heroes, Germanic and Norse mythology and legends, and influence on later Western cultural artifacts. Discussion of assigned readings will be supplemented by multi-media lectures focusing on early Germanic cultures and cults. The class will also read several sagas and epics (in translation). In these texts, students will see how gods and mortals interacted in the realm of Germanic myth. Additional topics will include Norse and Germanic views of the afterlife, cults, early legends, and other aspects of religious cult and ritual.

C. Detailed Description of Conduct of Course

The class will be conducted in a lecture and discussion format. Lectures will cover assigned reading material but will also elucidate the historical, cultural and religious context of the assigned text. Questions will be asked of students to stimulate discussion, and consideration of

variant versions and interpretations will be encouraged as will comparisons with more contemporary culture and art forms. Pictures will be shown to illustrate mythology in early Germanic artifacts and in later art - deities, heroes, associated symbols and adventures. Pictures of graves, significant sites and monuments associated with major Germanic deities and heroes will also be shown. Excerpts of films and operas based on Germanic myths will also be viewed in class.

D. Goals and Objectives of the Course

Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities. Radford University students will:

a. Identify principles, concepts, or developments crucial to inquiry in a humanities discipline;

b. Recognize how a method of inquiry in the humanities can be applied to a disciplinary question.

E Assessment Measures

(a) Quizzes on assigned readings.
(b) Student projects based upon mythological themes including a written essay and a class presentation.
(c) Tests: three or four a semester, including final; format will be short-answer and also short essays which will focus on the societal and cultural context and perspectives of specific myths, on the use of specific myths to express human meaning, values and the purpose of early Germanic life, and on the interpretation of these texts and images as religious, literary and artistic expressions of the human experience, and on the extent to which these early or later expressions through myth are more or less comparable to our own experience.

F. Other Course Information

CCST 110 may be included in the German minor; independent study is available to German language students who agree to read and be tested on a smaller part of the course texts in German. CCST 110 will also satisfy Core Curriculum credit in University Core B and College Core B in Humanities. Though not a literature course itself, this course does require reading several medieval epics, selections from earlier Germanic or Norse sagas, and some other German librettos (all in translation). Moreover, the study of mythology has traditionally served to transmit humanistic concepts basic to western civilization. There is no prerequisite for this course.

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Appendix VIII: 15-16.32—MATH 126

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

Date: 10/6/15

Proposal Number:
(Assigned by the Registrar)

Department: Mathematics & Statistics

Current Course or Program ID: Math 126

Contact Person: Brenda Hastings

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

__x__ Course Prerequisite Change
_____ Course Title Change
_____ Course Deletion
_____ Course Number Change
_____ Program Revision
_____ New Program
(Major, minor, or certificate)
_____ Course Credit Hour Change
_____ New Course
_____ Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)
__x__ Change to Catalog Description
_____ Minor Change to Course

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

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

Proposal Description with Rationale: The purpose of this proposal is to change the prerequisite for Business Calculus from "four years of high school math" to "a C or better in a high-school or college level pre-calculus class or a C or better in Math 125." The rationale for this is that students should have some form of pre-calculus material before taking a calculus class.

Effective Date: Fall 2016.
Reason for requesting an alternative effective date: To prevent students who are not prepared for Business Calculus to take it and be unsuccessful.

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	Proposed

Catalog Entry MATH 126. Business Calculus Three Lecture Hours (3). Prerequisites: Four Years of High School Mathematics. An introduction to calculus with particular emphasis on applications in business and economics. Topics include functions, limits and continuity, differentiation, exponential functions and logarithms, anti-derivatives and the integral. ~~Students who wish to strengthen their mathematics skills before taking MATH 126 are advised to enroll in MATH 125.~~ Will not satisfy requirements for a major in mathematics. Students who have received credit ~~for MATH 121 or for~~ MATH 151 may not also receive credit for MATH 126. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Course The course will cover the following topics • Precalculus review as needed • Functions and their graphs • Limits and continuity • Derivatives • Techniques of differentiation – product, quotient and chain rules • Marginal cost, marginal revenue and marginal profit • Elasticity of demand • Applied optimization problems • Exponential functions and their derivatives • The natural logarithm • Anti-derivatives • Area and the fundamental theorem of calculus	Catalog Entry MATH 126. Business Calculus Three Lecture Hours (3). Prerequisites: A C or better in a high-school or college level pre-calculus class or a C or better in Math 125. An introduction to calculus with particular emphasis on applications in business and economics. Topics include functions, limits and continuity, differentiation, exponential functions and logarithms, anti-derivatives and the integral. Will not satisfy requirements for a major in mathematics. Students who have received credit for MATH 151 may not also receive credit for MATH 126. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Course The course will cover the following topics • Precalculus review as needed • Functions and their graphs • Limits and continuity • Derivatives • Techniques of differentiation – product, quotient and chain rules • Marginal cost, marginal revenue and marginal profit • Elasticity of demand • Applied optimization problems • Exponential functions and their derivatives • The natural logarithm • Anti-derivatives • Area and the fundamental theorem of calculus • Consumer and producers surplus

• Consumer and producers surplus Detailed Description of Conduct of Course Most instructors will use the lecture method; some may require students to work together in small groups. Calculators and computers will be used both inside and outside class. In all sections students will be expected to work problems assigned as homework. Student Goals and Objectives of the Course Students with a major in the College of Business and Economics are expected to develop and improve their skills in mathematics. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: a. identify and interpret relationships among numeric, symbolic, and graphical information b. generate mathematical models using numeric, symbolic, and graphical information for use in real-world applications c. solve problems using numeric, symbolic, and graphical information Assessment Measures Graded tasks may include homework, quizzes and written exams; they may also include group projects and written or oral class participation. Other Course Information None Review and Approval Date	Detailed Description of Conduct of Course Most instructors will use the lecture method; some may require students to work together in small groups. Calculators and computers will be used both inside and outside class. In all sections students will be expected to work problems assigned as homework. Student Goals and Objectives of the Course Students with a major in the College of Business and Economics are expected to develop and improve their skills in mathematics. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: a. identify and interpret relationships among numeric, symbolic, and graphical information b. generate mathematical models using numeric, symbolic, and graphical information for use in real-world applications c. solve problems using numeric, symbolic, and graphical information Assessment Measures Graded tasks may include homework, quizzes and written exams; they may also include group projects and written or oral class participation. Other Course Information None Review and Approval Date

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Appendix IX: 15-16.33—MATH 151 and MATH 152

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

Date: October 28, 2015

Department: Mathematics and Statistics

Current Course or Program ID: Math 151, 152

Proposal Number:
(Assigned by the Registrar)

Contact Person: Dr. Caleb Adams

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

_____ Course Number Change

__x___ Change to Catalog Description

_____ Program Revision

__x___ 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 move “L’Hôpital’s Rule” from Math 152 to Math 151. This is in agreement with the newly selected textbook in the department, and it makes more sense to cover this rule in the context of derivatives rather than as an application of the integral.

Effective Date:
Reason for requesting an alternative effective date:

Existing Course Description	Proposed Course Description
MATH 151 Calculus and Analytic Geometry I Three hours lecture (3) Prerequisites: Students registering for Math 151 must satisfy one of the following criteria: 1. A grade of C or better in an approved college-level precalculus course, including or in addition to some trigonometry at the high school or college level. 2. An SAT math score of 550 or better (or a MATH ACT score of 23 or above). 3. A passing score on a placement exam approved by the math department. This course covers the concept of functions, limits, and continuity of functions, the derivative, rules and applications of differentiation. Mathematical software packages and graphing calculators will be used as illustrative and problem-solving devices. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Content of Course The following topics will be covered: • Functions and their graphs, algebra of functions, inverse functions • Important classes of functions, including exponential, logarithmic and trigonometric functions • Limits: graphical, numerical and analytic methods, one-sided limits • Continuity • Derivatives: Definition, basic rules of differentiation, including the power, product, quotient and chain rule, implicit differentiation, derivatives of inverse functions. • Curve sketching, extrema and inflection points, optimization problems, related rates, Newton's method and differentials. Detailed Description of Conduct of Course	MATH 151 Calculus and Analytic Geometry I Three hours lecture (3) Prerequisites: Students registering for Math 151 must satisfy one of the following criteria: 1. A grade of C or better in an approved college-level precalculus course, including or in addition to some trigonometry at the high school or college level. 2. An SAT math score of 550 or better (or a MATH ACT score of 23 or above). 3. A passing score on a placement exam approved by the math department. This course covers the concept of functions, limits, and continuity of functions, the derivative, rules and applications of differentiation. Mathematical software packages and graphing calculators will be used as illustrative and problem-solving devices. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Content of Course The following topics will be covered: • Functions and their graphs, algebra of functions, inverse functions • Important classes of functions, including exponential, logarithmic and trigonometric functions • Limits: graphical, numerical and analytic methods, one-sided limits • Continuity • Derivatives: Definition, basic rules of differentiation, including the power, product, quotient and chain rule, implicit differentiation, derivatives of inverse functions. • L'Hôpital's rule • Curve sketching, extrema and inflection points, optimization problems, related rates, Newton's method and differentials.

Instructors will use a combination of lectures, group work and computer laboratory sessions. Some may require students to present homework problems to the rest of the class on a regular basis. Software packages and graphing utilities will be used in solving problems and as illustrative aids. Goals and Objectives of the Course Students are expected to learn the basic principles of Calculus and Analytic Geometry and to demonstrate the use of these principles in problem solving. In addition to paper and pencil problem solving, students will use appropriate graphing calculator and computer algebra system technology to solve equations, plot and differentiate. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: • identify and interpret relationships among numeric, symbolic and graphical information • generate mathematical models using numeric, symbolic and graphical information for use in real-world applications • solve problems using numeric, symbolic and graphical information Assessment Measures Graded tasks may include tests, quizzes, homework exercises, papers, class participation and attendance. Students will be required to demonstrate literacy in the use of mathematical software packages and/or graphing calculators as effective tools in problem-solving. Other Course Information This course is primarily intended for freshman and sophomore students, especially those majoring in mathematics, computer science, the	Detailed Description of Conduct of Course Instructors will use a combination of lectures, group work and computer laboratory sessions. Some may require students to present homework problems to the rest of the class on a regular basis. Software packages and graphing utilities will be used in solving problems and as illustrative aids. Goals and Objectives of the Course Students are expected to learn the basic principles of Calculus and Analytic Geometry and to demonstrate the use of these principles in problem solving. In addition to paper and pencil problem solving, students will use appropriate graphing calculator and computer algebra system technology to solve equations, plot and differentiate. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: • identify and interpret relationships among numeric, symbolic and graphical information • generate mathematical models using numeric, symbolic and graphical information for use in real-world applications • solve problems using numeric, symbolic and graphical information Assessment Measures Graded tasks may include tests, quizzes, homework exercises, papers, class participation and attendance. Students will be required to demonstrate literacy in the use of mathematical software packages and/or graphing calculators as effective tools in problem-solving. Other Course Information This course is primarily intended for freshman and

sciences, psychology, or economics.	sophomore students, especially those majoring in mathematics, computer science, the sciences, psychology, or economics.

Existing Course Description:	**Proposed Course Description:**
MATH 152 Calculus and Analytic Geometry II. Three hours lecture (3). Prerequisite: A grade of C or better in MATH 151. This course deals with the Riemann integral, the fundamental theorem of calculus, methods of integration, and applications. Mathematical software packages and graphing calculators will be used as illustrative and problem-solving devices. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Content of Course The following topics will be covered: • Anti-derivatives and the indefinite integral. • Fundamental properties of the Riemann integral and its relation to area, Riemann sums, properties of definite integrals, the Fundamental Theorem of Calculus. • Basic techniques of integration including the integration of polynomials, exponential, logarithmic and simple trigonometric functions, integration by substitution, integration by parts, partial fractions and trigonometric substitutions. • Numerical integration methods and the use of tables and formulas. • Applications of the definite integral to calculating area, volume, arc length, and applications to the physical science.	MATH 152 Calculus and Analytic Geometry II. Three hours lecture (3). Prerequisite: A grade of C or better in MATH 151. This course deals with the Riemann integral, the fundamental theorem of calculus, methods of integration, and applications. Mathematical software packages and graphing calculators will be used as illustrative and problem-solving devices. This course has been approved for credit in the Mathematical Sciences Area of the Core Curriculum. Detailed Description of Content of Course The following topics will be covered: • Anti-derivatives and the indefinite integral. • Fundamental properties of the Riemann integral and its relation to area, Riemann sums, properties of definite integrals, the Fundamental Theorem of Calculus. • Basic techniques of integration including the integration of polynomials, exponential, logarithmic and simple trigonometric functions, integration by substitution, integration by parts, partial fractions and trigonometric substitutions. • Numerical integration methods and the use of tables and formulas. • Applications of the definite integral to calculating area, volume, arc length, and applications to the physical science. ~~• L'Hôpital's rule~~

• L'Hôpital's rule • Improper Integral. • Elementary differential equations, exponential growth and decay, the logistic equation. Detailed Description of Conduct of Course Instructors will use a combination of lectures, group work and computer laboratory sessions. Some may require students to present homework problems to the rest of the class on a regular basis. Software packages and graphing utilities will be used in solving problems and as illustrative aids. Goals and Objectives of the Course Students are expected to learn the basic principles of Calculus and Analytic Geometry and to demonstrate the use of these principles in problem solving. In addition to paper and pencil problem solving, students will use appropriate graphing calculator and computer algebra system technology to solve integration problems. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: • identify and interpret relationships among numeric, symbolic and graphical information • generate mathematical models using numeric, symbolic and graphical information for use in real-world applications • solve problems using numeric, symbolic and graphical information Assessment Measures Graded tasks may include tests, quizzes, homework exercises, papers, class participation and attendance. Students will be required to demonstrate literacy in the use of mathematical software packages and/or graphing calculators as effective tools in problem-solving.	• Improper Integral. • Elementary differential equations, exponential growth and decay, the logistic equation. Detailed Description of Conduct of Course Instructors will use a combination of lectures, group work and computer laboratory sessions. Some may require students to present homework problems to the rest of the class on a regular basis. Software packages and graphing utilities will be used in solving problems and as illustrative aids. Goals and Objectives of the Course Students are expected to learn the basic principles of Calculus and Analytic Geometry and to demonstrate the use of these principles in problem solving. In addition to paper and pencil problem solving, students will use appropriate graphing calculator and computer algebra system technology to solve integration problems. Students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Students will be able to: • identify and interpret relationships among numeric, symbolic and graphical information • generate mathematical models using numeric, symbolic and graphical information for use in real-world applications • solve problems using numeric, symbolic and graphical information Assessment Measures Graded tasks may include tests, quizzes, homework exercises, papers, class participation and attendance. Students will be required to demonstrate literacy in the use of mathematical software packages and/or graphing calculators as effective tools in problem-solving. Other Course Information

Other Course Information This course is primarily intended for freshman and sophomore students, especially those majoring in mathematics, computer science, the sciences, psychology, or economics.	This course is primarily intended for freshman and sophomore students, especially those majoring in mathematics, computer science, the sciences, psychology, or economics.

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Appendix X: 15-16.34—BS in Biomedical and Forensic Science

RADFORD UNIVERSITY
Registrar

105 Heth Hall | PO Box 6904 | Radford, VA 24142 | Telephone: 540-831-5271 | Fax: 540-831-6642

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

Date: October 16, 2015

Department: FOSC

Current Course or Program ID: FOSC

Proposal Number:
(Assigned by the Registrar)

Contact Person: Donna Boyd

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).

Effective Date: Fall, 2017

Reason for requesting an alternative effective date:

NEW PROGRAM

UNDERGRADUATE MAJOR IN BIOMEDICAL FORENSIC SCIENCE

Introduction

An undergraduate major in Biomedical Forensic Science (BFS) at Radford University is proposed as a new degree program. This program will provide students with a Bachelor of Science degree in Biomedical Forensic Science (BSBFS). It will prepare them for professional careers in state and national forensic science crime labs, biomedical or pharmaceutical labs, cybersecurity and digital forensics employment, as well as entrance into professional medical and law school programs or graduate studies in the natural or forensic sciences.

The Biomedical Forensic Science major is warranted because of the increasing need, nationally as well as locally, for well-trained biomedical and forensic (including digital) scientists. There has been much demand for accredited training in the applied biomedical and forensic sciences. A BSBFS degree mitigates this need by providing students with accredited training, skills, and hands-on experience to gain a competitive edge in job placement in public or private forensic science or biomedical laboratories or entry into a Biomedical or Forensic Science graduate or professional medical or law program. The program will ultimately assist in adjudicating criminal cases by alleviating a portion of the backlog in forensic services (e.g., DNA) being faced by forensic laboratories due to their staffing limitations. It will also provide students with research skills and experience to make them more competitive for successful careers in forensic pathology, forensic medicine, and biomedical research.

The program is unique and innovative in its emphasis on research. Instruction within the program will be a blend of classroom, laboratory-based, and online (web-based) delivery. Since biomedical forensic science is an applied laboratory science, the majority of courses in the program have research components built in. A significant degree of learning will occur outside of class or lab in the form of student problem-based learning, casework, and research groups in collaborative learning spaces. Research is a vital and integral component of the degree program, facilitated through directed studies and the completion of research papers of publishable quality. There will also be emphasis placed on experiential (high impact) learning opportunities through required participation in either an on- and off-site internship or service learning project, with the ultimate goal of more fully preparing students for a professional career in the forensic or biomedical sciences. Thus, it is, in accordance with the RU Mission Statement (as well as upcoming trends in higher education[1,2]) student-focused, providing ample opportunity for peer-directed and self-learning through small-group discussions, problem-solving, and high-impact experiences. Portions of forensic science topics such as Ethics, Quality Assurance, and

[1] Biemiller L. 6 technologies will change colleges in coming years, experts say. Wired campus: the latest on tech and education. http://chronicle.com/blogs/wiredcampus/6-technologies-will-change-colleges-in-coming-years-experts-say, 2014. Accessed August, 2014.

[2] Levine A, Dean Diane R. Generation on a tightrope: a portrait of today's college students. San Francisco: John Wiley & Sons (Jossey-Bass), 2012.

Professional Development may be delivered online, made available through the Radford University Forensic Science Institute (RUFSI) website.[3]

The BSBFS program will be administered within the College of Science and Technology (CSAT) in collaboration with the Radford University Forensic Science Institute (RUFSI). Located within CSAT, the RUFSI is ideally situated to work collaboratively with this program in that it is an interdisciplinary institute whose goal is to promote and support forensic science education, research, and public service. The institute faculty and affiliates are comprised of specialists with expertise in forensic science. The program will also receive interdisciplinary and collaborative support from other RU departments as well as allied health, law enforcement, and community partners outside RU.

A nationally reputable academic program in forensic science must be accredited or must be working toward accreditation to ensure that its students gain acceptable credentials for employment in the forensic sciences. To address important issues regarding standardization of forensic science curricula to ensure comparability and quality control, in 2001, the National Institute of Justice (NIJ) in association with the American Academy of Forensic Sciences (AAFS), created FEPAC—the Forensic Science Education Programs Accreditation Commission. FEPAC ensures the quality of college-level academic programs in forensic science leading to baccalaureate or graduate degrees in Forensic Science through a formal evaluation and accreditation system. There are currently only 12 undergraduate institutions offering FEPAC fully accredited degrees (Bachelor of Science) in Forensic Science nationally.

This commission outlines specific and straightforward guidelines for accreditation of forensic science programs.[4,5] For example, for the undergraduate major in forensic science, the curriculum should reflect the mission of the university or entity in which it is housed. It shall have clear learning objectives focused on the development of core forensic science knowledge and skills, professionalism, research, and court testimony. The proposed RU BSBFS program strictly follows FEPAC curricular guidelines, which are detailed below. Following FEPAC guidelines, programs are eligible for accreditation after graduation of at least two classes.

Mission

Radford University's Mission Statement[6] is as follows:

"Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible and well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps

[3] www.radford.edu/~rufsi/. Accessed August, 2014.
[4] Forensic Science Education Programs Accreditation Commission (FEPAC). http://fepac-edu.org/. Accessed August, 2014.
[5] Siegel J. Accreditation of undergraduate and graduate forensic science education programs. Forensic Magazine 1(3):18-20, 2004.

[6] catalog.radford.edu . Accessed August 2014.

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 proposed BSBFS degree complements RU's stated mission through its commitment to high-quality teaching and learning which promotes students' critical thinking, leadership, and research skills. This program will showcase RU's student-centered focus by offering an undergraduate program centered on teaching applied scientific research, leadership, and problem solving skills to pre-professional students interested in the biomedical forensic sciences.

RU's Six-Year Plan encourages the development of programs which will enhance student enrollment, retention, graduation, and job placement. Programs that will strengthen RU's commitment to providing high quality academic training that attracts, challenges, retains, and graduates students from diverse backgrounds are emphasized. Given the recent popularity of forensic science and the reputable foundation for forensic science training already established at RU through the Forensic Science Minor and the RUFSI, a unique program such as the one proposed here has much potential to attract and retain outstanding students from diverse backgrounds.

The Six-Year Plan also emphasizes the development of training in pre-professional STEM-H collaborative programs which will enhance math and science education and encourage research-based education in the natural and health sciences. This program will create a unique niche for Radford University as a regional leader in forensic and biomedical science pre-professional programs and training and attract a high-caliber of students interested in STEM-H careers.

The most recent Six-Year Plan particularly encourages development of cybersecurity and digital forensics programs. RU's Information Technology department has already taken steps to develop a cybersecurity program through the development of a Certificate in Cybersecurity. The BSBFS degree will complement these efforts through its inclusion of training in digital forensics—a highly sought skill in terms of job placement (FBI-personal communication).

The proposed BSBFS degree also fulfills the following RU College of Science and Technology's annual (2015-16) goals:

1. Develop and deliver educational opportunities of the highest quality to RU students through innovative programs with high potential for recruitment, retention, and high-impact learning;
2. Support the development and enhancement of innovative instructional methods and learning opportunities as well as interdisciplinary efforts and programs;
3. Support department efforts to achieve accreditation and reaccreditation;

4. Encourage new collaborative relationships with corporate and other partners external to RU;
5. Promote and enhance the overall academic excellence and reputation of Radford University.

In sum, a BSBFS degree program fits well with the stated RU Mission and Six-Year Plan by becoming a nationally-renowned and accredited biomedical forensic science program providing outstanding interdisciplinary training in forensic science based on applied research. This will enable students to have a competitive edge in preparing for professional careers in the forensic and biomedical sciences. It will also fulfill RU's mission of creating meaningful, high-impact student-centered educational opportunities for its constituents.

FEPAC Mandated Guidelines for Undergraduate Forensic Science Programs

The Forensic Educational Program Accreditation Committee (FEPAC) provides guidelines for accreditation for a **General** forensic science undergraduate curriculum as well as one for **Digital Forensics:**

I. General Forensic Science FEPAC Accreditation Guidelines

Natural Science Core Courses

Biology: at least one course, which includes an associated laboratory, for science majors (4 semester hours).

Physics: at least two courses, each of which includes an associated laboratory, for science majors (8 semester hours). Note: Calculus-based physics is preferred but not required.

Chemistry: at least four courses, each of which includes an associated laboratory: two in general chemistry (8 semester hours) and two in organic chemistry (8 semester hours).

Mathematics: at least one course in differential and integral calculus (3 semester hours) and at least one course in statistics (3 semester hours).

Specialized Science Courses

A minimum of 12 additional semester hours in more advanced coursework in chemistry or biology. These classes meet the needs of students specializing in subdisciplines of forensic science. At least two of the classes should include laboratory training. Examples of specialized science courses include:

• Biochemistry
• Molecular biology
• Genetics
• Population genetics
• Inorganic chemistry
• Analytical/quantitative chemistry

• Physical chemistry
• Instrumental analysis
• Cell biology
• Pharmacology
• Microbiology

Forensic Science Courses

A minimum of 15 semester hours in forensic science coursework must be covered in the curriculum. Of these 15 hours, 9 semester hours should involve classes in forensic chemistry, forensic biology, physical methods, or microscopy and contain a laboratory component. Forensic science internships or independent study/research may not be used to fulfill the 9 semester hours containing the laboratory component. The following topics must be addressed in the FS curriculum:

• Courtroom testimony
• Introduction to law
• Quality assurance
• Ethics
• Professional practice
• Evidence identification, collection, processing
• Survey of forensic science

Additional Courses

A minimum of 19 additional semester hours of advanced, upper level courses that provide greater depth in the student's area of specialization beyond an introductory level in the program are required. Students can use these additional courses to begin to specialize along a forensic science discipline track.

II. Digital Forensics FEPAC Accreditation Guidelines:

A Digital Forensics Curriculum offers training for evaluation of digital evidence for legal and law enforcement purposes. FEPAC provides the following guidelines for accreditation of a Digital Forensics Concentration:

Mathematics: at least two courses that include any combination of the following 3-semester-hour courses:

• Business Calculus
• Calculus I
• Calculus II
• Statistics I
• Statistics II

Science Courses: at least two consecutive courses, each of which includes an associated laboratory (8-semester-hours total) in one of the following series:

• Physics I & II (Note: Calculus-based physics is preferred but not required)
• Chemistry I & II
• Biology I and II

Computer Science Courses: A minimum of 12 semester hours of coursework shall include the following course & topics:

• At least one 3 semester hour course in computer programming (acceptable languages include: Java, Python, C++, Ruby, etc.)

• At least 6 semester hours in courses that cover the following topics:
  - Computer organization and architecture
  - File systems and operating systems
  - Computer networking
  - Information Assurance/network security
  - Data structures/database design
  - Web or mobile application design and development
  - Microelectronic circuits

Specialized Digital Forensic Science Courses: A minimum of 12 semester hours is required in digital forensic science course work that covers the following topics:

• Acquisition of data
• Network/"live" forensic analysis
• Exploitation of mobile devices
• Capstone
• Internships
• Independent study/research (6 semester hours maximum may be devoted to this topic)

General Forensic Science Courses: A minimum of 6 semester hours is required in courses that provide breadth in traditional forensic sciences (e.g., DNA, Latent Prints, Trace Chemistry, Microscopy, Crime Scene Reconstruction, etc.)

The BSBFS Degree at Radford University

Based on the above FEPAC guidelines, the following are requirements for the BSBFS degree at RU as they will appear in the RU Undergraduate Catalog. Sample plans of study are found in Appendix A.

Forensic Science, B. S.

- General Biomedical Forensic Science Concentration
- Digital Forensic Science Concentration

All requirements for the Forensic Science major are outlined below. All majors must complete the same Required Core courses in Forensic Science and must also complete additional requirements and/or electives in one of two concentrations.

Core Curriculum Requirements (43-45 credits)

All Forensic Science majors are required to take the following courses and are advised to take them as part of the Core Curriculum requirements:

- BIOL 105 – Biology for Health Sciences (4)
- STAT 219 - Statistics for Biology (3)
- MATH 151 – Calculus and Analytic Geometry I (3)

Required Forensic Science Courses (17 credits)

- FOSC 211 –Forensic Archaeology (3)
- FOSC 301 – Innovations in Forensic Science (4)
- FOSC 302 – Forensic Science Instrumentation (2)
- FOSC 401 – Advanced Biomedical Forensic Science Research (4)
- FOSC 498 (Independent Study in Forensic Science) or 499 (Internship) (4)

Concentration (37 - 43 credits)

All majors must choose one of the two concentrations described below and fulfill all additional requirements (see below).

B. S. Requirements (8 credits)

All Forensic Science majors are expected to complete PHYS 111:112 or 221:222 (8 hours) to fulfill their Bachelor of Science degree requirements.

Electives

Students should consult with their academic advisor in selecting elective courses to complete the 120 semester hours required for graduation.

Total Credits Needed for Degree: 120

Graduation Requirements

To graduate with a major in Forensic Science, a student must attain an overall major grade point average of 2.0 or higher. Students must complete all core and elective courses with a minimum grade of C-.

Concentrations

General Biomedical Forensic Science

A general biomedical forensic science curriculum is appropriate for students desiring study in forensic biology, forensic chemistry, forensic medicine, and other biomedical sciences.

Required Courses (16 credits)

- CHEM 101:102 (General Chemistry) 4:4
- CHEM 301:302 (Organic Chemistry) 4:4

Specialized Science Courses (12 credits)

Choose 12 hours from the following list (at least two of these courses must include laboratory training):

- ANSC 320 (Human Osteology) 4
- BIOL 231 (Genetics, Evolution, and Development) 4
- BIOL 383 (Molecular Forensic Biology) 4
- BIOL 408 (Principles of Microbiology) 4
- BIOL 419 (Intro to Molecular Bioinformatics) 3
- BIOL 432 (The Eukaryotic Cell) 3
- BIOL 450 (Molecular Biology) 4
- BIOL/CHEM 471:472 (Biochem) 4:3
- BIOL/CHEM 473 (Biochem lab) 1
- CHEM 216 (Inorganic Chem) 3
- CHEM 324 (Analytical Chem) 3
- CHEM 401:402 (Physical Chem) 4:4
- CHEM 424 (Instrumental Chem) 4
- CHEM 465 (Forensic Chem) 4

- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- FOSC 495 (Seminar in Forensic Science) 1-4
- FOSC 540 (Principles of Criminalistics) 4
- FOSC 541 (Advanced Techniques in Trace Element/Pattern Analysis) 4

Forensic Science Electives (15 hours):

Choose 15 hours from the following list (or others with Advisor permission):

- ANSC 320 (Human Osteology) 4
- BIOL 410:411 (Human Anatomy & Physiology) 4:4
- CJ 320 (Criminal Investigative Theory) 3
- CJ 341 (Intro to Forensic Science) 3
- CJ 360 (Criminal Law and Evidence) 3
- CJ 481 (Forensic Evidence) 3
- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- ITEC 345 (Introduction to Information Security) 3
- PSYC 405 (Forensic Psychology) 3

Digital Forensics Concentration

A Digital Forensics curriculum is appropriate for students desiring study in forensic digital evidence.

Required Courses (16 credits)

- ITEC 110 (Principles of Information Technology) 3
- ITEC 120 (Principles of Computer Science I) 4
- ITEC 220 (Principles of Computer Science II) 3
- ITEC 225 (Web Programming) or 310 (Programming in C and Unix) 3
- ITEC 345 (Introduction to Information Security) 3

Computer Science Electives (12 credits):

Choose 12 additional hours of computer science from the following list:

- ITEC 198 (Programming Language) 1
- ITEC 340 (Database I) 3
- ITEC 350 (Introduction to Computer Networking) 3
- ITEC 352 (Computer Organization) 3

- ITEC 370 (Software Engineering I) 3
- ITEC 371 (Operating Systems) 3
- ITEC 445 (Computer System and Network Security) 3
- ITEC 455 (Applied Cryptography and Network Security) 3
- ITEC 498 (Independent Study) 1-3

Forensic Science Electives: (9 credits):

Choose 9 additional hours from the following list (or others with Advisor permission):

- ANSC 320 (Osteology) 4
- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- FOSC 495 (Seminar in Forensic Science) 1-4
- FOSC 540 (Principles of Criminalistics) 4
- FOSC 541 (Advanced Techniques in Trace Element/Pattern Analysis) 4
- CJ 320 (Criminal Investigative Theory) 3
- CJ 341 (Intro to Forensic Science) 3
- CJ 360 (Criminal Law and Evidence) 3
- CJ 481 (Forensic Evidence) 3
- PSYC 405 (Forensic Psychology) 3

Justification for Proposed Program

Response to Current Needs
(Specific Demand)

In 2009, the National Academy of Sciences published a scathing critique of the Forensic Science system[7] as it is practiced in the U. S. today. In its landmark congressionally-mandated publication "Strengthening Forensic Science in the United States: A Path Forward," forensic laboratories, programs, and disciplines are characterized as understaffed, fragmented, and lacking in mandatory standards, protocols, and accreditation. Many are not based on a solid scientific foundation. Research is characterized as lacking in most programs and is replaced by subjective analysis of evidence. This report characterized forensic science as too often having "inadequate educational programs." In addition, "forensic science and forensic pathology research, education, and training lack strong ties to our research universities and national science assets." (p. 14). This report calls for major reforms in Forensic Science, including the establishment of a National Institute of Forensic Science (NIFS) to oversee mandatory laboratory accreditation and educational reform. Thirteen specific recommendations are made to Congress. Educational reform is addressed in Recommendation #10 (NAS 2009:27-28):

[7] National Academy of Sciences. Strengthening forensic science in the United States: a path forward. Washington, D. C.: National Academies Press, 2009.

"To attract students in the physical and life sciences to pursue graduate studies in multidisciplinary fields critical to forensic science practice, Congress should authorize and appropriate funds to the National Institute of Forensic Science (NIFS) to work with appropriate organizations and educational institutions to improve and develop graduate education programs designed to cut across organizational, programmatic, and disciplinary boundaries. To make these programs appealing to potential students, they must include attractive scholarships and fellowship offerings. Emphasis should be placed on developing and improving research methods and methodologies applicable to forensic science practice and on funding research programs to attract research universities and students in fields relevant to forensic science."

While the NIFS has not yet been funded by the Congressional budget, the push for educational reform in Forensic Science cannot wait for congressional appropriations. The need for highly-trained biomedical forensic scientists to recover, analyze, and interpret forensic evidence is in critical demand in the United States today and will become increasingly so in the future.[8] Milio et al.,[9] for example, note the growing shortage of forensic biologists and chemists at the same time as backlogs of forensic evidence waiting to be processed have dramatically increased (the average DNA backlog wait time in many crime labs, for example, is 15 months). This need is ultimately met only with the development of high quality forensic science education programs.[10,11,12]

Educational and other institutions with forensic interests have responded to this growing interest and need for forensic science education in many ways. Some have subsumed existing forensically-minded courses under labels such as "Forensic Studies" or "Forensic Science," while others have modified their natural science programs in chemistry and biology by adding forensic science tracks. This has led to much variability in the quality and reputation of forensic programs nationally[11]. Some are truly science-based and can be legitimately called "Forensic Science," while many others are not and are more aptly termed "Forensic Studies." This educational need clearly begins at the undergraduate level; however, the number of reputable accredited forensic science undergraduate programs nationally remains small—the total number is currently at 12; five additional ones offer accredited programs in Forensic Chemistry.[4]

At Radford University, interest in forensic science is strong (as evidenced by a thriving RUFSI Forensic Science Undergraduate Minor). There exists already at RU an appreciable number of undergraduate forensic science courses but they are scattered across at least two colleges and five departments. Likewise, faculty with research and/or teaching expertise in forensic science or forensic studies are numerous but crosscut many disciplines, colleges (i.e., College of Science and Technology, College of Humanities and Social Sciences) and

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[8] Fradella HF, Owen SS, Burke TW. Building bridges between criminal justice and the forensic sciences to create forensic studies programs. Journal of Criminal Justice Education 18(2):261-282, 2007.

[9] Milio FR, Ladon L, Dwyer T, Profili M. Taking the initiative in forensic chemistry education. Forensic Magazine 1(2):18-21, 2004.

[10] Houck MM, Siegal JA. Fundamentals of forensic science, 2nd ed. Amsterdam: Elsevier, 2011.

[11] James SH, Nordby JJ. Forensic science: an introduction to scientific and investigative techniques, 2nd ed. Boca Raton, Fla: CRC Press. 2005.

[12] Ubelaker DH (editor). Forensic science: current issues, future directions. Chichester, West Sussex: Wiley-Blackwell, 2013

departments (Depts. of Anthropological Sciences, Biology, Chemistry, Criminal Justice, Information Technology, Psychology). There is no integrated, cohesive program in forensic **science** beyond a Forensic Science Minor administered through the RUFSI, a concentration in Forensic Chemistry through the Department of Chemistry, and a concentration in Forensic Anthropology through the Anthropological Sciences Department.

Meeting the need for highly trained, competent, and competitive biomedical forensic scientists necessitates an undergraduate program in biomedical forensic sciences with a strong foundation in natural sciences (chemistry and biology) and applied research. This foundation should be strengthened by interdisciplinary training and experience in other forensic specialties like anthropology, anatomy, and criminalistics.

The increasing popularity of Biomedical Forensic Sciences will undoubtedly soon see the development of competitive programs in other Virginia institutions. Because much of the groundwork is already in place at RU, much potential exists for the development of a high-caliber, nationally-recognized forensic science accredited undergraduate program here, concomitant with accreditation of biomedical forensic science laboratories.

The development of an accredited, nationally-credible and well-respected BSBFS program at Radford University will provide students with an interest in biomedical forensic science the skills and training needed to competitively obtain jobs in state and national crime labs, as well as private and public biomedical or pharmaceutical research laboratories, or pursue further graduate or professional studies in the biomedical or legal sciences.

Employment Demand

With a BSBFS degree from an accredited program, our students will be properly prepared and will have the appropriate foundation for their desired forensic and biomedical science careers.[13] Job placement opportunities for students with a Forensic Science degree include working in the following areas:

- forensic scientist in local, regional, state, or private crime laboratories or crime scene investigation units;
- chemist, biologist, biotechnologist or biochemist in virtually any other science-based public or private laboratory (e.g., Toxicology, Genomics, Quality Assurance, Industrial Hygiene, Environmental Sciences labs);
- digital forensic scientist or cybersecurity specialist;
- biomedical scientist working in public or private laboratories such as the Food and Drug Administration, Drug Enforcement Agency, Environmental Protection Agency, or Homeland Security;
- medicolegal death investigator;
- preparation for entering Law School, Medical School, other professional health programs, or graduate programs in the Natural Sciences;

[13] Holland M, Sykes D, Shaler R. Forensic science education: designing an effective curriculum (the Penn State model). Forensic Magazine 3(3):29-37, 2006.

The U. S. Department of Labor's Occupational Outlook Handbook[14] from the Bureau of Labor Statistics (BLS) lists 12,900 jobs for forensic technicians in 2012. This handbook projects job growth of 19% in general forensic science from 2010-2020 (although the 2012-22 BLS version of the Occupational Outlook Handbook projects a growth of 6%, related to competition for forensic science jobs due to the popularity of the field). Job growth in cybersecurity and information security-related fields is expected to increase 37% across this period. The Virginia Employment Commission (VEC)[15] projects job growth of 4.92% for forensic science technicians over the next 10 years and 26.5% for cybersecurity specialists. However, these are only a few of the many job placement options for graduates of the RU BSBFS program. Table 1 lists additional labor statistics data (from the most current BLS and VEC sources) for other job placement options.

Table 1. Labor Statistics for Employment Growth for Biomedical and Digital Forensic Science-Related Jobs (2012-20).

Employment Position	BLS 2012-22 projection (%)	VEC 2012-22 projection (%)
Cybersecurity (Information Security)	37	26.5
Medical and Clinical Laboratory Technology	22	20
Biochemist	19	27
Biological Technician	10	22
Chemist	6	5
Teaching	19	20-25 (depending on subject)

Student Demand

[14] Bureau of Labor Statistics (BLS), U. S. Department of Labor Occupational Outlook Handbook. http://www.bls.gov/ooh/home.htm. Accessed August, 2015.

[15] Virginia Employment Commission (VEC), Virginia Workforce Connection. www.vawc.virginia.gov. Accessed August, 2015.

RUFSI has gauged interest in the creation of the BSBFS degree and this interest is deemed to be strong. Evidence for this consists of the following:

1. A survey given in ANSC 210 (Introduction to Forensic Anthropology) in Fall Semester, 2015 at Radford University measured the degree of interest in an undergraduate forensic science program at RU. This survey was administered to approximately 47 RU students whose classification included incoming freshmen (4), sophomores (14), juniors (11), seniors (17), and one post-graduate. Their majors varied, and included Anthropological Science (27), Criminal Justice (8), Biology (4), Chemistry (3), Psychology (3), Social Science (1), and English (1).

Forty-two of the 47 respondents (89.4%) expressed interest, moderate interest, or strong interest in enrolling in the proposed program. Fifty-five percent expressed **strong** interest in the program. Original data are listed below:

Table 2. Survey Data for Interest in the BSBFS Degree.

Strongly uninterested	Somewhat uninterested	Interested	Somewhat Interested	Strongly Interested
2 (4.3%)	3 (6.38%)	5 (10.6%)	11 (23.4%)	26 (55.3%)

2. The number of students who have corresponded with the RUFSI expressing interest in an undergraduate forensic science program has been appreciable. There are a significant number of both traditional and non-traditional (working adult) students with an interest in forensic and biomedical science in the southwest Virginia region and beyond.

3. Enrollment at the undergraduate level in forensic courses of study at RU clearly shows interest in the discipline. Table 3 summarizes enrollment data over the past three years from the RU Forensic Science Minor (through the RUFSI), Forensic Studies Minor (through the Department of Criminal Justice), Forensic Anthropology Concentration (through the Department of Anthropological Sciences), and Forensic Chemistry Concentration (through the Department of Chemistry), showing consistent and continuing engagement in and completion of forensic science programs at RU.

Table 3. Enrollment and graduation data for 2010-2015 for forensic science programs at RU.

Forensic Program	Enrollment (2011-2015)	Number of Graduates (2010-2015)
Forensic Science Minor	33	19

Forensic Studies Minor	117	40
Forensic Anthropology Concentration	77	14
Forensic Chemistry Concentration	49	5
Total	245	71

Projected enrollments for the B. S. in Forensic Science are presented in Table 4.

Table 4. Projected enrollment:

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021			2021 - 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
25	23.75	28	26.5	40	38	50	47.5	N/A	57	54	13

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

Definitions:

HDCT—fall headcount enrollment
FTES—annual full-time equated student enrollment
GRADS—annual number of graduates of the proposed program

Existing Programs

Current Program

Currently, forensic science is available to Radford University students as an undergraduate Forensic Science Minor supervised by the RUFSI. The successful FS Minor is supported by several undergraduate courses in forensic science (e.g., FOSC 201—Innovations Forensic Science; FOSC 401—Advanced Forensic Science Research).

Aside from the Forensic Science undergraduate minor, there are numerous forensic science interests offered through several different RU departments and colleges, including an undergraduate concentration in Forensic Anthropology within the Department of Anthropological Sciences, a concentration in Forensic Chemistry in the Department of Chemistry, a Forensic Biology course within the Biology Department, a Forensic Studies Minor within the Department of Criminal Justice, and a Cybersecurity Certificate program within the Department of Information Technology. A Master of Science in Biomedical and Forensic Sciences has also been approved at RU through the Faculty Senate level. An undergraduate forensic science pre-professional program would help to consolidate forensic science interests and efforts at RU, increase the efficacy of interdisciplinary collaboration between these different interests, and provide advanced professional training to students wishing to continue their forensic science studies. It would also serve the MS program in Biomedical Forensic Science.

In addition, the new RU Center for the Sciences, due for completion in early 2016, will house biomedical forensic science laboratories ideally suited to accommodate the undergraduate and graduate biomedical science FS programs. State-of-the-art laboratory facilities and collaborative student meeting and research space within and outside the RUFSI suite will facilitate the type of engaged, student-focused research that is the hallmark of these programs.

Effect on Existing Curricula and Programs

FEPAC curricular requirements for physics, math, biology, computer science, and chemistry for this program may lead to increased enrollments in these courses. However, it is not anticipated that this program will significantly take away from any other existing undergraduate program or majors.

Collaboration or Standalone

The RU BSBFS program is a collaborative program with the RU Forensic Science Institute. The RUFSI is ideally poised to collaboratively support this program and will offer the following opportunities for BSBFS students:

1. BSBFS students will have numerous opportunities for student-professional collaborative partnerships, clinical experience, casework, and internships, due to the RUFSI faculty affiliation and close working relationship with regional law enforcement and medico-legal agencies. RUFSI Laboratories perform invaluable services to the Commonwealth

in terms of forensic search, recovery, and analysis of unidentified human remains and routinely engage advanced students in these experiential learning opportunities;

2. BSBFS students will have exposure to and opportunity to engage in professional-quality research with RUFSI faculty, who engage in year-round academic forensic science research and regularly involve students in faculty-student collaborative efforts, culminating in professional publications and presentations. RUFSI faculty have brought in over $1 million in external grant funding related to research and contractual projects and regularly involve students in this grant work;
3. BSBFS students will have numerous opportunities to participate in service learning through RUFSI projects. For example, RUFSI faculty regularly present forensic science education and training to the medico-legal community (e.g., law enforcement, medical examiners). And since forensic science is an excellent example of an applied STEM field, RUFSI faculty are also engaged in many opportunities to promote science education at the secondary and higher education levels, including Science Days at RU, Summer Bridge STEM program for high school girls, and other public education venues across the Commonwealth;
4. BSBFS students will have the opportunity to work in newly designed biomedical forensic science laboratories containing state-of-the art equipment. RUFSI laboratories under construction in the new RU Center for the Sciences have been designed with the required laboratories for the forensic science curriculum in mind (accreditation of these Forensic Science laboratories through ASCLD/LAB [American Society of Crime Lab Directors/Laboratory Accreditation Board,[16] following ISO 17025] will be sought upon completion of these new labs). In addition, RUFSI houses over one-half million dollars in professional-grade forensic instrumentation and equipment, including a Keyence VHX-1000 Digital Microscope, Leica Polarized Light Comparison Microscope, Leica Ballistic Comparison Microscope, Portable X-Ray Unit, PAC (Picture Archiving System), two XRF (X-Ray Fluorescence) Analyzers, an Anatomage Table, as well as numerous casts, models, skeletal and anatomical collections, and forensic archaeological survey and excavation equipment for students to use in training, casework, and research.

Since forensic science is an interdisciplinary applied science, collaboration across departments and colleges is welcome and currently being solicited, in addition to partnerships with federal, state, and regional law enforcement, allied health, medico-legal, criminal justice, and community entities.

Duplication

The American Academy of Forensic Sciences maintains a comprehensive list of all forensic science programs both within[17] and outside[18] the United States, while FEPAC lists those that are

[16] American Society of Crime Lab Directors/Laboratory Accreditation Board. http://www.ascld-lab.org/. Accessed September, 2015.
[17] American Academy of Forensic Sciences programs within the United States, 8/2015. http://www.aafs.org/students/programs-within-united-states . Accessed August, 2015.
[18] American Academy of Forensic Sciences programs outside the United States. 8/20/15. http://www.aafs.org/students/programs-outside-united-states. Accessed August, 2015.

accredited. There are currently a total of 12 fully accredited undergraduate degree programs in Forensic Science in the United States.

Two forensic science undergraduate programs exist in the Commonwealth—Virginia Commonwealth University and George Mason University. Only one of these is an accredited program (VCU). A comparison of the RU BSBFS degree program with these two programs follows (also see Table 5).

VCU offers a B. S. in Forensic Science based on completion of 123 – 126 hours. This program is similar to the one proposed here in that it is a rigorous four-year full-time undergraduate program in forensic science. In addition to general education courses, students must complete a suite of forensic science core classes and choose between forensic biology, forensic chemistry, or physical evidence tracks. All three tracks are accredited by FEPAC. The proposed BS in Forensic Science degree at RU is **different** in the following ways:

- In the proposed BSBFS program, there is a significant emphasis on biomedical forensic science research;
- The close association of the undergraduate program with the RUFSI and its affiliated professional faculty and their law enforcement and medico-legal relationships provides unparalleled opportunities for direct undergraduate student participation in medico-legal research and casework for the Commonwealth;
- The BSBFS program is also unique in that it emphasizes innovative self-directed and peer-directed instruction and high impact experiential learning through internship and service learning;
- The collaborative nature of the Radford University undergraduate forensic science program with other departments and entities and both within and outside RU provides opportunity for high-impact interdisciplinary learning from a variety of sources;
- The VCU program does not offer a Digital Evidence component;
- The VCU program is 250 miles away from Radford University and is already operating at full or over-capacity.

In contrast to the proposed RU BSBFS degree program, the George Mason program in Forensic Science consists of 119-121 required hours, including 45-46 core natural science hours and 21 forensic science hours. There are no tracks and most of the core classes have no significant laboratory component. This program is not FEPAC accredited and does not emphasize biomedical research or digital evidence.

There is only one accredited Digital Evidence program in the U. S.—a Master of Science in Forensic Science with a Digital Evidence focus area at Marshall University.

Table 5. Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth.

Enrollments[19]	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
Virginia Commonwealth University	402	401	361	348	359
George Mason University	-	14	54	95	127
Degrees Awarded[20]	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Virginia Commonwealth University	59	76	65	69	58
George Mason University	-	-	-	4	7

Resource Needs for New Program

A projected budget to support this program can be found in Appendix B, while anticipated tuition estimates for students enrolled in the program are in Appendix C. Resource needs for this program are primarily in the form of new faculty hires to teach the forensic science courses.

Faculty:

There are currently two Forensic Science part-time faculty who would be available to administrate, teach, or oversee research within this program. They include the two faculty within the RU Forensic Science Institute.

It is anticipated that one additional full-time faculty hire and an adjunct will be needed to initiate this program. By the full enrollment target date (Year 5 of the program), one additional full-time faculty hire will be necessary to meet the teaching needs of this program. These new hires are needed in the following areas:

- General Forensic Science
- Digital Forensic Science

A funding request for the first faculty hire was submitted to Dean Rogers in Fall, 2015, as a CSAT New Initiative Request for the 2016-17 budget year.

Additional Resources:

[19] State Council of Higher Education for Virginia (SCHEV). *Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail.* http://research.schev.edu/enrollment/E16_Report.asp. (Accessed [DATE]).
[20] State Council of Higher Education for Virginia (SCHEV). *Completion, Program Detail C1.2.* http://research.schev.edu/Completions/C1Level2_Report.asp. (Accessed [DATE]).

No equipment needs are currently anticipated to support this program. However, approximately $5000 in equipment warranties and supplies are needed to support this program.

It is anticipated that funds for forensic science computer software (total amount anticipated = $5000) will be required to support the Digital Evidence portion of this proposed curriculum, although funds for this software have also been requested as part of an NSF grant submission currently under review.

Appendix A—Sample Plans of Study for Bachelor of Science in Biomedical Forensic Science

Plan of Study—120 hours

Sample Plan of Study for Full-Time Students
General Forensic Science Concentration*

Year	Fall Semester	Spring Semester	Total Hours
Freshman			
	CORE 101 (3)	CORE 102 (3)	
	MATH 151 (3)	BIO 105 (4)	
	CHEM 101 (4)	CHEM 102 (4)	
	Univ Core B (3)	Univ Core B (3)	
	Univ Core B (3)		
Total	**16**	**14**	**30**
Sophomore			
	CORE 201 (3)	CORE 202 (3)	
	CHEM 301 (4)	CHEM 302 (4)	
	STAT 219 (3)	FOSC 301 (4)	
	PHYS 111 or 221 (4)	PHYS 112 or 222 (4)	
Total	**14**	**15**	**29**
Junior			
	FOSC 302 (2)	College Core B (3)	
	College Core A (3)	FOSC 211 (3)	
	College Core B (3)	Specialized Science (4)	
	Specialized Science (4)	FS Elective (3)	
	FS Elective (3)	Elective (3)	
Total	**15**	**16**	**31**
Senior			
	College Core A (3)	FOSC 401 (4)	
	Specialized Science (4)	FOSC 498 or 499 (4)	
	FS Elective (3)	FS Elective (3)	
	FS Elective (3)	Elective (3)	
	Elective (3)		
Total	**16**	**14**	**30**

***Specialized Science Courses Chosen From the Following:**

- ANSC 320 (Human Osteology) 4
- BIOL 231 (Genetics, Evolution, and Development) 4
- BIOL 383 (Molecular Forensic Biology) 4
- BIOL 408 (Principles of Microbiology) 4
- BIOL 419 (Intro to Molecular Bioinformatics) 3
- BIOL 432 (The Eukaryotic Cell) 3
- BIOL 450 (Molecular Biology) 4
- BIOL/CHEM 471:472 (Biochem) 4:3
- BIOL/CHEM 473 (Biochem lab) 1
- CHEM 216 (Inorganic Chem) 3
- CHEM 324 (Analytical Chem) 3
- CHEM 401:402 (Physical Chem) 4:4
- CHEM 424 (Instrumental Chem) 4
- CHEM 465 (Forensic Chem) 4
- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- FOSC 495 (Seminar in Forensic Science) 1-4
- FOSC 540 (Principles of Criminalistics) 4
- FOSC 541 (Advanced Techniques in Trace Element/Pattern Analysis) 4

***Forensic Science Electives Chosen From the Following:**

- ANSC 320 (Human Osteology) 4
- BIOL 410:411 (Human Anatomy & Physiology) 4:4
- CJ 320 (Criminal Investigative Theory) 3
- CJ 341 (Intro to Forensic Science) 3
- CJ 360 (Criminal Law and Evidence) 3
- CJ 481 (Forensic Evidence) 3
- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- ITEC 345 (Introduction to Information Security) 3
- PSYC 405 (Forensic Psychology) 3

Plan of Study—120 hours

Sample Plan of Study for Full-Time Students
Digital Forensic Science Concentration*

Year	Fall Semester	Spring Semester	Total Hours

Freshman			
	CORE 101 (3)	CORE 102 (3)	
	MATH 151 (3)	College Core A (3)	
	ITEC 110 (3)	ITEC 120 (3)	
	Univ Core B (3)	Univ Core B (3)	
	College Core A (3)	College Core B (3)	
Total	**15**	**15**	**30**
Sophomore			
	CORE 201 (3)	CORE 202 (3)	
	PHYS 111 or 221 (4)	PHYS 112 or 222 (4)	
	STAT 219 (3)	FOSC 301 (4)	
	Univ Core B (3)	BIOL 105 (4)	
	ITEC 220 (3)		
Total	**16**	**15**	**31**
Junior			
	FOSC 302 (2)	FOSC 211 (3)	
	College Core B (3)	ITEC 345 (3)	
	ITEC 225 (3)	CS Elective (3)	
	CS Elective (3)	Elective (3)	
	FS Elective (4)	Elective (3)	
Total	**15**	**15**	**30**
Senior			
	CS Elective A (3)	FOSC 401 (4)	
	CS Elective (3)	FOSC 498 or 499 (4)	
	FS Elective (3)	FS Elective (3)	
	Elective (3)	Elective (3)	
	Elective (3)		
Total	**15**	**14**	**29**

***Forensic Science Electives Chosen From the Following:**

- ANSC 320 (Osteology) 4
- FOSC 420 (Advanced Forensic Anthropology) 4
- FOSC 430 (Criminalistics) 3
- FOSC 495 (Seminar in Forensic Science) 1-4
- FOSC 540 (Principles of Criminalistics) 4

- FOSC 541 (Advanced Techniques in Trace Element/Pattern Analysis) 4
- CJ 320 (Criminal Investigative Theory) 3
- CJ 341 (Intro to Forensic Science) 3
- CJ 360 (Criminal Law and Evidence) 3
- CJ 481 (Forensic Evidence) 3
- PSYC 405 (Forensic Psychology) 3

Appendix B. Projected budget to support the BSBFS program.*

	Program Initiation Year 2017 – 2018		Expected by Target Enrollment Year 2021 - 2022	
Full-time faculty	1.00		2.00	
salaries	$65,000		$140,000	
fringe benefits	$4,973		$10,710	
Part-time faculty (faculty FTE split with unit(s))	0.00		0.00	
salaries	$0		$0	
fringe benefits	$0		$0	
Adjunct faculty	1.00		1.00	
salaries	$8,800		$8,800	
fringe benefits	$673		$673	
Graduate assistants	0.00		0.00	
salaries	$0		$0	
fringe benefits	$0		$0	
Classified Positions	0.50		0.50	
salaries	$12,000		$14,000	
fringe benefits	$918.0		$1071.0	

Personnel cost				
salaries	$85,800		$162,800	
fringe benefits	$6,564		$12,454	
Total personnel cost	$92,364		$175,254	
Equipment	$5,000		$10,000	
Library	$0		$0	
Telecommunication costs	$500		$500	
Other costs (travel, mailing)	$1500		$3000	
TOTAL	**$99,364**		**$188,754**	

*FICA is based on 7.65% of salaries. Salary increases in year are based on projected raises.

Appendix C. Anticipated Tuition Paid by Students Enrolled in the BSBFS Program

Year	In-State Students	In-State Tuition
2017-18	25	$245,225
2018-19	28	$274,652
2019-20	40	$392,360
2020-21	50	$490,450
2021-22	57	$559,113

Year	In-State Students	In-State Tuition	Out-of-State Students (25%)	Out-of State Tuition	Total
2017-18	19	$186,371	6	$132,558	$318,929
2018-19	21	$205,989	7	$154,651	$360,640
2019-20	30	$294,270	10	$220,930	$515,200
2020-21	37	$362,933	13	$287,209	$650,142
2021-22	43	$421,787	14	$309,302	$731,089

***Based on 2015-16 Full-Time RU Undergraduate Student Tuition Rates:**
In-state tuition = $9,809/year
Out-of-state tuition = $22,093/year

Target Student Numbers (for 2021-22) are SCHEV required minimums for viability of the program.

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Appendix XI: 15-16.35—BS in Computer and Cyber Science

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

Date: 3/21/16

Department: Information Technology

Current Course or Program ID:

Proposal Number:
(Assigned by the Registrar)

Contact Person: Art Carter

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).

The Department of Information Technology proposes a Bachelors of Science in Computer and Cyber Science to begin in the fall of 2017. BSCS builds on the department's Bachelors of Science in Computer Science and undergraduate Information Security Certificate to build a new, first of its kind in Virginia, program to prepare students to work in the emerging field cyber security. The program will begin by being taught as a traditional in class program taught on the Radford University campus.

The purpose of the program is to educate graduates so they can obtain an entry-level position in the cyber security field. The cybersecurity field focuses on the protection of networks, data, software and computing resources from unintended or unauthorized changes, access or destruction. Private and public institutions today collect and store tremendous amounts of data which is transported across networks and maintained by multiple computer systems. The data as well as the systems and hardware used to maintain the data and provided strategic and operational support are under attack from criminals and nation-states intent on stealing, damaging or destroying those resources. Additionally, computer systems and hardware may be unintentionally damaged or data released or destroyed by actions of employees. The BSCS will provide students the technical foundation to work in public and private organizations protecting the data, software and hardware resources from criminal and espionage activities. The students will also learn the foundational issues with policy and procedures necessary for organizations to ensure the safe handling of data and management of resources.

Effective Date:
Reason for requesting an alternative effective date:

Fall, 2017

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
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	

Core Curriculum:

Univ. Core A:Core Foundation	12
Univ. B-Core Skills and Knowledge	16
College Core A-National and International Perspectives	6
College Core B-Supporting Skills and Knowledge	9-11

Department of Information Technology core requirements:

ITEC 110 - Principles of Information Technology	3
ITEC 120 - Principles of Computer Science I	4
ITEC 220 - Principles of Computer Science II	4
ITEC 225 - Web Programming I	3
ITEC 345 - Introduction to Information Security.	3
ITEC 490 - IT Professionalism	1

Mathematics requirements

MATH 151 – Calculus and Analytic Geometry I	3
MATH 152 – Calculus and Analytic Geometry II	3
STAT 200 or 301 – Probability and Statistics	3
ITEC 122: Discrete Mathematics	3

Bachelors of Science requirements

Students must choose any one course from the following list: any 500 or 600-level ITEC course approved by the Department Chair; MATH 152; ASTR 111, ASTR 112, any Biology (except BIOL 301 and BIOL 302); any Chemistry; any Geology (except GEOL 110 and 205), GEOS/ITEC 250, any Physics, or PHSC 301; CRJU 412	6-8

Information Technology core (27 credits):

ITEC 310: C& UNIX	3
ITEC 340 – Database Management Systems	3
ITEC 350 – Computer Networking	3
ITEC 352 – Computer Organization	3
ITEC 371 – Operating Systems	3
ITEC 445 – Computer System and Database Security	3
ITEC 455 – Applied Cryptography and Network Security	3
ITEC 465 –Computer System Security Analysis and Investigation Techniques	3
ITEC 466 – Information Assurance Program Management	3

Restricted Electives (one of the following courses)

ITEC 360 – Data Structures and Analysis of Algorithms	3
ITEC 420 – Theory of Computation	3
ITEC 370 – Software Engineering	3
ITEC 460-Translator Design and Construction	3
Any MATH 400 level course	3

Other required courses

BLAW 203: Business Law 1	3

Program Justification

The area of cyber security is a high demand field with an anticipated increase in demand in the upcoming years. The Commonwealth of Virginia is in the fore front of employment demand having more positions in this area than any other state. Currently there are no undergraduate programs in Virginia in the area of software cyber security (GMU has an engineering program in hardware cyber security).

Employment Demand

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

States with the highest employment level in this occupation1:

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

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

The Bureau of Labor Statistics also expects this field to grow faster than average with an 18% growth rate where the national average is 7% and have a higher median pay of $88,890 where the national median pay is $35,540. The Bureau's Summary statistics are posted below.

Information security analysts work to protect a company's computer systems2.

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

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

Budget Impact

There will be no new additional faculty required to start this program. There are only two additional courses required and the department has sufficient resources to teach these courses in the required rotation without hiring any new faculty.

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Appendix XII: 15-16.36—Accounting Certificate

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

Date: September 23, 2015

Proposal Number:
(Assigned by the Registrar)

Department: Accounting, Finance & Business Law

Current Course or Program ID:

Contact Person:

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).

Accounting Certificate Program

The College of Business and Economics (COBE) is interested in developing an accounting certificate program to be offered to students already possessing an undergraduate degree who would like to re-tool and/or to be eligible to sit for the CPA exam. Students entering this program would already have earned a bachelor's degree and be seeking a career in accounting. The program would consist of 30 credit hours of work in accounting and could be completed in one year. Prior coursework that satisfies any of the requirements would be applied to the program.

Our preliminary research shows that only four schools in Virginia are currently offering such a program: the University of Virginia (30 hours); George Mason University (30 hours); Virginia Commonwealth University (48 hours); and Northern Virginia Community College (27 hours).

Given the number of career opportunities in accounting, we believe there is a substantial potential market for such a program for people with undergraduate degrees in other fields.

In addition, since this program would consist exclusively of undergraduate classes, we would be able to offer the program to interested students without developing any new courses.
Our program would consist of the following classes:

Prerequisites: 6 Credit Hours*

ACTG 211, Fundamentals of Financial Accounting
ACTG 212, Fundamentals of Managerial Accounting

Required Classes: 18 Credit Hours

ACTG 311, Cost Accounting (Fall, Spring, Summer)
ACTG 312, Accounting Information Systems (Fall)
ACTG 313, Intermediate Accounting I (Fall, Summer)
ACTG 314, Intermediate Accounting II (Spring, Summer)
ACTG 411, Federal Taxation (Fall)
ACTG 414, Auditing (Spring)

Electives: Take two from the following list

ACTG 401, International Accounting (Spring)
ACTG 412, Advanced Taxation (Spring)
ACTG 413, Advanced Financial Topics (Fall)
ACTG 416, Governmental and Not-for-Profit Accounting (Spring)

*Can be taken in summer session or elsewhere, but must be completed prior to enrollment in upper division classes

A student who has completed the prerequisites can complete the certification program by completing 24 credit hours of accounting coursework. There are five classes offered each fall, five classes offered each spring, and three of the classes are also offered in the summer.

A typical schedule would be:

Fall	Spring	or	Fall	Spring
ACTG 311	ACTG 314		ACTG 312	ACTG 311
ACTG 312	ACTG 414		ACTG 313	ACTG 314
ACTG 313	ACTG 412*		ACTG 411	ACTG 414
ACTG 411	ACTG 401*		ACTG 413*	ACTG 401*
ACTG 413*	ACTG 416*			ACTG 412*
				ACTG 416*

*two of these four classes

Effective Date:
Reason for requesting an alternative effective date:

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
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	

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Appendix XIII: 15-16.37—Doctorate of Education, as Revised

See following pages.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Program Proposal Cover Sheet

1. Institution Radford University	2. Program action (Check one): New program proposal ✓ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program Ed.D in Education	4. CIP code 13.0101 (Education, general)
5. Degree designation Doctor of Education (Ed. D.)	6. Term and year of initiation Fall 2017
7a. For a proposed spin-off, title and degree designation of existing degree program N/A 7b. CIP code (existing program) N/A	
8. Term and year of first graduates Spring 2020.	9. Date approved by Board of Visitors See Timeline (p. __)
10. For community colleges: N/A Date approved by local board Date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) N/A	
12. Location of program within institution (complete for every level, as appropriate). Departments(s) or division of School of Teacher Education and Leadership School(s) or college(s) of College of Education and Human Development Campus(es) or off-campus site(s) Main Campus Online Delivery (web-based, satellite, etc.) Online delivery	

DRAFT

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's

- Dr. Dennis Grady, Dean, College Graduate Studies and Research, 540-831-7163.
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Jennifer Jones Powell, Interim Director, School of Teacher Education and Leadership, jjones292@radford.edu , 540-831-5736.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

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Description of the Proposed Program

Program Background

Radford University requests approval for its first Ed.D. in Education. The program hopes to become RU's fourth doctoral degree program since 2010, becoming the first doctoral program within the College of Education and Human Development (CEHD) and housed within CEHD's School of Teacher Education and Leadership (STEL).

Currently the CEHD offers five master's level graduate programs all of which will potentially be feeders for the Ed.D program: Educational Leadership, Education (concentrations in Curriculum & Instruction, Educational Technology, Mathematics Education, Appalachian Studies and Early Childhood Education), Literacy Education, Special Education (concentrations in all five areas of licensure) and Counseling and Human Development (concentrations in School Counseling and Clinical Mental Health Counseling.) The program proposes to enroll its first cohort of students in the Fall of 2016 and graduate its first degree holders in the Spring of 2020.

The impetus for the Ed.D in Education arose from a distinct need to prepare a new generation of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. There has often been a poor fit between the traditional doctoral programs in education and educational leadership, which typically focus more on the study of theory and academic research, and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education[1]. Complex problems faced by school leaders and educators today will be unique to each school, community and region. In Virginia just a few of the documented problems include low academic performance in schools where the majority of students are living in poverty, decreasing student graduation rates in communities where gang membership is increasing, high rates of asthma and school absence in students living in industrial communities, increased birth defects resulting in the need for more special education services in counties with extensive mountain top removal coal mining, increased rates of depression and anxiety in children of military families, and limited family involvement in schools with large numbers of ESL students.

The new Ed.D program will respond to three distinct demands:

(1) The increased need for school leaders who have the skill set to directly and collectively impact student achievement and long-term student success through their leadership.
(2) The increased need for school leaders who know how to use inquiry and collaboration as tools to solve complex problems.
(3) The continued growth in demand for curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and accountability requirements.

The Ed.D in Education has three distinct aspects that make it unique from any other doctorate in Education or School Leadership in Virginia. First, it will be an entirely applied program with the goal of preparing educational leaders with coursework and research directly related to, situated in, and applied to their current and future careers. The program will

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

emphasize applied action research grounded in the complex challenges participants face in the schools and communities where they work.

Second, the program will be designed around the working principles for Ed. D. programs advanced by the Carnegie Project on the Education Doctorate[2], a consortium of 95 Colleges and Schools of Education, and will:

- be framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice
- prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities
- provide opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships
- provide field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions
- be grounded in and develop a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.
- emphasize the generation, transformation, and use of professional knowledge and practice

Third, the program will be delivered entirely online with no campus residency requirement. This will enable us to be responsive to the needs of working practitioners with families who must remain place-based and employed full-time while obtaining an advanced degree.

Mission

Radford University Mission

The doctoral-level study of leadership in educational communities and the application of innovative and holistic ways of solving problems that impact schools and their communities is a relatively new, emerging field of education. Students in this doctoral program will learn a unique set of strategies for solving significant problems in specific communities.

The Ed.D. in Education will develop leaders and educators who can foster practical and constructive partnerships between schools and communities to improve student achievement while promoting positive impacts on the quality of life and social and economic vitality of those communities.

Doctoral students in the proposed program will collaborate with school and community leaders to research, plan, implement, and evaluate responsive and innovative methods for solving specific problems that impact the quality of life and the academic achievement of learners from preschool through high school (PK-12). What separates this program from other Virginia doctoral-level degree programs is its emphasis on models of improvement associated with implementing education-related solutions to current school and community problems.

Meeting the challenges of identifying such problems and proposing viable, effective, education-based solutions requires vision, purpose, creative thinking, scholarship, and the ability

[2] Carnegie Project on the Education Doctorate. (2014). *Definition of and working principles for EdD program design. Pittsburgh, PA: Duquesne University School of Education.* http://www.cpedinitiative.org/working-principles-professional-practice-doctorate-education

to foster collaboration between school and community leaders. To this end, the proposed program will feature:

- doctoral coursework that develops practical and applied skills needed to identify, organize, design, implement, and evaluate research projects and programs that connect the education of children, youth, and adults to local and global issues;
- on-site collaboration with school and community leaders to develop, implement and evaluate viable solutions to compelling problems facing specific places;
- practicum, internship, externship, and dissertation research projects that provide students continual opportunities to apply course content, learn from their experiences, and solve chronic problems while gaining relevant experience within a practitioner-based model;
- blended learning environments leveraging the best of current technologies and instructional strategies, tailored to be flexible and responsive to part-time doctoral candidates with full-time careers: and
- best practices for school and community change through experiential, problem-based, project-based learning involving case studies and reviews of current research that directly apply to local problems.

The educational professionals prepared through this program will research, plan, implement, and evaluate innovative approaches to critical school and community problems and needs. A comprehensive, continuous school improvement model will be the basis for action research projects culminating their programs that will effect real change in their schools and communities.

This doctoral program is aligned with Radford's mission at the doctoral level by preparing experienced practitioners to address compelling issues in their fields and to become professionals with advanced skills impacting their professions and their communities. Program candidates will bring a critical component: several years of practical experience in their fields, master's degrees (already acquainted with research and research-based practices) upon which they can build executive levels of professional leadership knowledge and skill. This cannot be accomplished through a master's program.

The current Radford University mission statement[3] states:

> *Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the University emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders. Toward these ends, RU 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*

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

strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University as it strives to meet the changing needs of society.

Online Delivery Format

Radford University's Ed.D. program will utilize an online format accessible to students anywhere there is an Internet connection. The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules.

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

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

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

Accreditation

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

SACS requires that at least one-third of credits toward a degree are earned through instruction offered by the institution awarding the degree. Radford University's transfer credit policy ensures we meet these criteria.

The university requires the program to establish student learning outcomes and a program assessment plan and to report results of the candidate assessments and other program assessments each year to the Dean and to the university Academic Assessment Office and to report how program assessment results lead to program improvement. This process is aligned with requirements for CAEP and SACS accreditation. CAEP and SACS do not require specific courses, but they do expect the program to include "knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences"[4]. This is solidly addressed in the curriculum and assessment plans.

Admission

(http://www.radford.edu/content/grad/home/admissions/apply.html)

Admission into the doctoral program will be competitive and based upon several criteria. In order to be considered for acceptance into the ED.D. program, applicants must complete the following:

1. Submit a complete application on the Graduate College website.
2. Hold a master's degree, from an accredited institution that provides a solid background for the continued study and advocacy of school and community change.
3. Provide official transcripts from all postsecondary schools.
4. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
   - at least one must be from a current or most recent employer;
   - at least one must be from a professor or instructor familiar with applicant's academic work;
   - one other professional recommendation.
5. Submit a current full resume with links to any published articles or texts.
6. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals (3-5 page narrative).
7. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
   - Paper Based 575
   - Internet Based 88-89
   - Computer Based 230.
8. Complete a personal interview with graduate education faculty.
9. If candidates intend to apply for state licensure in educational administration, they may be required to verify specific immunization records as well as complete a criminal background check. Applicants are reminded that a felony conviction may affect a graduate's opportunities to attain state licensure and/or administration of certification exams. Applicants seeking additional information are encouraged to review information on the following website: Virginia State Police Criminal Records Check.

[4] SACS 3.6.2

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

Target Population

This degree program would serve the following target populations.

- Professionals in the field who seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree.
- Professionals in the field who wish to refocus their expertise on the development of leadership skills and the management of school-based teams and issues.
- Teachers, community leaders and those in human development fields who work collaboratively with public schools who wish to enhance their skill sets in these roles.
- Educators who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent.

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

Curriculum

Radford University's Ed.D. program is planned as a year-round, three to four-year program for part-time doctoral students. The program will require a minimum of 60 credit hours of graduate-level courses, a practicum, an internship, an externship, and an applied dissertation. All courses are developed for online delivery. The curriculum will engage students in working collaboratively across disciplines and traditional boundaries of school communities to better understand and investigate how critical issues are affected by cultural, economic, and political factors. The planned curriculum sequence and credit hours for the program plan of study is provided in Appendix A.

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

The required foundations courses reflect the unique needs of individuals who serve diverse schools and communities dealing with issues such as high dropout rates, student disengagement and low achievement, drug abuse, and poverty. These courses also reflect a solid foundation in the areas of educational psychology, the science of learning, and the essential principles underlying effective instruction. The Foundations of Education course addresses skills associated with learning theory, cognitive psychology and general instructional design as well as the manner in which specific strategies within instructional environments can be used to increase the overall effectiveness of instruction. Likewise, the technology foundation course emphasizes teaching practices that utilize computer-based resources to improve instruction, communication, and the management of resources within school and community-based learning environments.

- EDEF ___ Models of Change for School and Community Leaders (3)
- EDEF ___ Foundations of Education (3)
- EDEF ___ Social and Cultural Foundations of Educational Institutions (3)
- EDET ___ Technology for School and Community Leaders (3)

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

The emphasis on research-based, effective practices for school and community change is integrated throughout the curriculum through experiential and project-based learning, case studies, and reviews of current research. The four required research courses provide a framework for conducting research and evaluation within common education and community organization environments. They are grounded in change theory, with an emphasis on specific ethnographic and anthropologic principles useful in guiding the design of general programmatic research and evaluation efforts. A fifth research course may be selected based on the nature of the dissertation and selected from courses already available from other doctoral programs at Radford University (e.g., PSYC 610 *Analysis of Behavioral Data Inferential Statistics)* or from accredited doctoral granting institutions (e.g., Qualitative Methods II, Survey Research, Single Case Iterative Design). Required research courses include:

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

Field Components (3 courses; 3 credit hours per course for 9 credit hours)

The doctoral practicum, internship, and externship comprise nine hours of the program and enable students to apply knowledge, skills, and dispositions to real-world problems in supervised settings. The practicum, an internship, and an externship are aligned with core program and concentration coursework. A practicum, contrasted with an internship, is typically a shorter experience conducted in an applied setting. The practicum, led by the faculty member teaching the Foundations course, will focus on collaborative group work involving assisting, observing, and recording data about an existing or current problem. The internship and externship are semester-long applied experiences determined between the student and the faculty and are connected to a student's research interests. The field coursework consists of the following:

- EDUC ___ Doctoral Practicum: (3)
- EDUC ___ Doctoral Internship: (3)
- EDUC ___ Doctoral Externship: (3)

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

The program's emphasis on school leadership necessitates coursework that provides comprehensive skill development in those areas supporting superintendent licensure. This skill set is facilitated within the following collection of required leadership coursework:

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

Flexible Electives (6 credit hours)

Doctoral students have an opportunity to select specific courses that may help better prepare them for a specific career path or research agenda. These courses will be recommended and approved by faculty advisors. Examples of courses include:

- EDUC ___ Adult Learning and Contemporary Learning Sciences
- EDUC ___ College Teaching
- APST 640: Community-Based Research & Grant Writing
- EDUC ___ Non-Profit Management and Leadership
- PSYC 610 Analysis of Behavioral Data Inferential

Dissertation Hours (minimum of 9 credit hours)

- EDUC ___ Doctoral Research (3)

Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. For example, during their first year of study, students will conduct a needs assessment to identify potential problems/topics for their dissertation. When taking their introductory courses (Applied Research Methods and Models for School Change) within the first 12 credit hours of the program, students will work collaboratively with the course instructor and teams of students to view their topic through different methodological lenses. Throughout this process, students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members and other graduate students.

The comprehensive prospectus exam, taken after completing 36 credit hours, will be the basis of the first chapter of the professionally anchored dissertation. Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio. Successfully passing the exam will advance the student to doctoral candidacy, allowing them to pursue the research associated with their dissertation.

The comprehensive exam reflects one of the important, strenuous series of quality control steps throughout the program. Table 1 provides a summary of all milestones within the program. Students will maintain an electronic portfolio detailing all of their work and accomplishments, reflections, and feedback.

Table 1. Graduate Degree Requirements

Milestone	*Occurrence in Program*	*Purpose/Description*
Pre-prospectus qualifying comprehensive exam Student will also submit an electronic	• Successful completion of first 12 credits of course work	• To determine readiness for continuing in the program. • The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability.

portfolio for review and feedback.		
Identify chair and committee	• Successful completion of pre-prospectus	• Student will begin to formulate research question(s).
Prospectus exam (a second comprehensive exam)	• Successful completion of 36 credits of course work	• This written exam will be the basis of the first chapter of the professionally anchored dissertation. • Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. • The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio.
Dissertation proposal	• Successful completion of 51 credits of course work	• Student will submit and present the dissertation proposal (first three chapters) to their committee for approval.
Dissertation defense	• Approval of dissertation proposal	• Upon successful completion of all course and comprehensive exams, a dissertation defense will be conducted. • The electronic portfolio will be incorporated into the defense.

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the *Graduate Catalog*. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected. The dissertation chair may or may not be the faculty advisor.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically

throughout the program of studies. The portfolio will be maintained within the Learning Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.

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

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:
Full-time Teaching and Research Faculty: 36
Part-time Teaching Faculty: 0
Adjunct Faculty: 38

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

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

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

Program Administration

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

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

Student Assessment

Learning Outcomes

All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 2 followed by the curriculum map (Table 3) where it is indicated where those outcomes will be introduced, reinforced and assessed.

Table 2. Student Learning Outcomes

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

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

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

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

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

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Table 3 Ed.D. in Education Curriculum Map

	Student Learning Outcomes							
COURSES	1. General principles of educational leadership, teaching and learning	2. General knowledge of community-based education (strategies, components, history, current models, challenges)	3. Skills associated with designing and implementing school-based and community-based leadership	4. Conducting scholarly assessment, evaluation, and research activities	5. Research/ evaluation ethics and social understanding of educational change initiatives	6. General professional communication skills	7. Educational leadership and innovation	8. Technology
Models of Change for School and Community Leaders		I,A	R		I		I,A	I
Foundations of Education	I							
Social and Cultural Foundations of Educational Institutions	I,A			I	I			
Technology for School and Community Leaders						R	R	R,A
Applied Research Methods			I	I,A	I,A	I	R	R
Quantitative Methods I				R,A	R,A	R		

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	Student Learning Outcomes							
COURSES	1. General principles of educational leadership, teaching and learning	2. General knowledge of community-based education (strategies, components, history, current models, challenges)	3. Skills associated with designing and implementing school-based and community-based leadership	4. Conducting scholarly assessment, evaluation, and research activities	5. Research/ evaluation ethics and social understanding of educational change initiatives	6. General professional communication skills	7. Educational leadership and innovation	8. Technology
Qualitative Methods I				R,A	R,A	R		
Program Evaluation				R,A	R	R		
Doctoral Practicum	R	R	R,A	R	R	R,A	R,A	R
Doctoral Internship	R	R	R,A	R	R	R,A	R,A	R
Doctoral Externship	R	R	R,A	R	R	R,A	R,A	R
Advanced School Law	I,A							
Leadership for Human Resources	I,A						R	R
Leadership for Teaching and Learning	I,A	R	R		I		R	R
Policy and Governance of Schools	I,A					R		R

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	Student Learning Outcomes							
C O U R S E S	1. General principles of educational leadership, teaching and learning	2. General knowledge of community-based education (strategies, components, history, current models, challenges)	3. Skills associated with designing and implementing school-based and community-based leadership	4. Conducting scholarly assessment, evaluation, and research activities	5. Research/ evaluation ethics and social understanding of educational change initiatives	6. General professional communication skills	7. Educational leadership and innovation	8. Technology
School Finance and Operations	I,A		R					R
Doctoral Research	R	R	R	R,A	R,A	R,A	R,A	R

Key: I = Outcome introduced, R = Outcome reinforced, A = Outcome assessed

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Program Assessment

The mission statement of Radford University states: "Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society"[5]. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

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

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

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

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

Benchmarks of Success

The proposed program has established the following benchmarks of success:

- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the program as determined by exit interviews and the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within two years of graduation.
- 50% of students will have published work using knowledge acquired in their graduate studies within five years of graduation.

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

- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as "Excellent" or "Highly Satisfactory."

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

Expansion of Existing Programs

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

Relationship to Existing Degree Programs

The proposed Ed.D. program will initiate and operate without compromising existing programs in the School of Teacher Education and Leadership. The Ed.D. program will be built upon a strong, existing M.S. in Education program at Radford University, with shared resources from the M.S. in Ed program joining the Ed.D. No degree programs will close as a result of the initiation of the proposed program.

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and economic factors puts already vulnerable children and youth at greater risk[6]. Current statistics suggest that children of color and poverty

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

have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley[7] stress, situate their work in "a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them" (p. 238).

In a leadership and educator preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privilege[8]. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty[9], in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, showed significant improvements in student engagement and success. This improvement was attributed to leaders' transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland, California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin[10] also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for "powerful, equitable learning" that was emphasized at both

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

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

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

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

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

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

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

school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

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

A large, six-year study funded by the Wallace Foundation[11] focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, "to obtain large scale effects, educators need to create synergy … among all the parents, teachers, and policy makers" (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville[12] described the strategies and attitudes of successful "cross-boundary" leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty.

These studies collectively illustrate the essentiality of leaders and educators who are creative, innovative, and work effectively with diverse populations in order to create equitable learning environments, promote student engagement, and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school

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

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

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

Schools in the U.S. have had very little success eliminating educational inequity working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone[13]. Contemporary educational researchers suggest that solutions for many of today's education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement[14]. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so[15]. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

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

1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.
3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education[16]

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for

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[13] Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.
[14] Hargreaves, A., & Shirley, D. (2011).*The Far Side of Educational Reform*. Canadian Teacher's Federation.
[15] Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education,* 83(4), 271-286. doi 10.1177/0038040710383520
Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation." In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.
[16] U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf*

cooperation and collaboration across agencies and organizations as national educational needs.[17] Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, doctoral level school and community leaders will be able to advance community well-being and civic engagement alongside academic achievement.

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

Why Radford University?

Radford University is an excellent choice for an Ed.D. degree in Education for multiple reasons. This program is consistent with Radford University's mission, is unique in its design as an online program focused on applied research, builds upon existing successful programs and is aligned with SCHEV's strategic plan.

Consistent with Radford University's Mission: Radford University's mission includes promoting student growth as leaders. This mission is congruent with the Ed.D. degree, which emphasizes a project-based, experiential approach to leadership where students learn to solve problems facing schools and the communities they serve, develop school and community resources, and evaluate impact while involving multiple stakeholders from diverse backgrounds. Students who graduate from this program will assume leadership positions prepared to address the changing needs of an increasingly diverse society. Key examples of potential leadership employment include superintendent and other senior leadership positions with public and private PK-12 school divisions, executive director/superintendent for educational agencies seeking change-oriented leadership, executive director of organizations that work with disengaged and low-income students and families, director of informal educational programs, and higher education faculty members and leaders. Preparing graduates to assume such positions clearly supports the mission of Radford University and is consistent with its Strategic Plan.

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

The proposed Ed.D. program similarly focuses on graduate students' understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable

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

institutions. Doctoral student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University's QEP.

Building Upon Existing Successful Programs: Derek Bok, a former Harvard University president and a leader in the field of education, recommends that when universities venture into new waters, they should do so with programs in which they are already successful and are well prepared to take to the next level[18]. Since opening its doors to students in 1913, Radford University has built a powerful reputation for producing top-quality educators and educational leaders. Faculty in the School of Teacher Education and Leadership are themselves, top-quality educators, deeply engaged in research, highly respected among their peers across the Commonwealth and the nation, and valued by the region's preK-12 schools and communities. Radford is one of only 13 institutions in the U.S. named by the National Council on Teacher Quality as having "multiple strong [teacher education] programs"[19]. Moreover, Radford STEL faculty are highly engaged with their students – so much so that many of their current graduate students, in survey responses, expressed confidence in and eagerness to become involved in the new doctoral program

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

Our faculty's networks of colleagues serve as a valuable resource. The faculty is part of routine meetings with a local consortium of school superintendents, who are invited to campus monthly by the dean of the College of Education and Human Development to share insights and challenges faced by both school divisions and the University. Over the past 10 years many cooperative grants have been written, with resource sharing, among the superintendents and university faculty. The educational leadership faculty are also connected with an informal group of key instructional leaders from area public schools. Faculty are involved with the Virginia Association of School Superintendents and work with new superintendents across the

[18] Bok, D. (2013). Higher education in America. Princeton, NJ: Princeton University Press.
[19] National Council on Teacher Quality. (2013). Teacher prep review [PDF document]. Retrieved from National Council on Teacher Quality website: http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

Commonwealth on special instructional audits and projects. The School of Teacher Education and Leadership works in the arena of professional development with its own Professional Development Center. Much of the Center's work is in collaboration with consortia members. Educational leadership faculty participate in Virginia's school improvement efforts as consultants to schools struggling to meet achievement targets. Students in the proposed doctoral program will have rich opportunities to develop collaborative projects through the strong network that educational leadership faculty have established.

Aligned with SCHEV's Strategic Plan: Additionally, one of the goals in SCHEV's most recent strategic plan includes enhancing research through investment in infrastructure. Strategies for accomplishing this goal include "attracting and retaining renowned faculty, top quality graduate students, talented postdoctoral fellows, and qualified technicians"[20]. This proposed doctoral program will not only attract renowned faculty in the field of education and quality graduate students, it will also establish the programmatic infrastructure needed to support a dramatic increase in grant applications to support the agendas of faculty and students engaged in research.

Employment Demand

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems, innovative community leaders, formal and informal educational program directors, executive directors of foundations and nonprofit organizations, and higher education faculty members.

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Tables 4-8 provide specific data on projected job growths for educational administrators, instructional coordinators, postsecondary teachers and top administrators.

Table 4. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2012)	Projected Employment (2022)	Change (2012-22)
Education Administrators, Elementary, Middle and Secondary school	11-9032	231,500	244,700	13,100 +6%
Education Administrators, Postsecondary	11-9033	161,800	185,300	23,500 +15%

US Bureau of Labor Statistics, Occupational Outlook Handbook Publish Date January 8, 2014

[20] SCHEV HJR 678 Report on Teacher Shortages in the Commonwealth, 2010. http://www.schev.edu/Reportstats/HJR678-FINAL%20report-w-cover1-22-10.doc.pdf?from=

Table 5: Projected National Job Growth for Instructional Coordinators

Occupational Title	SOC Code	Employment (2012)	Projected Employment (2022)	Change (2012-22)
Instructional Coordinators	25-9031	147,700	166,200	18,500 +13%

US Bureau of Labor Statistics, Occupational Outlook Handbook Publish Date January 8, 2014

Table 6. Projected Job Growth for Postsecondary Teachers

Occupational Title	SOC Code	Employment (2012)	Projected Employment (2022)	Change (2012-22)
Postsecondary Teachers	25-1000	1,267,700	1,504,200	236,400 +19%
Mathematical/science teachers, postsecondary	25-1022	63,300	70,600	7300 +11%
Education teachers, postsecondary	25-1081	79,300	90,900	11,600 +15%

US Bureau of Labor Statistics, Occupational Outlook Handbook Publish Date January 8, 2014

From 2012 to 2022, job increases in education are projected to grow:

- 6-15% for administrators,
- 13% for instructional coordinators, and
- 15-19% for post-secondary teachers.

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field[21]. As shown below in Table 7 and related to these specific job categories in education, top executives in general show a projected growth of 11% between 2012 and 2022. The superintendency is frequently listed as a top executive position.

Table 7. Projected Job Growth for Top Executives

Occupational Title	SOC Code	Employment (2012)	Projected Employment (2022)	Change (2012-22)
Top Executives	---	2,303,200	2,564,700	261,500 +11%

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

Occupational Title	SOC Code	Employment (2012)	Projected Employment (2022)	Change (2012-22)
Chief executives	11-1011	330,500	347,900	17,400 5%
General and operations managers	11-1021	1,972,700	2,216,800	244,100 12%

US Bureau of Labor Statistics, Occupational Outlook Handbook Publish Date January 8, 2014

Radford University graduates with an Ed.D.in Education will possess the skills, knowledge, dispositions, and experience in getting positive results through applied coursework and research, all essential for top leadership positions. While doctoral candidates may have years in their professional fields, to advance in their systems, agencies, and businesses they will need the strong competitive edge of a skill set coming directly from active research in their fields.

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 8 show definite positive trends in future job opportunities for graduates of this innovative new degree.

Table 8. Virginia Labor Market Information

Occupational Title	2010 Estimated Employment	2020 Projected Employment	Total 2010-2020 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)
Education Administrators, All others	1,023	1,153	130	1.2%	12.7%
Education Administrators, Elementary/Secondary	6,725	7,995	1,270	1.7%	18.9%
Education Administrators, Postsecondary	2,471	3,198	727	2.6%	29.4%
Instructional Coordinators	3,729	4,659	930	2.3%	24.9%
Postsecondary, Education Teachers	1,647	2,134	487	2.6%	29.6%
Postsecondary, All Other	3,193	4,043	850	2.4%	26.6%
Chief Executives	8,722	9,539	817	0.9%	9.4%
Community and Social Services	3,416	3,830	414	1.2%	12.1%

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

Student Demand

Potential student interest in the proposed program is encouraging. A survey to determine current graduate student interest for the degree program was conducted in the fall of 2013. Eighty-seven of 242 current graduate students enrolled in STEL's four master's degree programs responded to the online survey (36% response rate). After describing the proposed doctoral program, the subjects were asked to indicate their level of interest in applying to the program. Thirty-eight percent reported that they would consider applying.

Interest in the proposed doctoral program was even greater for alumni of STEL education graduate programs. A survey to determine alumni interest for the degree program was conducted in the spring of 2014. Sixty-two of 331 alumni who graduated within the past five years from the educational leadership, special education, math education and literacy education programs responded to a survey regarding interest in the program (~19% response rate).

The respondents averaged over ten years of teaching experience, and 22 of the respondents also reported experiences as administrators in education. The proposed program was presented in the survey, and the respondents were presented with the statement "If Radford University offered a doctoral program in education, I would seriously consider applying for the program." Forty-four of the respondents (74%) agreed or strongly agreed with this statement. This reflects a very high degree of interest in the program from recent alumni.

Projected Enrollments

Table 9 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

Table 9. Summary of Projected Enrollment by Year (First 5 Years)

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

Assumptions:

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

Duplication

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

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

Only one Virginia public institution offers a degree programs that presents slight similarities to Radford University's proposal: James Madison University (30.9999-Multi/Interdisciplinary Studies). This program, however, does not use a practitioner based, practical approach to school and community change, and does not provide the program delivered primarily online. Radford University's closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

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

Table 10. Degree Conferrals for Comparison Programs across Five Years

Degrees Awarded	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
James Madison University CIP 30.9999 Ph.D. in Strategic Leadership	*	*	*	*	3	8
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	38	29	27	15	28	35
Old Dominion University CIP 52.0213 Ph.D. in PK-12 Educational Leadership	*	*	*	*	*	*
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	24	14	18	18	24	32
George Mason University	26	16	16	47	39	36

CIP 13.0101 Ph.D. in Education						
Virginia State University CIP 13.0401 Ed.D. in Education Administration	6	6	3	2	4	15
University of Virginia CIP 13.0401 Ed.D. in Education	13	19	5	9	8	4
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	*	19	*	*	41	15

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

Radford University's proposed Ed.D. program represents an emerging field of doctoral study available at a limited number of universities across the country:

- Murray State University in Kentucky (Ed.D) in P-20 and Community Leadership, beginning fall 2014): "The Ed.D. in P-20 and Community Leadership program will produce bold and innovative agents of change to lead to P-20 initiatives that will benefit communities and organizations in which they will serve. This program is one of the FIRST doctorates in the nation to provide an innovative and integrated P-20 approach to educational leadership across the continuum" (http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfEducation/EducationalStudiesLeadershipandCounseling/EdDinP20.aspx).
- Vanderbilt University in Tennessee (Ph.D. in Community Research and Action): "[We] aim to prepare students for the promotion of human, organizational, and community development through rigorous, critical, experiential, ecological, systemic, and multidisciplinary modes of learning. Instead of concentrating only on single units of analysis, we focus especially on the connections among them" (http://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd_in_community_research_and_action/community_research_and_action_program.php).
- University of Massachusetts – Amherst (Ed.D. in Children, Families, and Schools): "The Children, Families, and Schools (CFS) doctoral program is designed to address the growing concern for meeting the educational and developmental needs of children in the varied settings in which learning and development occur … The program philosophy is based on the assumption that a complex interdependent relationship exists among school, family, and society and espouses an approach that requires those working with educational settings to be aware of the impact of culture, ethnicity, gender, history, values, and economics upon the lives of children and families" (https://www.umass.edu/education/departments/tecs/child-families-schools).

Projected Resource Needs

Full-time Faculty

A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost's office with a salary range of $85,000 to $105,000. The director will be hired in

Year 0. A new faculty member will be hired in each of years one and two of the program. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

It is anticipated that an adjunct faculty member may need to be hired on an as-needed basis. We anticipate this costing approximately $4,800 per course with a total of three courses per year (total $14,400).

Graduate Assistants

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

Classified Positions

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

Targeted Financial Aid

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

Equipment

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

Library

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

Telecommunications

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

Space

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

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes X No ____
- Has or will the institution submit an addendum budget request to cover operating costs? Yes X No ____
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes ____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No ____
- Will a capital outlay request in support of this program be forthcoming? Yes ____ No X

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

	Program Initiation Year 2015 - 2016		Expected by Target Enrollment Year 2020 - 2021	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.50	0.50
TOTAL	0.00	1.00	3.25	4.25

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

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Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2016 - 2017		Expected by Target Enrollment Year 2021 - 2022	
Full-time faculty	0.00	1.00	2.00	3.00
salaries	$0	$91,500	$150,334	$241,834
fringe benefits	$0	$29,354	$51,998	$81,352
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	$0	$0	$48,750	$48,750
fringe benefits	$0	$0	$16,575	$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.00	0.50	0.50
salaries	$0	$0	$10,500	$10,500
fringe benefits	$0	$0	$2,425	$2,425
Personnel cost				
salaries	$0	$91,500	$209,584	$301,084
fringe benefits	$0	$29,354	$70,998	$100,352
Total personnel cost	$0	$120,854	$280,582	$401,436
Equipment (one-time cost)	$0	$0	$0	$0
Library				
one-time cost	$4,000	$0	$0	$4,000
recurring cost	$0	$0	$0	$0
Telecommunication costs				
one-time cost	$0	$0	$0	$0
recurring cost	$166	$0	$499	$665
Other costs				
one-time cost	$3,500	$0	$7,000	$10,500
recurring cost	$5,900	$0	$77	$5,977
Total Program Cost				
Total Cost by Target Year	**$13,566**	**$120,854**	**$288,158**	**$422,578**
Annual Recurring cost after Target Year	**$6,066**	**$120,854**	**$281,158**	**$408,078**

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Part D: Certification Statement(s)

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

__Yes _____
Signature of Chief Academic Officer

__No _____
Signature of Chief Academic Officer

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

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

Funding Source	Program initiation year 2015 – 2016	Target enrollment year 2019 – 2020
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

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

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other Funding Sources

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

___ Agree _____
Signature of Chief Academic Officer

___ Disagree _____
Signature of Chief Academic Officer

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Appendices

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Appendix A: Sample Plan of Study

Sample Plan of Study – Part Time Students (60 Credits)

Year	Maymester	Summer III	Fall	Spring
Year One **18 Credit Hours**		Foundations of Education (03) Practicum (03) **Total Cr. Hrs. 6**	Social and Cultural Foundations of Educational Institutions (03) Applied Research Methods (03) **Total Cr. Hrs. 6**	Models of Change for School and Community Leaders (03) Technology for School and Community Leaders (03) **Total Cr. Hrs. 6**
Year Two **18 Credit Hours**	Pre-prospectus	Qualitative Methods I (03) Ed. Leadership Course #1 (03) **Total Cr. Hrs. 6**	Quantitative Methods I (03) Ed. Leadership Course #2 (03) **Total Cr. Hrs. 6**	Program Evaluation (03) Internship (03) **Total Cr. Hrs. 6**
Year Three **18 Credit Hours**	Prospectus	Ed. Leadership Course #3 (03) Ed. Leadership Course #4 (03) **Total Cr. Hrs. 6**	Ed. Leadership Course #5 (03) Externship (03) **Total Cr. Hrs. 6**	Elective (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**
Year Four **6 Credit Hours**	Dissertation Proposal	Dissertation Credit Hours (03-06) Diss. Defense **Total Cr. Hrs. 3-6**	Dissertation Credit Hours (03-06) Diss. Defense **Total Cr. Hrs. 3-6**	

Note: The Internship and Externship may be taken at different times in a student's Plan of Study other than what is listed above. The student and faculty advisor, together, should determine when to actually participate in the required internship and externship based on the student's applied dissertation topic.

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Appendix B: Course Descriptions

Description of Core Courses

Foundations Courses

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

EDEF ___: Foundations of Education
This course provides doctoral students with foundational skills and knowledge associated with historic and modern theories of leadership and addresses skills associated with learning theory, cognitive psychology and general instructional design as well as the manner in which specific strategies within instructional environments can be used to increase the overall effectiveness of instruction. Skills are applied in the analysis of case studies representing situation common to educational researchers and evaluators.

EDEF ___: Technology for School and Community Leaders
In this course students gain the knowledge and skills educational professionals need to harness the potential of technology to accomplish the goals of educational initiatives. Specifically, the course will enhance the students' use of strategies to use technology to improve interdisciplinary instructional experiences, to support leadership skills, to resolve project management issues, and to promote community building, collaboration, and professional development. The use of technology in raising funds for educational initiatives and projects will also be addressed

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

Research Courses

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

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

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

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

Educational Leadership Courses

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

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

EDEL ___: Leadership for School Improvement
This online course engages students in a study of a systems approach to comprehensive continuous school improvement. There will be a focus on building organizational capacity for the use of distributed leadership and collaborative processes with multiple stakeholder groups throughout the improvement process. The course will shift the focus of the traditional central office role of supervision to one of support for school-level work.

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

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

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

Appendix C: Abbreviated CV's for Faculty

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

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

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

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

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

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

Potential Hires

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

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over $21 million. The four core faculty members have been awarded the following.

- Dr. Elizabeth Altieri (full tenured professor): over $1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over $900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): $20,000
- Dr. Gregory Sherman (associate tenured professor): $1.365 million

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

Appendix D: Employment Demand Job Descriptions

Mecklenburg County Public Schools
Announcement of Superintendent Search

The School Board of Mecklenburg Public Schools invites applications and nominations for the position of Superintendent. The anticipated starting date is January 1, 2016.

THE COUNTY
Mecklenburg County is strategically located between Richmond, Virginia, and Raleigh, North Carolina. Points throughout the county boast access to excellent four-lane state highways and/or interstate freeways, which means you get the best of both worlds; rural lifestyle and city access. Our business climate is diverse which creates a strong location for prospective investors. Mecklenburg County has also taken the initiative to create several training institutions specializing in manufacturing, technology, healthcare, and computer based courses to support the current and future workforce. Mecklenburg County also boasts a strong quality of life, with its rich history and outdoor recreation. For more information, visit: www.mecklenburgva.com

THE DIVISION
Mission: Foster a culture of excellence where proud students and educators become the craftsman of beautiful, quality work.

Highlights:
- Total Student Enrollment: 4,600
- Budget: $48 million
- Employees: 700
- On-Time Graduation Rate: 94.4%
- Schools: 4 elementary schools, 2 middle schools, and 2 high schools.
- Web Site: www.mcpsweb.org

QUALIFICATIONS
The school board has established the following qualifications for the next superintendent of Mecklenburg County Public Schools:
- An earned doctorate is preferred.
- Experience as a superintendent is preferred.
- Experience as an associate/assistant superintendent is required.
- Experience as a principal is preferred.
- Experience as a teacher is preferred.
- Residency in the school division will be required.

Leadership/Management Skills – The successful candidate is decisive; motivating; analytical; data-driven; and has superior writing and speaking ability.

Personal Characteristics – The successful candidate is consistent; creative; a good listener; accessible; intellectual; patient; caring; and has high integrity.

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Board-Superintendent Relations – The successful candidate can lead the board in goal setting and planning; is willing to assume a lead role in decision-making while keeping the board informed; and provides options and recommendations to the board before accepting board directives.

Staff Relations – The successful candidate has a process for recruiting and selecting top-quality staff members, maintains open channels of communication to and from staff, knows the law concerning personnel policies and procedures; sets a good example for staff members; evaluates staff fairly and effectively; creates an atmosphere of trust and mutual respect; effectively delegates tasks and responsibilities; supports staff development activities; and encourages professional growth.

Community Relations – The successful candidate relates well to a variety of community groups; effectively advocates school issues and needs; responds to individual concerns in an appropriate manner; successfully handles press coverage; communicates effectively on both private and public levels; promotes business and community involvement in schools; and inspires community confidence.

School Finance – The successful candidate develops and explains rationale for the budget to the board and local officials; closely supervises budget development and procedures; forecasts changes in enrollment and/or revenue; offers alternative funding options; identifies programs for increased funding and/or budget cuts; and lobbies for school funding on behalf of the school division.

Expertise – The successful candidate has expertise in budget and finance; curriculum and instruction; technology; strategic planning; total quality management; special education; and career and technical education programming.

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

SALARY
Commensurate with experience and qualifications.

APPLICATION PROCEDURES
Apply online:
https://admin3.applitrack.com/vsba/onlineapp/JobPostings/view.asp?FromAdmin=true&AppliTrackJobId=123

Complete applications are due by August 27, 2015.

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

Searching for a Superintendent

Hanover County Public Schools

Ashland, Virginia

The position – The School Board of Hanover County Public Schools seeks an outstanding educational leader to serve as superintendent of its school system of 18,000 students and over 2,600 employees. Hanover is a suburban county in the Richmond, Virginia metro area. The school division is home to 15 elementary schools, 4 middle schools, 4 high schools, 1 alternative school, and a technical school. Student achievement typically falls in the top 5% of Virginia's 134 school districts on various measures. In 2012, Hanover County was named one of the 100 Best Communities for Young People by *America's Promise Alliance.*

Hanover County is a community that offers an extraordinary blend of rural and civic pride with suburban living. Located at the center point of the Eastern seaboard near the crossroads of I-95 and I-64, Hanover permits easy access to beaches, mountains, and the Washington DC metro area. The Board seeks and welcomes applications from all qualified persons. A doctorate degree is preferred. The start date for the new superintendent will be January 4, 2016. Hanover County Schools is an equal opportunity employer.

The division – The mission of Hanover County Public Schools is *a "student-centered, community-driven organization that provides a quality education for lifelong success."* The division's operating budget exceeds $171,000,000. With School Board leadership and support, the school division has been recognized for the following:

- High levels of student achievement and community involvement are evident in each of the twenty-five schools.
- Hanover consistently has a high percentage of schools fully accredited by the Virginia Standards of Learning assessments.
- Student achievement typically falls in the top 5% of Virginia's 134 school districts on various measures.
- The prestigious International Baccalaureate Program is in place in all four high schools.
- Hanover high schools offer Advanced Placement, International Baccalaureate, industry credentials and dual enrollment options to their students.
- The school division has received ten National Blue Ribbon School Awards by the U.S. Department of Education.
- Hanover, as one of the first divisions in Virginia accredited by AdvancEd through a quality assurance team, has maintained accreditation since 2005.

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- A Graduate Warranty Program assures that students are prepared for post-secondary education or entry-level employment.
- The actual student/teacher ratio at the elementary level is 21.8:1
- Only 2.2% of Hanover students drop out before graduation. The lowest rate of all Virginia school divisions with over 15,000 students.
- Hanover has state champion athletes, athletic teams, and fine and performing arts programs.
- Junior Reserve Officer Training Corps (JROTC) programs are available to all high school students.
- Hanover has international and state champion *DECA* marketing teams.
- In 2015 Hanover was named one of the Best Communities for Music Education in America by the NAMM Foundation.
- 99.88% of core academic classes are taught by teachers meeting the federal definition of Highly Qualified.
- A total of 79 Hanover teachers working in our schools have earned National Board Certification.
- Hanover has state recognized teachers and Administrators-of-the-Year.
- Yearly professional development funds are provided for employee tuition or conferences.
- New teachers may opt for a $1,000 salary advance to assist with relocation costs.
- Received the U.S. Senate Productivity and Quality Award.
- Hanover was the first school district in Virginia to receive the U.S. Senate Productivity Award for Continuing Excellence.

Qualifications - The Hanover County School Board seeks a strong instructional leader who will collaborate with staff and the community to provide a 21st century educational experience for all students. The Board seeks candidates who can demonstrate that they have a combination of the following traits, skills and experiences: (Will be posted after Community Engagement Report is presented.)

Compensation/Term of Employment - The Board expects to negotiate a competitive salary and benefit package. The new superintendent will officially assume this position on January 4, 2016

Licensure - Applicants are required to hold or provide evidence of eligibility for a Virginia superintendent's certificate. Candidates are encouraged to obtain information about requirements for certification from the state's Department of Education at *www.doe.virginia.gov*.

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

All materials received will be acknowledged and treated confidentially. BWP & Associates will screen the applications of all candidates. The Board will interview leading candidates. Finalists may be asked to return for a second interview. Applicants should not make personal contact with members of the School Board.

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Application Deadline – October 9, 2015 - Letters of application and other required materials must be received by BWP & Associates no later than October 9, 2015. The Board expects to finalize the search by early November, 2015.

Search team:
Dr. Kevin C. Castner 434-531-8171
Dr. E. Wayne Harris 540-761-1488

For more information:
www.bwpassociates.com
http://hcps.us

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January 8 16

Grayson County
Public Schools

Grayson County Public Schools
Announcement of Superintendent Search

The School Board of Grayson County Public Schools invites applications and nominations for the position of Superintendent.

THE COUNTY
Nestled in the Blue Ridge Highlands of Southwest Virginia, Grayson County has a population of 15,900 residents. A strong musical heritage and countless outdoor activities make Grayson County a terrific location to live, work and play. For more information, visit www.graysoncountyva.com or www.graysongovernment.com

THE DIVISION
Grayson County Public Schools' mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society

Highlights

- Total Student Enrollment: 1,700
- Operations Budget: $18,417,964
- Full Time Employees: 310
- Schools: 1 elementary school (PK-5), 2 elementary schools (K-5), 2 elementary schools (PK-7); 1 middle school (6-7); 1 high school (8-12); and 1 career & technical education center
- Web Site: www.grayson.k12.va.us

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

- An earned doctorate is preferred.
- Experience as a superintendent is preferred
- Experience as an associate/assistant superintendent is preferred.
- Experience as a central office administrator is preferred.
- Experience as a principal is preferred.
- Classroom teaching experience is preferred.
- Experience in Virginia is preferred.
- Residency in the school division will be required.
- Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, Telephone: 804-371-2522.

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In addition, the successful candidate will demonstrate the following characteristics:

Leadership Management Skills: The successful candidate is a visionary; a creative thinker; a team player; comfortable with shared decision making; a decisive leader; and a motivator.

Personal Characteristics: The successful candidate is a good listener; accessible; works "behind the scenes"; and is caring.

Board-Superintendent Relations: The successful candidate is willing to assume a lead role in decision-making while keeping the board informed; can lead the board in goal-setting and planning; and understands differences between policy and administration and acts accordingly.

Staff Relations: The successful candidate maintains open channels of communication to and from staff; sets a good example for staff members; and creates an atmosphere of trust and mutual respect.

Community Relations: The successful candidate inspires community confidence; effectively advocates school issues and needs; and promotes business and community involvement in schools.

School Finance: The successful candidate will closely supervise budget development and procedures; develops and explains rationale for budget to the board and local officials; and identifies programs for increased funding on behalf of the school division.

Areas of Expertise: The successful candidate has expertise in budget and finance; curriculum and instruction; and staff development and evaluation.

SALARY
Commensurate with experience and qualifications.

APPLICATION PROCEDURES
Apply online:
https://admin3.applitrack.com/vsba/onlineapp/JobPostings/view.asp?FromAdmin=true&AppliTrackJobId=122

Complete applications are due by July 31, 2015.

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

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Close Window

Posting Information

GENERAL INFORMATION FOR ALL POSTINGS

Posting Number:	0616007
Position Type:	Faculty Wage
Employment Posting Category:	Faculty
Type of Application: (required to apply for this posting)	Candidate Profile
Organization (Position Organization):	31165 CU-Leadshp, Fndns & Pol Studies
Department:	Curry School of Education
Location:	Charlottesville
Working Title:	Educational Leadership, Foundations and Policy Studies Faculty Wage
Anticipated Hiring Range:	
Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)?	No
End Date of Position:	
Posting Date:	04-14-2015
Posting Summary: Click here for an example.	The University of Virginia's Curry School of Education seeks applicants to teach and provide content expertise for programs. in the Department of Educational Leadership, Foundations and Policy in the following disciplines: Administration and Supervision Education Policy Research, Statistics and Evaluation Social Foundations A terminal degree in an appropriate field of study for the course to be taught is required. Applicants must have a strong commitment to teaching excellence. Previous K-12 and higher education teaching experience in the course content area is strongly preferred. To apply, visit http://jobs.virginia.edu and search on Posting Number 0616007. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, statement of teaching philosophy, and contact information for three references. Please indicate in your cover letter the discipline(s) that you are interested in teaching. Positions will be filled on an on-going basis according to curriculum needs. For questions about this posting please contact Ted Keefe, HR

	Associate at twk7b@virginia.edu. Please note: This is an at-will faculty wage position which does not carry benefits. Most hires are made for part-time appointments. The Curry School of Education and the University of Virginia are Equal Opportunity/Affirmative Action employers. We seek to build a culturally diverse intellectual environment and welcome applications from women, minorities, veterans and persons with disabilities.
University Leadership Characteristics:	*For Thomas Jefferson, learning was an integral part of life. The "academical village" is based on the assumption that the life of the mind is a pursuit for all participants in the University, that learning is a lifelong and shared process, and that interaction between scholars and students enlivens the pursuit of knowledge.* University Human Resources strives to identify applicants who will contribute as high potential employees, leaders and managers. We employ individuals who foster and promote the University mission and purpose. Successful candidates exemplify Uncommon Integrity; they are honest, trusted, team-oriented and live the core values of the University. These candidates display Great Judgment, by practicing evidence-based decision-making. They are Strategically Focused by contributing to and achieving department goals and vision. They set high performance standards and hold themselves accountable by Aggressively Executing these standards. These employees also develop a Deep Passion for the University and the impact it has on students, faculty, alumni and community. Successful candidates identify their personal career goals and development opportunities. They contribute to team success by Leading Talent through individual efforts.
Closing Date:	Open Until Filled
Required Applicant Documents:	CV / Resume Cover Letter Contact information for 3 References - name, email, phone Statement of Teaching Philosophy (Faculty Only)
E-mail a Friend:	jobs.virginia.edu/applicants/Central?quickFind=75646

Faculty, Professional Research Staff and University Staff - Executive

Tenure Status:	Tenure Ineligible, w/o Expectation of Continued Employment
Rank:	Lecturer
Appointment Type:	Teaching and Research
Academic Year for Position? (e.g. 2015)	2016
Employment Conditions for Faculty	U.Va. will perform background checks including receipt of official transcripts from the institution granting the highest degree for all new faculty hires prior to making a final offer of employment.

Appendix E: Student Demand (Current Students and Recent Alumni Surveys)

Education Graduate Student Survey:
Doctoral Program in Education

Fall 2015

Radford University's School of Teacher Education and Leadership (STEL) is currently developing a doctoral program in educational leadership. This online program will emphasize the learning of skills needed to successfully organize, implement, research and evaluate initiatives designed to solve problems that affect schools and the communities they serve. Graduates of this program may choose to work in the field of education as educators and/or researchers (i.e. K-12 leaders, administrators, college faculty).

As a STEL graduate student or alumnus, your input in the development of this new program is valued. Please take a few moments to respond to the following questions about your current work in education, and your attitudes about pursuing a doctoral degree in educational leadership. Your responses to the items in this survey are completely anonymous.

Thank you in advance!

Demographics & Education Background

Gender
[radio button choices]
Female
Male
I choose not to self-identify my gender

Ethnicity (choose all that apply)
[check box choices]
Hispanic or Latino
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
I choose not to self-identify my race

Age range
[radio button choices]
20-30
31-40
41-50

Over 50

Degree(s) earned (choose all that apply)

[check box choices]

Bachelor's degree with a focus on education
Other bachelor's degree
Master's degree with a focus on education
Other Master's degree
Ed Specialist
Graduate Certificate
Doctoral degree

Professional Experiences

Teaching experience (choose all that apply)

[check box choices]

PreK
Elementary education [*years in drop-down 1-30+]*
Middle school education [*years*]
High school [*years*]
Disciplines/Subjects *[text entry field]*
Special education
Reading specialist
Higher education [*years*]
Other [*years*]
Total years teaching experience

Administrative experience (choose all that apply)

[check box choices]

Building assistant principal [*years*]
Building principal [*years*]
School division assistant superintendent [*years*]
School division superintendent [*years*]
Other central office personnel [*years*]
Higher education administration [*years*]
Other [*years*]

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in the field of education?

[Radio button choices]

- I have never really thought about it seriously.
- I have thought about it, but I have no interest in it.
- I would like to eventually pursue a doctoral degree, but it would be very difficult with my life situation right now.

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- I am seriously considering pursuing a doctoral degree in education.
- I would consider pursuing a doctoral degree in education at Radford University, but only if it was online.
- I am currently pursuing a doctoral degree in education.
- I plan to pursue a doctoral degree, but not in the field of education.

Job Interests

If you did complete a doctoral degree in school and community change, which of the following types of jobs might you be interested in pursuing (choose all that apply)?
[check box choices]

- K-12 teaching
- K-12 administration (building)
- School division central administration
- College or university faculty member
- Non-profit organization work (committed to school and community issues)

Distance learning experiences

Which of the following statements best describes your experience with formal online courses as a student?
[*radio button choices*]

- I have never taken a distance learning course.
- I have taken one or two distance learning courses.
- I have earned a degree via a distance learning program.
- I have developed and taught distance learning courses.

Which of the following represents the type(s) of distance learning courses you completed (if applicable)?
[*check box choices*]

- Completely web-based asynchronous course
- Completely web-based course with some experience requiring synchronous interaction (video, chat etc.]
- Interactive television sessions
- Other [describe] *[text entry field]*

Internship and Practicum Experiences

Radford University's doctoral program in School and Community Change will require students to complete a variety of practicum, internship (in-job), externships (out-of-job) and research experiences constituting actual fieldwork dedicated to affecting positive change in schools and/or communities through your current job placement as well as apply community-organizing skills to broader areas of need. Does this make the program more or less appealing to you, in general?
[radio button choice]

- This makes the program less appealing to me.
- This makes the program more appealing to me.

- This makes no difference to me.

Overall Interest in the Proposed Program

Please rate your level of agreement with the following statement: If Radford University offered this doctoral degree program, I would enroll.

[*radio button choices*]

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Other comments: *[text entry field]*

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Appendix XIV: 15-16.38—PHIL 200

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

Date: 3/4/2015

Proposal Number:
(Assigned by the Registrar)

Department: PHRE

Contact Person: Paul Thomas

Current Course or Program ID: PHIL 114

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

__X__ 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 current PHRE program revision takes PHIL 114 out of the major's common core and moves it to the philosophy concentration Area A. There are no other courses in the major outside the common core at the 100 level. Raising PHIL 114 to PHIL 200 will bring the course into parity with other concentration area requirements.

Beginning in AY 2016-17 PHIL 114 has been raised to PHIL 200. In the attached course description 114 has been replaced with 200 and a line has been added that students cannot earn credit for both PHIL 114 and PHIL 200.

Effective Date: 3/4/2015
Reason for requesting an alternative effective date:

Official Detailed Course Description
PHIL 200: The Origins of Western Philosophy
Credit Hours: (3)

This course introduces students to philosophy by tracing the development of the discipline from its origins in ancient Greece to the decline of the ancient world in the 4th and 5th centuries CE. Through an examination of the work of such thinkers as Socrates, Plato and Aristotle, students learn to engage in careful and critical reflection on both the human and the natural world and to experience the sense of wonder that animates the discipline of philosophy. This course has been approved for Core Curriculum credit in the Humanities Area of the curriculum.

Students cannot earn credit for both PHIL 114 and PHIL 200.

Detailed Description of Content of Course

Through examining the major thinkers associated with the origins of Western philosophy, this course introduces students both to the history of philosophy and to the activity of philosophy as a discipline with a special focus and unique subject matter. Through the themes raised by these thinkers, students learn to engage in careful and sustained reflection on fundamental philosophical issues that confront each of us as thoughtful human beings such as:

Questions about the nature of human knowledge:

What, if anything, can we know with certainty? How is knowledge possible? Are there limits to what can be known? Does all knowledge come from experience? How can we distinguish genuine knowledge from belief or opinion?

Questions about the nature of reality:

What are the most basic characteristics of what we call reality? How can we distinguish reality from mere appearance? Is there a dimension to "being" beyond what we experience in ordinary life? Is there such a thing as mind or soul distinct from a body?

Questions about ethical and social-political values:

How should I live my life? What is the meaning and purpose of life? Is there a universal good in life? Are values objective and universal, basically social, or merely subjective? What is justice? What is a just society?

This course examines these and other basic philosophical issues through a study of the historical figures associated with Ancient philosophy. Because it is taught by several instructors, the specific course content may vary, but in every case the historical figures are examined with the purpose of

engaging students with the fundamental philosophical questions outlined here. Historical figures covered in the course include a number of the following:

Pre-Socratic philosophers: Thales, Anaximander, Anaximenes, Xenophanes, Pythagoras, Parmenides, Zeno, Heraclitus, and Democritus. Sophists: Protagoras, Antiphon, and Gorgias. Classical Greek philosophers: Socrates, Plato, and Aristotle. Epicurean philosophers: Epicurus and Lucretius. Stoic philosophers: Marcus Aurelius, Epictetus, and Cicero. Neoplatonic philosophers such as Plotinus.

By thinking about the issues raised by these significant thinkers in a systematic way, students will gain not only a basic understanding of the origins of Western philosophy, but also a basic understanding about what philosophy is, how philosophical thought is relevant to our lives today, and about what it means to be a thoughtful, critically educated human being.

Detailed Description of Conduct of Course

Though primarily a lecture course, this course will also involve students in small group and open class discussion and in a variety of formal and informal writing activities. Because this course is taught by several instructors, the specific format may vary, but in every case the course will involve a plurality of instructional strategies designed to engage students in doing philosophy not just learning about philosophers. Whether or not a formal research paper is assigned in the class, students will be expected to employ basic research skills, including the use of computer technology, to investigate and gather information on various topics and figures discussed in class. Among the teaching activities students can expect in this course are the following:

- Lecture and discussion led by the instructor
- Small group discussion
- In-class formal or informal debates
- Individual and group oral presentations
- Informal in-class and out-of-class writing assignments
- Journals
- Individual and collaborative research activities involving library and Internet searches
- Written and oral analysis of texts
- Written summaries/ evaluations of out-of-class events

Goals and Objectives of the Course

Upon successful completion of this course, students should be able to demonstrate (1) a basic understanding of the nature and methods of philosophy as an academic discipline; (2) a basic knowledge of some of the most important thinkers in the period of Ancient philosophy; (3) an historical sense of the ways our intellectual traditions evolve through the critical interplay of philosophical ideas (4) an awareness of the value of logical clarity and precision in both thought and

expression; and (5) an appreciation of the relevance that philosophy – as critical reflection on one's experience and one's world – has in their own lives.

Core Curriculum Goals

As part of the Core Curriculum, this course is designed to help students achieve a number of broad learning goals in addition to the course-specific goals identified above. Specifically, this course meets the learning outcomes for Goal 7: Humanities.

Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.

Radford University students will:

a. Identify principles, concepts, or developments crucial to inquiry in a humanities discipline;

b. Recognize how a method of inquiry in the humanities can be applied to a disciplinary question.

Assessment Measures

Student progress in achieving the course-specific objectives and the Core Curriculum goals established for this course will be measured in a variety of ways. Because this course is taught by several instructors, the specific assessment instruments employed may vary, but in every case the instructor will employ a number of the following methods to evaluate aspects of student learning.

- Graded and ungraded homework assignments may be used to measure the student's ability to read texts carefully, to identify underlying values and assumptions, to articulate central concepts, to analyze and construct logical arguments, and to employ basic research methods.
- Journals may be used to measure the development of self-reflection and progress in critical and creative thinking about the ideas, issues, and texts of the course.
- Class discussions, debates, and small group discussion may be used to measure the student's logical reasoning and oral communication skills as well as the student's ability to work with others in a shared process of inquiry.
- Individual and group oral presentations may be used to measure the student's understanding of particular philosophical positions or issues as well as the student's ability to present logical and persuasive arguments.
- Quizzes and objective tests may be used to measure the student's basic knowledge of the course material and the student's ability to read carefully and think with clarity.
- Essay exams may be used to measure the student's understanding of the nature and methods of philosophy, knowledge of the course material, ability to analyze and construct arguments, and ability to think and to write with clarity.
- Research reports may be used to measure the student's ability to employ appropriate research methods and technologies.
- Term papers may be used to measure the student's understanding of the nature of philosophical inquiry and knowledge of specific figures or issues addressed in the course, as well as to measure the

student's ability to develop a sustained and persuasive argument, to think and write with clarity, and to demonstrate an appreciation of the significance of philosophy to his or her own life and concerns.

Other Course Information

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Appendix XV: 15-16.38—RUSS 100

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

Date: 3/21/2016

Proposal Number:
(Assigned by the Registrar)

Department: FORL

Current Course or Program ID: RUSS 100

Contact Person: Kulagina/Sweet/Martin

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).

Currently, the Department of Foreign Languages and Literatures offers RUSS 100 for beginning students in just one semester. This course should be deleted because we are currently proposing to offer a first sequence of lower division level of Russian in two semesters (RUSS 101 and RUSS 102).

Effective Date: Fall 2016
Reason for requesting an alternative effective date:

Signature	Title	Date
	Department Curriculum Committee Chair	4/11/16
	Department Chair	4/11/16
	College Curriculum Committee Chair	
	College Dean	
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	
	Core Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

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Appendix XVI: 15-16.38—RUSS 101

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

Date: 3/21/2016

Proposal Number:
(Assigned by the Registrar)

Department: FORL

Current Course or Program ID: RUSS 101

Contact Person: Kulagina/Sweet/Martin

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)

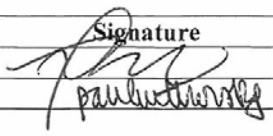
Other Proposal Requirements: (✓ as applies and attach form)

____ 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).

Currently, the Department of Foreign Languages and Literatures offers RUSS 100 for beginning students in just one semester. The intent of this proposal is to offer a first sequence of lower division level of Russian (RUSS 101 and RUSS 102) in two semesters. Students need more practice and contact hours to achieve a similar proficiency level than in more commonly taught languages.

Effective Date: Fall 2016
Reason for requesting an alternative effective date: to enable full implementation of the new Russian sequence

Signature	Title	Date
	Department Curriculum Committee Chair	4/11/16
	Department Chair	4/11/16
	College Curriculum Committee Chair	
	College Dean	
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	
	Core Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

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): RUSS

b. Course Number (three numbers): 101

c. Course Title: Elementary Russian 1

d. Prerequisites: None

e. Credit Hours: 4

f. Brief Description: Introductory course designed to lay foundation of Modern Russian language and to convey basic reading, listening and pronunciation skills for beginners. Approved for Core Curriculum credit in College Core B in Foreign Languages. If students have taken RUSS 100, they are not eligible to take RUSS 101. Offered in Fall.

II. Detailed Description of Course

A. Content: Four hours lecture and language practice. Russian is a Slavic language used throughout the Slavic World and the official language in Russia, Belarus, Kazakhstan and Kyrgyzstan. This is the first course in Russian language introducing students to written and oral communication in elementary Russian with emphasis upon the Cyrillic alphabet, greetings and elementary grammar focused on present tense. In this class, students learn the essential elements of Russian grammar structure, spelling and vocabulary (limited to basic objects and colors, clothing, common measures, numbers 1-100, name of immediate family members) and cultural aspects of the Slavic world. Grammatical structures include: gender and numbers, grammatical case-introduction, the verb to be in present-tense sentences, pronouns, possessive modifiers, nominative case of adjectives, verb conjugation and conjunctions. Aural comprehension, speaking, reading, and writing are stressed in that order. Independent laboratory practice required.

B. Detailed Description of Conduct of Course:
Class instruction targets communication practice using the situations, intentions, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: singing songs; doing skits; explaining grammar and vocabulary; practicing pronunciation, listening comprehension exercises; translation,

writing, and grammar drills. Class is conducted primarily in the target language.

C. Student Goals and Objectives of the Course

Students will be able to demonstrate language skills appropriate to the level of study. They will be able to communicate minimally with learned material and produce oral speech using isolated words and learned phrases with predictable areas of need. Even though students' pronunciation is often faulty, students are minimally able to recombine learned oral elements slowly. Students will only be minimally able to recombine learned oral elements and to pronounce most Russian sounds accurately (if not in rapid speech). As regards listening skills, students will be able to recognize learned material and isolated words and phrases when strongly supported by context. Students will be able to comprehend some words and phrases from simple questions, statements, high frequency commands, and courtesy formulations about topics that refer to basic personal information or the immediate physical setting. Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify learned material without assistance and to understand some new material when strongly supported by cognates, context, or dictionary assistance. In writing, students will be able to produce isolated words and phrases from learned material and will be limited to producing the most basic grammar in graded sentences.

Students will be able to analyze similarities and differences between their own and the target cultures.
Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.

D. Assessment Measures

Speaking progress is evaluated in class and in oral interviews. Written homework assignments provide a foundation for the evaluation of writing progress. Listening and reading comprehension and grammatical accuracy are tested in quizzes, chapter tests, and on the final exam. In most of these testing situations, students will also either demonstrate or further expand (in the case of new linguistic excerpts containing new cultural topics) their familiarity with cultural topics and current global issues. Student's success in using Russian will therefore demonstrate not only their linguistic abilities but also their cultural competence.

E. Other Course Information.

To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversations with native speakers, watching Russian language movies and inquiring about Russian cultures by means of the multitude of media available as informational resources. This course is mainly designed for students in Russian language and can help students fulfill the B.A. foreign language requirement. RUSS 101 is for beginners and students who have had no more than one year of Russian in high school. If students have taken RUSS 100, they are not eligible to take RUSS 101.

III. Background and Justification

A. Need for the Course:

The students need more practice and contact hours to achieve similar proficiency level than in more commonly taught languages.

B. Students for Whom Course is Offered:

This course is mainly designed either for students minoring in Russian language or can help students fulfill the B.A. foreign language requirement.

C. Anticipated Enrollment: (20)

D. Frequency of Course Offerings: RUSS 101 will be offered in the Fall semester

E. Level and Prerequisites: None

IV. Rationale for Resources Require

A. Faculty Resources:

This course proposal will require 4 hours of RUSS 101 every fall. It means that there could be an increase of both the number of students in Russian and additional Russian language courses to be taught during the academic year. According to this, the department will request additional adjunct support as needed.

B. Effect on Existing Curricula:

Splitting RUSS100 into RUSS101 and RUSS102 will help increase the number of hours in the Russian program and consequently enable students to pursue a minor in the language.

C. Facilities, Equipment and Supplies: None needed

D. Library Resources:

3. Describe the adequacy of materials available to support this course.

4. 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:

The computer resources of the Foreign Language Lab are adequate for the students in this course.

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

Assessment of Library Resources

NOTE: <u>This information is required for all new course proposals EXCEPT the following: Internships and practica; independent and directed studies; new Special Topics courses; and other 59x, 69x, 79x, or 89x courses. An Assessment of Library Resources form may be submitted for those categories of new courses if desired. Signatures are not required.</u> This is an opportunity to request materials that the library is not currently providing and a way to help the library be prepared for the future needs of our students and faculty members. If you do not request additional materials at this time, requests can be made through your departmental liaison. Funding for library materials is **not** guaranteed.

Department: FOREIGN LANGUAGES AND LITERATURES (FORL)

Course Title: ELEMENTARY RUSSIAN 1

Course Number: RUSS 101

1. Describe the adequacy of materials available to support this course.

NONE

2. List in priority order the additional materials to be purchased.

NONE

RUSS 101 Elementary Russian I
Course Syllabus

I. Catalog Entry
A. Program Prefix: RUSS
B. Course Number: 101
C. Course Title: Elementary Russian I
D. Prerequisite: None
E. Credit Hours: (4)
F. Brief Description: Introductory course designed to lay foundation of Modern Russian grammar and to convey basic reading, listening and pronunciation skills for beginners. Approved for Core Curriculum credit in College Core B in Foreign Languages. If students have taken RUSS 100, they are not eligible to take RUSS 101.Offered in Fall.

II. Detailed Description of Course

A. Description of Content of Course

Four hours lecture and language practice. Russian is a Slavic language used throughout the Slavic World and the official language in Russia, Belarus, Kazakhstan and Kyrgyzstan. This is the first course in Russian language introducing students to written and oral communication in elementary Russian with emphasis upon the Cyrillic alphabet, greetings and elementary grammar focused on present tense. In this class, students learn the essential elements of Russian grammar structure, spelling and vocabulary (limited to basic objects and colors, clothing, common measures, numbers 1-100, name of immediate family members) and cultural aspects of the Slavic world. Grammatical structures include: gender and numbers, grammatical case-introduction, the verb to be in present-tense sentences, pronouns, possessive modifiers, nominative case of adjectives, verb conjugation and conjunctions. Aural comprehension, speaking, reading, and writing are stressed in that order. Independent laboratory practice required.

B. Detailed Description of Conduct of Course

Class instruction targets communication practice using the situations, intentions, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: singing songs; doing skits; explaining grammar and vocabulary; practicing pronunciation, listening comprehension exercises; translation, writing, and grammar drills. Class is conducted primarily in the target language.

C. Goals and Objectives of the Course

Students will be able to demonstrate language skills appropriate to the level of study.

Speaking and listening goals (standardized ACTFL proficiency criteria): They will be able to communicate minimally with learned material and produce oral speech using isolated words and learned phrases with predictable areas of need. Even though students' pronunciation is often faulty, students are minimally able to recombine learned oral elements slowly. Students will only be minimally able to recombine learned oral elements and to pronounce most Russian sounds accurately (if not in rapid speech). As regards listening skills, students will be able to recognize learned material and isolated words and phrases when strongly supported by context. Students will be able to comprehend some words and phrases from simple questions, statements, high frequency commands, and courtesy formulations about topics that refer to basic personal information or the immediate physical setting. Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify learned material without assistance and to understand some new material when strongly supported by cognates, context, or dictionary assistance. In writing, students will be able to produce isolated words and phrases from learned material and will be limited to producing the most basic grammar in graded sentences.

Students will be able to analyze similarities and differences between their own and the target cultures. Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.

D. Assessment Measures

Speaking progress is evaluated in class and in oral interviews. Written homework assignments provide a foundation for the evaluation of writing progress. Listening and reading comprehension and grammatical accuracy are tested in quizzes, chapter tests, and on the final exam. In most of these testing situations, students will also either demonstrate or further expand (in the case of new linguistic excerpts containing new cultural topics) their familiarity with cultural topics and current global issues. Student's success in using Russian will therefore demonstrate not only their linguistic abilities but also their cultural competence.

E. Other Course Information

To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversations with native speakers, watching Russian language movies and inquiring about Russian cultures by means of the multitude of media available as informational resources. This course is mainly designed for students in Russian language and can help students fulfill the B.A. foreign language requirement. RUSS 101 is for beginners and students who have had no more than one year of Russian in high school. If students have taken RUSS 100, they are not eligible to take RUSS 101.

APPROVAL AND SUBSEQUENT REVIEW

DATE	ACTION	REVIEWED BY

Return to Table of Contents.

Appendix XVII: 15-16.38—RUSS 102

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

Date: 3/21/2016

Proposal Number:
(Assigned by the Registrar)

Department: FORL

Current Course or Program ID: RUSS 102

Contact Person: Kulagina/Sweet/Martin

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).

Currently, the Department of Foreign Languages and Literatures offers RUSS100 for beginning students in just one semester. The intent of this proposal is to offer a second course in lower level sequence in Russian (RUSS 102) after RUSS 101. The students need more practice and contact hours to achieve a similar proficiency level than in more commonly taught languages.

Effective Date: Fall 2016
Reason for requesting an alternative effective date: for full implementation of the new Russian sequence

Signature	Title	Date
	Department Curriculum Committee Chair	4/11/16
	Department Chair	4/11/16
	College Curriculum Committee Chair	
	College Dean	
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	
	Core Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

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): RUSS

B. Course Number (three numbers) 102

C. Course Title: Elementary Russian II

D. Prerequisites: RUSS 101 *or placement by examination.*

E. Credit Hours (4)

F. Brief Description: A continuation of RUSS 101 with emphasis on listening, speaking, reading, and writing. Independent laboratory practice required. This class is *not* for native or heritage speakers of Russian. This course has been approved for Core Curriculum credit in College Core B in Foreign Languages. Students who have taken RUSS 100 may take RUSS 102, but they are not eligible to take RUSS 101. Offered in Spring.

II. Detailed Description of Course

A. Content:
This is a four credit hours course of the second and last sequence of elementary Russian language. Russian is a Slavic language an East Slavic language and an official language in Russia, Belarus, Kazakhstan, Kyrgyzstan, unofficial but widely-spoken language in Ukraine, Latvia, Estonia among other territories such as the other countries that were once constituent republics of the Soviet Union.
This is a continuation of RUSS 101 in which students learn Russian as it is used in media and books throughout the Russian-speaking world with emphasis upon communication in both the present and past tense, uses of genitive, dative and accusative cases, indirect object pronouns and comparatives. Situational vocabulary is limited to daily activities, simple descriptions for things and people, and use of commands. Reading and writing is limited to basic letters and ads advertisements. Cultural sections focus on Russian way of life (old and new architecture style, clothing, apartment size, and living conditions. This class is not for native speakers of Russian. Aural comprehension, speaking, reading, and writing are stressed in that order. Independent laboratory practice required.

B. Detailed Description of Conduct of Course

Class instruction targets communication practice using the situations, intentions, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, writing, and grammar drills. Class is conducted primarily in the target language.

C. Student Goals and Objectives of the Course

Students will be able to demonstrate language skills appropriate to the level of study.

Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to speak Russian by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements. Students will be able to ask questions or make statements involving learned material. There will be some spontaneity, but speech will continue to consist primarily of learned phrases. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards listening skills, students will be able to understand short, learned phrases and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible.

Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will be able to reproduce a variety of learned phrases and some basic sentences by recombining learned material. Students will be able to meet a number of practical writing needs and write short, simple letters.

Students will be able to analyze similarities and differences between their own and the target cultures.

Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.

D. Assessment Measures

Speaking progress is evaluated in class and in oral interviews. Written homework assignments provide a basis for the evaluation of writing progress. Listening and reading comprehension and grammatical accuracy are tested in quizzes, chapter tests, and on the final exam. In most of these testing situations, students will also either demonstrate or further expand (in the case of new linguistic excerpts containing new cultural topics) their familiarity with cultural topics and current global issues. Students' success in using Russian will therefore demonstrate not only their linguistic abilities but also their cultural competence to anticipate, identify, and to simulate the use of different cultural perceptions and behaviors through the new language.

E. Other Course Information

To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversation with native speakers, watching Russian language movies, and inquiring about Russian world cultures by means of the multitude of media available as informational resources. This can help students fulfill the B.A. foreign language requirement. RUSS 101 is for beginners and students who have had no more than one year of Russian in high school. Students who have taken RUSS 100 may take RUSS 102, but they are not eligible to take RUSS 101.

III. Background and Justification

A. Need for the Course

Students need more practice and contact hours to achieve a similar proficiency level than in more commonly taught languages.

B. Students for whom Course is Offered

This course is mainly designed for students who have completed RUSS 101 or the equivalent language and can help them fulfill the B.A. foreign language requirement or complete the minor.

C. Anticipated Enrollment (20)

D. Frequency of Course Offerings: RUSS102 will be offered in Spring semester.

E. Level and Prerequisites: RUSS 101 *or placement by examination.*

IV. Rationale for Resources Required

A. Faculty Resources
The department will request additional adjunct resources as needed to implement the new Russian sequence that includes an additional four hour course.

B. Effect on Existing Curricula
Splitting RUSS100 into RUSS101 and RUSS102 will help increase the number of hours in the Russian program and consequently enable students to pursue a minor in the language.

C. Facilities, Equipment and Supplies NONE NEEDED

D. Library Resources

5. Describe the adequacy of materials available to support this course.

6. 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:
The computer resources of the Foreign Language Lab are adequate for the students in this course.

F. Other Anticipated Resources

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

Assessment of Library Resources

NOTE: <u>This information is required for all new course proposals EXCEPT the following: Internships and practica; independent and directed studies; new Special Topics courses; and other 59x, 69x, 79x, or 89x courses. An Assessment of Library Resources form may be submitted for those categories of new courses if desired. Signatures are not required.</u> This is an opportunity to request materials that the library is not currently providing and a way to help the library be prepared for the future needs of our students and faculty members. If you do not request additional materials at this time, requests can be made through your departmental liaison. Funding for library materials is **not** guaranteed.

Department: FOREIGN LANGUAGES AND LITERATURES (FORL)

Course Title: ELEMENTARY RUSSIAN II

Course Number: RUSS 102

3. Describe the adequacy of materials available to support this course.

NONE

4. List in priority order the additional materials to be purchased.

NONE

RUSS102 Elementary Russian II
Course Syllabus

I. Catalog Entry
A. Program Prefix: RUSS
B. Course Number: 102
C. Course Title: Elementary Russian II
D. Prerequisite: RUSS 101 *or placement by examination*
E. Credit Hours (4)
F. A continuation of RUSS 101 with emphasis on listening, speaking, reading, and writing. Independent laboratory practice required. This class is *not* for native or heritage speakers of Russian. This course has been approved for Core Curriculum credit in College Core B in Foreign Languages. Students who have taken RUSS 100 may take RUSS 102, but they are not eligible to take RUSS 101. Offered in Spring.

II. Detailed Description of Course
A. Content:
This is a four credit hours course of the second and last sequence of elementary Russian language. Russian is a Slavic language an East Slavic language and an official language in Russia, Belarus, Kazakhstan, Kyrgyzstan, unofficial but widely-spoken language in Ukraine, Latvia, Estonia among other territories such as the other countries that were once constituent republics of the Soviet Union.
This is a continuation of RUSS 101 in which students learn Russian as it is used in media and books throughout the Russian-speaking world with emphasis upon communication in both the present and past tense, uses of genitive, dative and accusative cases, indirect object pronouns and comparatives. Situational vocabulary is limited to daily activities, simple descriptions for things and people, and use of commands. Reading and writing is limited to basic letters and ads advertisements. Cultural sections focus on Russian way of life (old and new architecture style, clothing, apartment size, and living conditions. This class is not for native speakers of Russian. Aural comprehension, speaking, reading, and writing are stressed in that order. Independent laboratory practice required.

B. Detailed Description of Conduct of Course
Class instruction targets communication practice using the situations, intentions, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, writing, and grammar drills. Class is conducted primarily in the target language.

C. Student Goals and Objectives of the Course
Students will be able to demonstrate language skills appropriate to the level of study.
Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to speak Russian by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements. Students will be able to ask questions or make statements involving learned material. There will be some spontaneity, but speech will continue to consist primarily of learned phrases. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards listening skills, students will be able to understand short, learned phrases and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible.
Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will be able to reproduce

a variety of learned phrases and some basic sentences by recombining learned material. Students will be able to meet a number of practical writing needs and write short, simple letters.
Students will be able to analyze similarities and differences between their own and the target cultures.
Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.

D. Assessment Measures

Speaking progress is evaluated in class and in oral interviews. Written homework assignments provide a basis for the evaluation of writing progress. Listening and reading comprehension and grammatical accuracy are tested in quizzes, chapter tests, and on the final exam. In most of these testing situations, students will also either demonstrate or further expand (in the case of new linguistic excerpts containing new cultural topics) their familiarity with cultural topics and current global issues. Students' success in using Russian will therefore demonstrate not only their linguistic abilities but also their cultural competence to anticipate, identify, and to simulate the use of different cultural perceptions and behaviors through the new language..

E. Other Course Information

To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversation with native speakers, watching Russian language movies, and inquiring about Russian world cultures by means of the multitude of media available as informational resources. This can help students fulfill the B.A. foreign language requirement. RUSS 101 is for beginners and students who have had no more than one year of Russian in high school. Students who have taken RUSS 100 may take RUSS 102, but they are not eligible to take RUSS 101.

APPROVAL AND SUBSEQUENT REVIEW

DATE	ACTION	REVIEWED BY

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Appendix XVIII: 15-16.38—RUSS 201

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

Date: 3/21/2016

Department: FORL

Current Course or Program ID: RUSS 201

Proposal Number:
(Assigned by the Registrar)

Contact Person:
Kulagina/Sweet/Martin

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).
Currently, the Department of Foreign Languages and Literatures offers RUSS 200 as the first sequence of intermediate level. After establishing RUSS101 and RUSS102, it is necessary to:
(1) rename RUSS 200 as RUSS 201;
(2) indicate RUSS 102 as a prerequisite for RUSS 201;
(3) make minor changes to the description of course, goals, and assessment measures.

Effective Date: Fall 2016: for full implementation of the new Russian sequence.
Reason for requesting an alternative effective date:

Signature	Title	Date
	Department Curriculum Committee Chair	4/11/16
	Department Chair	4/11/16
	College Curriculum Committee Chair	
	College Dean	
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	
	Core Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

Revision/Changes of Existing Course

Contrast the current course with the proposed changes. Make sure all changes are noted. Attach additional sheets if necessary.

Current Course:	**Proposed Changes:**
I. Catalog Entry	
A. Program Prefix: RUSS	NO CHANGE
B. Course Number: 200	**B.** Course Number: 201
C. Course Title: Intermediate Russian I	NO CHANGE
D. Prerequisites: RUSS 100, the equivalent, or one year of high school Russian	**D.** Prerequisites: RUSS 102 or placement by examination.
E. Credit Hours: (4)	NO CHANGE
F. Brief Description Continued development of the basic language skills and of familiarity with Russian culture with a balanced emphasis on listening, speaking, reading, and writing Russian and on the culture where this language is spoken. This course has been approved for Core Curriculum credit in Foreign Languages.	**F.** Brief Description RUSS 201 is a continuation of RUSS 102 and represents the third semester of a four-semester sequence. Conducted primarily in the target language, the course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction in basic information about Russian world countries. Independent laboratory practice required. This class is *not* for native or heritage speakers of Russian. Approved for Core Curriculum credit in College Core B in Foreign Languages.
Detailed Description of Course	**Detailed Description of Course**
A. Content The communicative tasks covered are: talking about possessions, asking permission, talking about and naming colors, expressing an opinion, going places, talking about destinations, means of transportation, expressing surprise, talking about past actions, talking sports, talking about time, explaining with whom or with what, talking about the weather and the seasons, talking about activities, about age, about choosing a profession, about desires and intentions, expressing the completion or result of an action, and telling what needs to be done.	**A.** Content RUSS201 is conducted primarily in Russian and represents the third semester of a four-semester sequence of Russian, an East Slavic language and an official language in Russia, Belarus, Kazakhstan, Kyrgyzstan, unofficial but widely-spoken language in Ukraine, Latvia, Estonia among other territories such as the other countries that were once constituent republics of the Soviet Union. The course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction about Russian world cultures. Task functions focus on intermediate level include writing brief compositions; reading authentic materials (i.e. produced for native speakers) for information and pleasure; listening to and following directions. Grammatical structures cover: Instrumental case with the preposition C, the subjunctive and imperative mood, the future tense, verbal aspect – introduction, question words and pronouns, and a review of past tense and use of learned cases such as nominative, genitive, dative and accusative.

B. Detailed Description of Conduct of Course: Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. ~~Class is conducted almost exclusively in the target language.~~	**B.** Detailed Description of Conduct of Course: Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted primarily in the target language.
C. Student Goals and Objectives of the Course Students will develop language skills in listening, speaking, reading, and writing necessary for everyday life in a Russian speaking country. As regards speaking, students will be able to communicate on a basic level with a greater variety of learned material and will begin to recombine learned elements. Students' listening skills will enable them to recognize a wide variety of learned material consisting of words and phrases and also some sentence length utterances, particularly where context strongly supports understanding and speech is clearly audible. As regards reading, students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will .be able to reproduce a variety of learned phrases and some basic sentences by recombining learned material. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards morphology and syntax, students will be able to analyze most basic grammar in graded sentences. Second semester students will be able to identify and briefly discuss a number of basic cultural differences.	**C.** Student Goals and Objectives of the Course. Students will develop language skills in listening, speaking, reading, and writing necessary for everyday life in a Russian speaking country. As regards speaking, students will be able to communicate on a basic level with a greater variety of learned material and will begin to recombine learned elements. Students' listening skills will enable them to recognize a wide variety of learned material consisting of words and phrases and also some sentence length utterances, particularly where context strongly supports understanding and speech is clearly audible. As regards reading, students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will .be able to reproduce a variety of learned phrases and some basic sentences by recombining learned material. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards morphology and syntax, students will be able to analyze most basic grammar in graded sentences. Second semester students will be able to identify and briefly discuss a number of basic cultural differences. *Students will be able to analyze similarities and differences between their own and the target cultures.* *Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.*
D. Assessment Measures Speaking progress will be evaluated in oral presentations. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.	**D.** Assessment Measures Speaking progress will be evaluated in oral presentations. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam. In most of these testing situations, RUSS 201 students will also either demonstrate or further expand their familiarity with cultural topics and current global issues. Students' success in using Russian will therefore reveal not only their linguistic abilities but also their cultural competence to anticipate and to simulate the use of different cultural

	perceptions and behaviors through the new language.
E. Other Course Information Russian 200 targets intermediate language learners with the equivalent of one semester of college Russian, but can accommodate learners with one or two years in high school.	**E.** Other Course Information This course is designed for intermediate students in Russian language and can help students fulfill the B.A. foreign language requirement. Russian 201 targets intermediate language learners with the equivalent of two semester of college Russian, but can accommodate learners with two or three years in high school. If students have taken RUSS 200, they are not eligible to take RUSS 201.

RUSS 201 Intermediate Russian I
Course Syllabus

I. Catalog Entry
A. Program Prefix: RUSS
B. Course Number: 201
C. Course Title: Intermediate Russian I
D. Prerequisite: RUSS 102 *or placement by examination*
E. Credit Hours (4)
F. Brief Description: RUSS 201 is a continuation of RUSS 102 and represents the third semester of a four-semester sequence. Conducted primarily in the target language, the course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction in basic information about Russian world countries. Independent laboratory practice required. This class is *not* for native or heritage speakers of Russian. Approved for Core Curriculum credit in College Core B in Foreign Languages. If students have taken RUSS 200, they are not eligible to take RUSS 201.

II. Detailed Description of Course
A. Content: RUSS201 is conducted primarily in Russian and represents the third semester of a four-semester sequence of Russian, an East Slavic language and an official language in Russia, Belarus, Kazakhstan, Kyrgyzstan, unofficial but widely-spoken language
in Ukraine, Latvia, Estonia among other territories such as the other countries that were once constituent republics of the Soviet Union. The course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction about Russian world cultures. Task functions focus on intermediate level include writing brief compositions; reading authentic materials (i.e. produced for native speakers) for information and pleasure; listening to and following directions. Grammatical structures cover: Instrumental case with the preposition С, the subjunctive and imperative mood, the future tense, verbal aspect – introduction, question words and pronouns, and a review of past tense and use of learned cases such as nominative, genitive, dative and accusative.
B. Detailed Description of Conduct of Course:
Class instruction focuses communication practice utilizing the situations, intentions, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: listening songs, explaining grammar and vocabulary, practicing pronunciation, translation, writing, and grammatical drills. Class is conducted primarily in the target language.
C. Student Goals and Objectives of the Course.
Students will be able to demonstrate language skills appropriate to the level of study. As regards morphology and syntax, students will be able to analyze most basic grammar in graded sentences. Students will demonstrate language skills in listening, speaking, reading, and writing appropriate to the level of study and necessary for everyday life in a Russian speaking country.
Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to speak the language by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Students can ask questions or make statements involving learned material. There will be some spontaneity, but speech will continue to consist primarily of learned utterances. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards

listening skills, students will be able to understand short, learned utterances and some sentence length utterances; particularly where context strongly supports understanding and speech is clearly audible. Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will be able to reproduce a variety of learned phrases and some basic sentences by recombining learned material.

Students will be able to analyze similarities and differences between their own and the target cultures.

Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures

D. Assessment Measures

Speaking progress is evaluated in class and in conversational practice. In addition, each student is required to pass two oral interviews. Written homework assignments provide a basis for the evaluation of writing progress. Listening and reading comprehension and grammatical accuracy are tested in homework assignments, hourly exams, chapter tests, and on the final exam. In most of these testing situations, RUSS 201 students will also either demonstrate or further expand their familiarity with cultural topics and current global issues. Students' success in using Russian will therefore reveal not only their linguistic abilities but also their cultural competence to anticipate and to simulate the use of different cultural perceptions and behaviors through the new language.

E. Other Course Information

This course is designed for intermediate students minoring in Russian language and can also help students fulfill the B.A. foreign language requirement. Russian 201 targets intermediate language learners with the equivalent of two semester of college Russian, but can accommodate learners with two or three years in high school. If students have taken RUSS 200, they are not eligible to take RUSS 201.

APPROVAL AND SUBSEQUENT REVIEW

DATE	ACTION	REVIEWED BY

RUSSIAN 200
OLD SYLABUS

I. Catalog Entry
A. Program Prefix: RUSS
B. Course Number: 200
C. Course Title: Intermediate Russian I
D. Prerequisite: Russian 100, the equivalent, or one year of high school Russian.
E. Credit Hours (4)
F. Brief Description: Continued development of the basic language skills and of familiarity with Russian culture with a balanced emphasis on listening, speaking, reading, and writing Russian and on the culture where this language is spoken. This course has been approved for Core Curriculum credit in Foreign Languages.

II. Detailed Description of Content of Course
A. Content:
The communicative tasks covered in chapters 11-20 are: talking about possessions, asking permission, talking about and naming colors, expressing an opinion, going places, talking about destinations, means of transportation, expressing surprise, talking about past actions, talking sports, talking about time, explaining with whom or with what, talking about the weather and the seasons, talking about activities, about age, about choosing a profession, about desires and intentions, expressing the completion or result of an action, and telling what needs to be done.

B. Detailed Description of Conduct of Course.
Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted almost exclusively in the target language.

C. Goals and Objectives of the Course
Students will develop language skills in listening, speaking, reading, and writing necessary for everyday life in a Russian speaking country. As regards speaking, students will be able to communicate on a basic level with a greater variety of learned material and will begin to recombine learned elements. Students' listening skills will enable them to recognize a wide variety of learned material consisting of words and phrases and also some sentence length utterances, particularly where context strongly supports understanding and speech is clearly audible. As regards reading, students will be able to identify an increasing amount of learned material without assistance and to understand a limited amount of new material when supported by context or dictionary assistance. In writing, students will .be able to reproduce a variety of learned phrases and some basic sentences by recombining learned material. Students will be able to pronounce nearly all Russian sounds accurately when uttered in isolation and a growing number even in rapid speech. As regards morphology and syntax, students will be able to analyze most basic grammar in graded sentences. Second semester students will be able to identify and briefly discuss a number of basic cultural differences.

E. Assessment Measures
Speaking progress will be evaluated in oral interviews. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.

F. Other Course Information
Russian 200 targets intermediate language learners with the equivalent of one semester of college Russian, but can accommodate learners with one or two years in high school.

G. Approval and Subsequent Reviews

DATE	ACTION	BY
March 1998	reviewed	Philip Sweet

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Appendix XIX: 15-16.38—RUSS 202

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

Date: 3/21/2016

Proposal Number:
(Assigned by the Registrar)

Department: FORL

Current Course or Program ID: RUSS 202

Contact Person:
Kulagina/Sweet/Martin

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

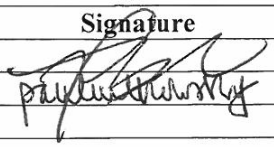
_____ New Program
(Major, minor, or certificate)

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).
Currently, the Department of Foreign Languages and Literatures offers RUSS 210 as the second intermediate level. After renaming RUSS 200, RUSS 201, it is necessary to
(1) rename RUSS 210, RUSS 202;
(2) indicate RUSS 201 as a prerequisite for RUSS 202;
(3) indicate minor changes to both detailed course content and other course information.

Effective Date: Fall 2016
Reason for requesting an alternative effective date: for full implementation of the new Russian sequence

Signature	Title	Date
	Department Curriculum Committee Chair	4/11/16
	Department Chair	4/11/16
	College Curriculum Committee Chair	
	College Dean	
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	
	Core Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	Provost and VP for Academic Affairs	

Revision/Changes of Existing Course

Contrast the current course with the proposed changes. Make sure all changes are noted. Attach additional sheets if necessary.

Current Course:	Proposed Changes:
I. Catalog Entry	
A. Program Prefix: RUSS	NO CHANGE
B. Course Number: 210	C. Course Number: 202
C. Course Title: Intermediate Russian II	NO CHANGE
D. Prerequisites: Russian 200 or the equivalent (two years of high school Russian).	D. Prerequisites: RUSS 201 or placement by examination
E. Credit Hours: (4)	NO CHANGE
F. Brief Description: Review of fundamentals and continued practice in listening, speaking, reading, and culture with expanded use of literary and cultural materials. **This course has been approved for Core Curriculum credit in Foreign Languages.**	Review of fundamentals and continued practice in listening, speaking, reading, and culture with expanded use of literary and cultural materials. This course has been approved for Core Curriculum credit in College Core B in Foreign Languages. Students who have taken RUSS 210 are not eligible to take RUSS 202.
II. Detailed Description of Course	II. Detailed Description of Course
A. Content Besides a comprehensive grammar review, the following communicative tasks are covered: introducing oneself and others, responding to introductions, making suggestions, describing future actions and events, describing a person's appearance, asking and expressing an opinion, describing character traits, expressing opinions, suggesting going somewhere, asking and giving directions, reading signs and maps, conveying another person's promise, naming people's homes as destinations, congratulating people on special occasions, and accepting and declining food, or complimenting people about food. Other cultural topics include hobbies, health, theatre, literature, travel, and the metrical system.	A. Content RUSS 202 is conducted in Russian and represents the final semester of a four-semester sequence. The course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction on Russian culture at the intermediate level. Communicative functions focus on: talking about activities in the present, past, future and conditional tenses; talking about travel and traits needed for particular professions; commenting about hypothetical situations. Grammatical functions include: using the past tense verb forms to indicate tense aspect; using the synthetic and true future; using the subjunctive mood in the present and past tenses; using constructions to indicate polite requests and criticism. Task functions focus on: writing brief compositions; making oral presentations; reading authentic materials (i.e. produced for native speakers) for information and pleasure; listening to and following directions. Cultural sections include information on countries that were once constituent republics of the Soviet Union, their current political and economic situation as well as information music, literature and art.

B. Detailed Description of Conduct of Course Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: simulation of culturally relevant activities, grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted substantially in the target language.	NO CHANGE
C. Student Goals and Objectives of the Course As regards morphology and syntax, students will be able to analyze basic grammar in most Russian sentences. Intermediate II students will be able to analyze similarities and differences between their own and the target cultures and to explain contemporary international issues from the perspectives of their own and the target cultures. Students will demonstrate language skills in listening, speaking, reading, and writing that are appropriate to the level of study and that are necessary for everyday life in a Russian speaking country. Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to handle successfully a limited but increasing number of interactive, task oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a restricted manner. The students will be able to be understood by sympathetic interlocutors. They will be able to produce most Russian sounds and sound sequences correctly with good stress and intonation patterns. Listening goals: students will be able to understand sentence length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Reading and writing goals (standardized ACTFL proficiency criteria): Students will have sufficient control of the writing system to interpret written language in areas of practical need. Students will be able to derive meaning from material at a higher level where context, vocabulary aids, and/or extra-linguistic background knowledge are supportive. As regards writing, students will be able to write simple fixed expressions, limited memorized material and re-combinations thereof. They can write about personal interests and familiar cultural topics in letters or in a diary format.	As regards morphology and syntax, students will be able to analyze basic grammar in most Russian sentences. Intermediate II students will be able to analyze similarities and differences between their own and the target cultures and to explain contemporary international issues from the perspectives of their own and the target cultures. Students will demonstrate language skills in listening, speaking, reading, and writing that are appropriate to the level of study and that are necessary for everyday life in a Russian speaking country. Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to handle successfully a limited but increasing number of interactive, task oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a restricted manner. The students will be able to be understood by sympathetic interlocutors. They will be able to produce most Russian sounds and sound sequences correctly with good stress and intonation patterns. Listening goals: students will be able to understand sentence length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Reading and writing goals (standardized ACTFL proficiency criteria): Students will have sufficient control of the writing system to interpret written language in areas of practical need. Students will be able to derive meaning from material at a higher level where context, vocabulary aids, and/or extra-linguistic background knowledge are supportive. As regards writing, students will be able to write simple fixed expressions, limited memorized material and re-combinations thereof. They can write about personal interests and familiar cultural topics in letters or in a diary format. *Students will be able to analyze similarities and differences between their own and the target cultures.* *Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.*
D. Assessment Measures Speaking progress will be evaluated in oral interviews. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and	NO CHANGE

reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.	
E. Other Course Information Russian 210 targets intermediate language learners with the equivalent of one year of college Russian. Russian 210 completes the B.A. degree requirement for students who began their college level study of Russian with the first semester.	E. Other Course Information Russian 202 targets intermediate language learners with the equivalent of three semester of college Russian, but can accommodate learners with three or four years in high school. Students who have taken RUSS 200 have fulfilled the prerequisite for RUSS 202, but are not eligible for RUSS 201. This course is designed for upper level intermediate students minoring in the Russian language and can help students fulfill the B.A. foreign language requirement. To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversations with native speakers, watching Russian movies, and inquiring about Russian-speaking cultures by means of the multitude of media available as informational resources. Additional taped materials, representing Russian-native speakers from different areas and authentic video materials accompanying the subject matter of the text's lessons are available in the language laboratory. The Foreign Language Department's Homepage contains links to newspapers from several Russian-speaking countries and to the most important newspapers published in Moscow and Kiev.

RUSS 202 Intermediate Russian II
Course Syllabus

I. Catalog Entry
A. Program Prefix: RUSS
B. Course Number: 202
C. Course Title: Intermediate Russian II
D. Prerequisite: RUSS 201 or placement by examination
E. Credit Hours: (4)
F. Brief Description: Review of fundamentals and continued practice in listening, speaking, reading, and culture with expanded use of literary and cultural materials. This course has been approved for Core Curriculum credit in College Core B in Foreign Languages. Students who have taken RUSS 210 are not eligible to take RUSS 202.

II. Detailed Description of Course
A. Content:
RUSS 202 is conducted in Russian and represents the final semester of a four-semester sequence. The course is designed to develop the speaking, listening, reading, and writing skills in addition to instruction on Russian culture at the intermediate level.
Communicative functions focus on: talking about activities in the present, past, future and conditional tenses; talking about travel and traits needed for particular professions; commenting about hypothetical situations. Grammatical functions include: using the past tense verb forms to indicate tense aspect; using the synthetic and true future; using the subjunctive mood in the present and past tenses; using constructions to indicate polite requests and criticism. Task functions focus on: writing brief compositions; making oral presentations; reading authentic materials (i.e. produced for native speakers) for information and pleasure; listening to and following directions.
Cultural sections include information on countries that were once constituent republics of the Soviet Union, their current political and economic situation as well as information music, literature and art.

B. Detailed Description of Conduct of Course
Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: simulation of culturally relevant activities, grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted substantially in the target language.

C. Goals and Objectives of the Course
As regards morphology and syntax, students will be able to analyze basic grammar in most Russian sentences. Intermediate II students will be able to analyze similarities and differences between their own and the target cultures and to explain contemporary international issues from the perspectives of their own and the target cultures. Students will demonstrate language skills in listening, speaking, reading, and writing that are appropriate to the level of study and that are necessary for everyday life in a Russian speaking country.
Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to handle successfully a limited but increasing number of interactive, task oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a restricted manner. The students will be able to

be understood by sympathetic interlocutors. They will be able to produce most Russian sounds and sound sequences correctly with good stress and intonation patterns. Listening goals: students will be able to understand sentence length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.

Reading and writing goals (standardized ACTFL proficiency criteria): Students will have sufficient control of the writing system to interpret written language in areas of practical need. Students will be able to derive meaning from material at a higher level where context, vocabulary aids, and/or extra-linguistic background knowledge are supportive. As regards writing, students will be able to write simple fixed expressions, limited memorized material and re-combinations thereof. They can write about personal interests and familiar cultural topics in letters or in a diary format.

Students will be able to analyze similarities and differences between their own and the target cultures.

Students will be able to explain contemporary international issues from the perspectives of their own and the target cultures.

E. Other Course Information

Russian 202 targets intermediate language learners with the equivalent of three semester of college Russian, but can accommodate learners with three or four years in high school. Students who have taken RUSS 200 have fulfilled the prerequisite for RUSS 202, but are not eligible for RUSS 201. Students who have taken RUSS 210 are not eligible to take RUSS 202.

This course is designed for upper level intermediate students minoring in the Russian language and can help students fulfill the B.A. foreign language requirement.

To supplement linguistic and cultural encounters in class, students are expected to participate in some extracurricular activities such as conversations with native speakers, watching Russian movies, and inquiring about Russian-speaking cultures by means of the multitude of media available as informational resources. Additional taped materials, representing Russian-native speakers from different areas and authentic video materials accompanying the subject matter of the text's lessons are available in the language laboratory. The Foreign Language Department's Homepage contains links to newspapers from several Russian-speaking countries and to the most important newspapers published in Moscow and Kiev.

APPROVAL AND SUBSEQUENT REVIEW

DATE	**ACTION**	**REVIEWED BY**

RUSS 210 Intermediate Russian II
Old Course Syllabus

I. Catalog Entry

A. Department Prefix: RUSS

B. Course Number: 210

C. Course Title: Intermediate Russian II

D. Prerequisites: Russian 200 or the equivalent (two years of high school Russian).

E. Credit Hours: (4)

F. Brief Description

Review of fundamentals and continued practice in listening, speaking, reading, and culture with expanded use of literary and cultural materials. This course has been approved for Core Curriculum credit in Foreign Languages.

II. Detailed Description of Content of Course

A. Content

Besides a comprehensive grammar review, the following communicative tasks are covered: introducing oneself and others, responding to introductions, making suggestions, describing future actions and events, describing a person's appearance, asking and expressing an opinion, describing character traits, expressing opinions, suggesting going somewhere, asking and giving directions, reading signs and maps, conveying another person's promise, naming people's homes as destinations, congratulating people on special occasions, and accepting and declining food, or complimenting people about food. Other cultural topics include hobbies, health, theatre, literature, travel, and the metrical system.

B. Detailed Description of Conduct of Course

Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: simulation of culturally relevant activities, grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted substantially in the target language.

C. Goals and Objectives of the Course

As regards morphology and syntax, students will be able to analyze basic grammar in most Russian sentences. Intermediate II students will be able to analyze similarities and differences between their own and the target cultures and to explain contemporary international issues from the perspectives of their own and the target cultures. Students will demonstrate language skills in listening, speaking, reading, and writing that are appropriate to the level of study and that are necessary for everyday life in a Russian speaking country.

Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to handle successfully a limited but increasing number of interactive, task oriented and social

situations. They can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a restricted manner. The students will be able to be understood by sympathetic interlocutors. They will be able to produce most Russian sounds and sound sequences correctly with good stress and intonation patterns. Listening goals: students will be able to understand sentence length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.

Reading and writing goals (standardized ACTFL proficiency criteria): Students will have sufficient control of the writing system to interpret written language in areas of practical need. Students will be able to derive meaning from material at a higher level where context, vocabulary aids, and/or extra-linguistic background knowledge are supportive. As regards writing, students will be able to write simple fixed expressions, limited memorized material and re-combinations thereof. They can write about personal interests and familiar cultural topics in letters or in a diary format.

D. Assessment Measures

Speaking progress will be evaluated in oral interviews. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.

E. Other Course Information

Russian 210 targets intermediate language learners with the equivalent of one year of college Russian. Russian 210 completes the B.A. degree requirement for students who began their college level study of Russian with the first semester.

Review and Approval February 2011

Revised Philip Sweet and Yelena Kulagina 05/2011

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Appendix XX: 15-16.38—WGST 200

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

Date: 3/27/2016

Proposal Number:
(Assigned by the Registrar)

Department: Women's Studies Program

Current Course or Program ID: WMST 101

Contact Person: Moira P. Baker

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

_____ Course Prerequisite Change

_____ Course Credit Hour Change

X Course Title Change

_____ New Course

_____ Course Deletion

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

X Course Number Change

X 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).

Existing Course Title	Proposed Course Title
WMST 101 - Women in the World: Introduction to Women's Studies	WGST 200 - Women in the World: Introduction to Women's and Gender Studies

Rationale for Change in Course Title

In keeping with the practice in the majority of Women's Studies Program, we propose to change the title of the beginning course from Introduction to Women's Studies to Introduction to

Women's and Gender Studies. The title change reflects the most current scholarship and pedagogical best practices in Women's and Gender Studies programs. It will identify more accurately what the course currently encompasses because the required readings for the course are routinely updated to reflect the most recent developments in the field of Women's and Gender Studies.

Existing Course Number	Proposed Course Number
WMST 101	WGST 200

Rationale for Change in Course Number: The proposed higher course number reflects more accurately the amount of required reading and writing as well as the level of expectations for the course. Students sometimes comment that the amount of required reading and writing is more than they expected in a 100-level course. The introductory course for the interdisciplinary minor in both Appalachian Studies and Peace Studies is numbered 200; we would like our numbering to be in line with theirs.

Rationale for Change in Brief Catalog Description of WMST 101:
The brief catalog description of the Minor in Women's Studies (proposed change to Women's and Gender Studies) has been revised to reflect the most current scholarship in Women's and Gender Studies--specifically intersectional feminist theory and scholarship. The most current work in the field focuses on the intersections among gender, race, class, ethnicity, physical ability, age, sexuality, and global location in the lives of women.

This change in the catalog description will reflect more accurately current practice in the WMST Minor and WMST 101 as well. The required readings in WMST 101 are routinely updated to reflect the increasingly intersectional and global emphasis of the most current Women's and Gender Studies scholarship.

Present Catalog Brief Description:

An introduction to the interdisciplinary field of Women's Studies through global and multicultural perspectives. It provides an overview of women's experiences and their activism to achieve equality over time and across the world, with attention to differences of gender, race, ethnicity, class, sexuality, and nation. This course establishes a foundation for further coursework in the Women's Studies minor. This course has been approved for Core Curriculum credit in Global Perspectives.

Revised Catalog Brief Description:

An introduction to the interdisciplinary field of Women's and Gender Studies through global and multicultural perspectives. It provides an overview of women's experiences and their activism to achieve equality over time and across the world, with attention to how intersections among gender, race, class, ethnicity, sexuality, physical ability, age and global location affect women's lives. This course establishes a foundation for further coursework in the Women's and Gender Studies Minor. This course has been approved for Core Curriculum credit in Global Perspectives. May not be taken if WMST 101 was completed for credit.

Rationale for Change in Official Detailed Course Description of WMST 101 (Proposed change to WGST 200): The detailed course description for WMST 101 (proposed change to

WGST 200) has been revised to reflect more accurately the course content, which is regularly updated to keep apace with trends in current Women's and Gender Studies scholarship--specifically intersectional feminist theory and scholarship. The most current work in the field focuses on the intersections among gender, race, class, ethnicity, physical ability, age, sexuality, and global location in the lives of women. The required readings in WMST 101, Women in the World, are routinely updated to reflect the theoretical emphasis on intersectionality in the most current Women's and Gender Studies scholarship.

The wording of the Goals and Objectives of the Course has been changed to state goals more clearly and simply as behavioral outcomes and to eliminate repetitions. Since the learning outcomes for Goal 11 of College Core A have changed, the description of the Learning Goals and Objectives pertaining to the Core had to be changed. (Punctuation also needs editing in the first paragraph to clarify the topics covered in the course. The revised official detailed course description uses periods between each of the representative topics that may be covered in the course, and the topics use title capitalization since that is what the present catalog uses.)

Present Official Detailed Course Description:

INTERDISCIPLINARY, GLOBAL, AND CROSS-CULTURAL PERSPECTIVES: What is Women's Studies? Women's Activism to Create Equality and Social Justice The Social Construction of Gender (Femininity and Masculinity) The Role of Language and Media Representations in Shaping Cultural Attitudes toward Gender and Other Categories of Human Difference; The Intersecting and Mutually Reinforcing Systems of Domination Based on Gender, Race, Ethnicity, Class, Sexuality, Physical Ability, and Nation; Women's Health and Women's Bodies Women in the Developing World Women's Work and the Globalized Economy Women and Sexuality Women and the Environment Violence against Women Feminist Theories

REPRESENTATIVE READINGS: Gloria Anzaldua, "La conciencia de la mestiza—Toward a New Consciousness" Adrienne Rich, "Claiming an Education" Michael Kimmel, "Men and Women's Studies: Premises, Perils, and Promise" bell hooks, "Men in the Feminist Struggle—The Necessary Movement" Allan Johnson, "Patriarchy, the System: An It, not a He, a Them, or an Us" Lois Gould, "X: A Fabulous Child's Story" Toni Morrison, The Bluest Eye Rigoberta Menchu, I, Rigoberta Menchu Alicia Partnoy, The Little Schools: Tales of Disappearance and Torture in Argentina Nawal El Saadawi, Woman at Point Zero Audre Lorde, Zami: A New Spelling of my Name Edward Clark, "Sex in Education" Margaret Conway, David Ahern, and Gertrude Steuernagel, "Women in Educational Policy" Thomas M. Carey, "The Present Tendencies in Women's College and University Education"
Deborah Woo, "The Gap between Striving and Achieving: The Case of Asian-American Women" Nancy Krieger and Elizabeth Fee, "Man-Made Medicine and Women's Health—The Biopolitics of Sex/Gender and Race/Ethnicity" Sojourner Truth, "Ain't I a Woman?" Ann Elizabeth Mayer, "Cultural Particularism as a Bar to Women's Rights—Reflections on the Middle Eastern Experience" Charlotte Bunch, "Transforming Human Rights from a Feminist Perspective" Claire Robertson, "Grassroots in Kenya: Women, Genital Mutilation, and Collective Action, 1920-1990" Pierrette Hondagney-Sotelo, "Women and Children First: New Directions in Anti-Immigrant Politics" Becky Thompson, "Time Travelling and Border Crossing: Reflections on White Identity"

Detailed Description of Conduct of Course

WMST 101 emphasizes respectful, constructive, critical dialogue about the assigned readings and the issues they raise; lectures by the instructor as needed on the major topics addressed in the course; student presentations on international women's issues; and sharing of student writing and/or conversations in small and large groups. It may use a Web CT platform so that students can use interactive learning tools, including the chat room and bulletin board, where students can post their group presentations and post and respond to each other's writing. Guest speakers may deliver lectures on their areas of specialization. Films and/or other media as well as electronic technology will be used to forge connections among students in this class and women worldwide and to sharpen students' information literacy skills. The course incorporates a high degree of student engagement, interaction and collaboration, and may include such activities as an experiential learning component involving field work, a group presentation on an international issue, and a culminating [SOMETHING HAS BEEN OMITTED FROM THE END OF THIS SENTENCE IN THE OFFICIAL DETAILED COURSE DESCRIPTION.] *[Additional note from Faculty Senate secretary: This is the old Official Detailed Course Description; it will be replaced by the new Official Detailed Course Description, in which this omission has been addressed.]*

Goals and Objectives of the Course

Having successfully completed wmst 101, students will be able to: analyze women's historical roles and agency in global societies; analyze how differences in race, class, gender, ethnicity, and sexual orientation affect individual lives and society in general; analyze contemporary international issues that affect the lives of women; explain some of the major issues that women face both in the U. S. and internationally, such as pay inequity and sexual harassment, health care, body image, violence against women; explain how the global economy affects women's lives domestically and internationally; explain similarities and differences in the challenges that women face domestically and internationally; explain how language and media representations of gender, race, ethnicity, class, or nation affect cultural attitudes and behaviors; explain how women activists in the U. S. and internationally have effectively faced the challenges confronting women; analyze the impact that decisions made in the U. S. have upon women in other parts of the world.

With respect to Goal 11 of College Core A, having successfully completed WMST 101, Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting. Radford University students will be able to: compare and contrast different perspectives used to explain the world or international issues; use material studied to explain cross-cultural issues in the world; evaluate differences and similarities among world cultures that affect perceptions, beliefs, or behaviors, and thus relationships between those cultures.

Assessment Measures

WMST 101 employs a variety of assessment strategies, many of which are both learning and assessment tools grounded in the principles of a collaborative, student-centered pedagogy. These may include a number of the following: reading journals, group research project and oral presentation on an international issue and women's activism in response to it, experiential learning project and report on an issue of concern to women, oral history essay based on an

interview with an older woman, three generational oral history project and essay, in-class writing assignments, quizzes on readings, final reflection essay, midterm exam, final exam.

Revised Official Detailed Course Description

INTERDISCIPLINARY, GLOBAL, AND CROSS-CULTURAL PERSPECTIVES ON TOPICS SUCH AS: What is Women's and Gender Studies? Women's Activism to Create Equality and Social Justice. The Social Construction of Gender. The Role of Language and Media Representations in Shaping Cultural Attitudes toward Gender and Other Categories of Human Difference. The Intersecting and Mutually Reinforcing Systems of Domination Based on Gender, Race, Ethnicity, Class, Sexuality, Physical Ability, Age, and Global Location. Women's Health and Women's Bodies. Women in the Developing World. Women's Work and the Globalized Economy. Women and Sexuality. Violence against Women. Feminist Theories.

REPRESENTATIVE READINGS: Gloria Anzaldua, "La conciencia de la mestiza—Toward a New Consciousness." Adrienne Rich, "Claiming an Education." Michael Kimmel, "Men and Women's Studies: Premises, Perils, and Promise." bell hooks, "Men in the Feminist Struggle—The Necessary Movement." Allan Johnson, "Patriarchy, the System: An It, not a He, a Them, or an Us." Lois Gould, "X: A Fabulous Child's Story." Toni Morrison, *The Bluest Eye*. Rigoberta Menchu, I*, Rigoberta Menchu*. Alicia Partnoy, *The Little School*: Tales of Disappearance and Torture in Argentina. Nawal El Saadawi, *Woman at Point Zero*. Audre Lorde, *Zami: A New Spelling of my Name*. Edward Clark, "Sex in Education." Margaret Conway, David Ahern, and Gertrude Steuernagel, "Women in Educational Policy. " Thomas M. Carey, "The Present Tendencies in Women's College and University Education. " Deborah Woo, "The Gap between Striving and Achieving: The Case of Asian-American Women. " Nancy Krieger and Elizabeth Fee, "Man-Made Medicine and Women's Health—The Biopolitics of Sex/Gender and Race/Ethnicity. " Sojourner Truth, "Ain't I a Woman?" Ann Elizabeth Mayer, "Cultural Particularism as a Bar to Women's Rights—Reflections on the Middle Eastern Experience." Charlotte Bunch, "Transforming Human Rights from a Feminist Perspective." Claire Robertson, "Grassroots in Kenya: Women, Genital Mutilation, and Collective Action, 1920-1990." Pierrette Hondagney-Sotelo, "Women and Children First: New Directions in Anti-Immigrant Politics." Becky Thompson, "Time Travelling and Border Crossing: Reflections on White Identity."

Detailed Description of Conduct of Course

WGST 200 emphasizes respectful, constructive, critical dialogue about the assigned readings and the issues they raise; lectures by the instructor as needed on the major topics addressed in the course; student presentations on international women's issues; and sharing of student writing and/or conversations in small and large groups. It may use learning management software so that students can use interactive learning tools, including the chat room and bulletin board, where students can post their group presentations and post and respond to each other's writing. Guest speakers may deliver lectures on their areas of specialization. Films and/or other media as well as electronic technology will be used to forge connections among students in this class and women worldwide and to sharpen students' information literacy skills. The course incorporates a high degree of student engagement, interaction and collaboration, and may include such activities as an experiential learning component involving fieldwork, a group presentation on an international issue, and/or a culminating final synthesis essay.

Goals and Objectives of the Course

Having successfully completed WGST 200, students will be able to:

a. analyze women's historical roles and agency in global societies;
b. analyze how differences in gender, race, class, ethnicity, sexuality, age, physical ability, and global location affect individual lives and society in general;
c. explain some of the major issues that women face both in the U.S. and internationally, such as: pay inequity and sexual harassment, access to health care, body image, and violence against women;
d. explain how language and media representations of gender, race, ethnicity, class, sexuality, age, or global location affect cultural attitudes and behaviors;
e. explain how women activists in the U. S. and/or internationally have effectively faced the challenges confronting women.

With respect to Goal 11 of College Core A, having successfully completed WGST 200, Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

a. identify how different perspectives shape human life around the world;
b. recognize social and cultural forces that affect relationships between cultures in the world.

Assessment Measures

WGST 200 employs a variety of assessment strategies, many of which are both learning and assessment tools grounded in the principles of a collaborative, student-centered pedagogy. These may include a number of the following: reading journals, group research project and oral presentation on an international issue and women's activism in response to it, experiential learning project and report on an issue of concern to women, oral history essay based on an interview with an older woman, three generational oral history project and essay, in-class writing assignments, quizzes on readings, final reflection essay, midterm exam, final exam.

Effective Date: **Fall 2016**
Reason for requesting an alternative effective date:

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Appendix XXI: 15-16.39—Compensation Policy

Radford University Faculty Compensation Plan: An Academic Affairs Budget Priority Initiative.

National Trends

The University of Virginia Board of Visitors in February 2013 approved a resolution supporting the goal of raising average faculty salaries into the top 20 among University of Virginia's Association of American University Peers. President Teresa A. Sullivan had described the **initiative** as her **most urgent priority**. She referred to the Princeton Review of UVA's "Best Value" public university and how the aspirations that will emerge from the ongoing development of a **new strategic plan and vision for the future,** however, depends upon retaining and attracting the best faculty. The President's plans to boost faculty salaries would require $65 million over four years.

In July 2014, the Ohio University Board of Trustees acted on the recommendations from the Faculty Total Compensation Task Force and set aside $2.04 million as one step in a multi-year plan to move faculty compensation levels to third among four year public universities in Ohio. Executive Vice-President and Provost Pam Benolt noted that the plan would **increase the University's competitiveness** when it comes to the recruitment and retention of faculty.

Regional Ranking of Radford University

Radford University has been named by The Princeton Review as one of the best 138 colleges in the Southeast. 2015 marks the seventh time Radford University has been rated as one of the best colleges in the Southeast by The Princeton Review since 2008…. "**The professors here would have to be Radford's greatest strength**," Source: RU News August 11, 2014.

The US News and World Report ranked Radford University 34th in its most recent ranking of Colleges and Universities in the South. Here are a few more accolades

Radford University continues to be recognized **for the strength of its academic programs, success of its sustainability efforts, and dedication to excellence**.

"**Best Colleges and Universities in the Southeast**"
– The Princeton Review, 2008, 2009, 2010, 2011, 2012, 2014, 2015

"Best Regional Universities" in the South
– U.S. News & World Report, 2014, 2015

"Best Bang for the Buck" Universities
– Washington Monthly Magazine, Sept.-Oct 2013, Sept.-Oct 2014

"Best Value Colleges"
– The Princeton Review, 2013, 2014

"Best for Vets"
– Military Times, 2015

"Top Online Education Programs" (Doctor of Nursing Practice)
– U.S. News & World Report, 2012

"**Top Public Master's Universities in the South**"
– U.S. News & World Report, 2010, 2011, 2012

"Top Interior Design Schools in the South"
– DesignIntelligence, 2014

"Top 10 Interior Design Programs in the Nation"
– DesignIntelligence, 2011

"**Best 296 Business Schools**"
– The Princeton Review, 2012, 2013, 2014, 2015

"**Top Green Colleges in the Nation**"
– The Princeton Review, 2010, 2011, 2012, 2013, 2014

"President's Higher Education Community Service Honor Roll"
–Corporation for National and Community Service, 2010, 2013

One of only 13 U.S. schools with "Multiple Strong Programs" in Teacher Preparation
- National Council on Teacher Quality, 2013

2011 Goldwater Scholarship Recipient
Junior Biology Major Brandon Newmyer

Awarded **First Doctoral Degrees** in August 2011

Designated **All-Steinway School** in September 2011

Source: RU Website.

RU Faculty Compensation Issue

Despite the accolades cited above, one ranking that is not commensurate with the heightened perception of Radford University as a Best Value Public University relates to how well its faculty is paid and compensated.

The percentile ranking (2013-14) among national peer institutions for Radford University places full professors at the 21st percentile, associate professors at the 25th percentile and assistant professors at the 34th percentile. The corresponding percentile ranking among the Commonwealth of Virginia Higher Education Institutions places professors at the 29th percentile, associate professors at the 36th percentile and assistant professors at the 36th percentile.

Professors and students are at the heart of the learning transaction at any university. There is a strong need to have a sustained multi-year financial plan to deal with total faculty compensation that will also address equity issues (inversion and compression issues by years in rank and by discipline) and employee health benefits by evaluating the impact of the Patient Protection and Affordable Care Act on total compensation. **That is the need of the hour**.

Goal

As a first step, the Academic Division must prioritize Faculty Compensation Plan to achieve 50th percentile ranking across all ranks among its national peer institutions. The US News and World Report uses information on Faculty Compensation and Class Size for its rankings of Colleges and Universities. Eventually Radford University must have the goal through improving Faculty Compensation and Class Size to move RUs ranking to be among the top 10 in the regional ranking of Colleges and Universities in the South. This would have a salutary impact on The Princeton Review ranking as well. The current deficiency in faculty compensation at Radford University is estimated around $4 to $4.5 million. This must be achieved through a combination of resource reallocation and new moneys without affecting staffing adequacy levels, lowering of class size or cuts in undergraduate or graduate academic programs. Quality must be maintained.

Academic Affairs Strategic Priorities

1. Excellence in Undergraduate Education
    - faculty (compensation)
    - class size
    - disciplinary accreditation
    - program assessment
2. High Impact Practices
    - competitive advantage
    - learning outcomes
3. Personal, Professional, Career Services
4. New Graduate Programs

Why Should Faculty Salaries and Class Sizes be the Top Strategic Priorities?

1. Faculty salaries and class sizes directly impacts:

    - Our competitive advantage. Our mission and competitive advantage is based on providing high impact faculty based learning experiences to students who need personal attention.

    - Faculty Morale. Low salaries were one of the top three reasons on both the Harvard and Senate surveys for extremely low morale.

    - Our Brand and Image. Investment and Commitment to the core instructional mission is an important influence on key stake holders perceptions of University excellence.

Achieving Excellence in Undergraduate Education

- Competent motivated faculty skilled in high impact pedagogy
- Competent motivated students
- Class sizes that are small enough to allow high impact pedagogy
- Evaluation models that evaluate both pedagogy and outcomes
- Continuous improvement driven by research

Improving RUs ranking in U.S. News and World Report (weights for ranking)

- Undergraduate academic reputation (22.5 percent)
- Retention (22.5 percent)
- Faculty resources (20 percent)
- Student selectivity (12.5 percent)
- Financial resources (10 percent)
- Graduation rate performance (7.5 percent)
- Alumni giving rate (5 percent)

Faculty resources (20 percent)

1. Research shows that the more satisfied students are about their contact with professors, the more they will learn and the more likely they are to graduate. We use six factors from the 2013-2014 academic years to assess a school's commitment to instruction.

    - Class size has two components: the proportion of classes with fewer than 20 students (30 percent of the faculty resources score) and the proportion with 50 or more students (10 percent of the score).

    - Faculty salary (35 percent) is the average faculty pay, plus benefits, during the 2012-2013 and 2013-2014 academic years, adjusted for regional differences in the cost of living using indexes from the consulting firm Runzheimer International. We also weigh the proportion of professors with the highest degree in their fields (15 percent), the student-faculty ratio (5 percent) and the proportion of faculty who are full time (5 percent).

Average Salaries by Rank at Peer Institutions for AY 2013-14

Name of the University	Full Professors Avg. Salary	Rank	Associate Professors Avg. Salary	Rank	Assistant Professors Avg. Salary	Rank	Instructors Avg. Salary	Rank
Appalachian State University	$64,100	23	$71,700	12	$62,900	13	$43,700	19
Bloomsburg University of Pennsylvania	$105,800	7	$84,200	7	$65,400	6	$48,100	13
California State University, Chico	$89,700	14	$69,100	19	$64,200	10		
California State University, San Bernardino	$92,100	12	$70,900	15	$63,200	12		
Gonzaga University								
Hofstra University	$145,200	1	$100,900	1	$79,600	2	$72,200	2
Indiana University of Pennsylvania	$106,200	6	$84,600	6	$62,800	14	$50,100	12
Kutztown University of Pennsylvania	$105,400	8	$82,600	9	$64,100	11	$46,000	16
Loyola Marymount University								
Minnesota State University, Mankato	$88,300	16	$71,300	14	$64,200	9	$45,100	17
Monmouth University	$116,000	5	$95,700	2	$69,800	5	$51,500	11
Radford University	**$83,300**	**19**	**$69,500**	**18**	**$62,200**	**16**	**$52,400**	**10**
Rowan University								
Salisbury University	$86,300	17	$70,000	17	$65,100	7	$65,900	3
Seattle University	$123,500	4	$86,400	5	$75,300	4	$64,800	4
St. Cloud State University	$84,600	18	$70,100	16	$62,000	17	$46,700	15
SUNY College at Brockport	$96,900	9	$73,900	10	$60,200	18	$58,000	7
Texas Christian University	$127,400	2	$93,500	4	$78,400	3	$64,300	5
The University of Tampa	$94,100	10	$83,300	8	$65,000	8	$56,200	8
University of Northern Colorado	$88,700	15	$66,300	20	$55,200	23	$43,300	20
University of Northern Iowa	$92,200	11	$72,800	11	$62,800	15	$56,100	9
University of Wisconsin, Eau Claire	$74,900	22	$62,300	22	$59,900	19	$47,700	14
University of Wisconsin, Oshkosh	$76,500	21	$61,900	23	$57,300	21	$83,100	1
Western Carolina University	$91,700	13	$71,600	13	$59,600	20	$40,800	21
William Paterson University of New Jersey	$125,000	3	$95,100	3	$80,000	1	$63,700	6
Winthrop University	$81,800	20	$65,800	21	$57,100	22	$44,700	18

Source: Academe

Average Salaries by Rank at Peer Institutions from 2006 to 2014

Average 9-Month Base Faculty Salary									
Year	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014***
Radford University	**$60,836**	**$61,473**	**$64,187**	**$63,709**	**$63,353**	**$65,714**	**$68,100**	**$69,308**	**$70,418**
Professor	$74,243	$75,883	$78,214	$77,217	$76,766	$78,757	$81,449	$83,095	$85,947
Associate Professor	$58,918	$61,943	$65,129	$64,310	$64,910	$65,938	$68,227	$69,411	$69,921
Assistant Professor	$54,300	$55,309	$56,979	$57,209	$56,717	$58,444	$60,512	$62,091	$62,429
Instructor	$42,547	$43,777	$46,936	$49,316	$49,010	$51,012	$52,612	$52,298	$52,580
Peer Institutions	**$68,108**	**$70,653**	**$73,021**	**$74,606**	**$76,024**	**$76,563**	**$75,249**	**$76,411**	**N/A**
Professor	$88,221	$91,633	$95,438	$96,175	$98,416	$98,966	$96,809	$98,541	N/A
Associate Professor	$69,122	$72,060	$74,720	$75,703	$76,774	$76,817	$75,419	$76,573	N/A
Assistant Professor	$57,149	$59,262	$61,378	$62,387	$63,348	$63,893	$63,046	$63,884	N/A
Instructor	$47,040	$48,828	$50,425	$51,736	$52,046	$52,269	$52,678	$52,878	N/A

Source: Institutional Research, Reporting and Assessment, Radford University 2014.

Average Salaries by Rank at Commonwealth of Virginia Institutions for AY 2013-14

Name of the University	Full Professors Avg. Salary	Rank	Associate Professors Avg. Salary	Rank	Assistant Professors Avg. Salary	Rank	Instructors Avg. Salary	Rank
Christopher Newport University	$101,600	7	$77,100	7	$61,100	11	$52,800	4
College of William and Mary	$122,700	4	$89,600	2	$73,500	3	$51,200	7
George Mason University	$133,800	2	$87,900	4	$73,500	4	$57,000	1
James Madison University	$91,000	9	$71,100	9	$64,200	8	$54,700	3
Longwood University			$65,800	13	$59,600	12	$55,700	2
Norfolk State University	$80,000	13						
Old Dominion University	$114,100	6	$81,300	6	$70,100	6	$49,300	10
Radford University	**$83,300**	**11**	**$69,500**	**10**	**$62,200**	**10**	**$52,400**	**5**
University of Mary Washington	$82,900	12	$66,300	12	$62,600	9	$50,100	8
University of Virginia	$150,800	1	$99,500	1	$87,000	1	$51,500	6
University of Virginia's College at Wise								
Virginia Commonwealth University	$118,000	5	$82,900	5	$71,700	5	$46,300	12
Virginia Military Institute	$93,800	8	$67,400	11	$58,900	13	$43,400	13
Virginia State University	$87,900	10	$71,800	8	$64,300	7	$47,200	11
Virginia Tech	$127,000	3	$88,600	3	$75,400	2	$50,000	9

Source: Academe

Radford University still has a significant number of sections too large for high impact pedagogy

Fall 2013 Undergraduate Class Size

College	2 - 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 99	100+	Total
College of Business and Economics	7	10	23	54	15	21	2	132
College of Education and Human Development	16	63	64	26	1	4	4	178
College of Humanities and Behavioral Sciences	18	117	144	53	76	52	4	464
College of Science and Technology	16	26	62	48	49	25	5	231
College of Visual and Performing Arts	28	71	16	5	8	14	4	146
Waldron College of Health and Human Services	2	13	8	8	7	7	0	45
Not in an academic college	3	30	124	0	0	0	0	157
Total	90	330	441	194	156	123	19	1,353

Fall 2014 Undergraduate Class Size

College	2 - 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 99	100+	Total
College of Business and Economics	3	11	20	51	30	13	3	131
College of Education and Human Development	15	70	65	24	2	4	3	183
College of Humanities and Behavioral Sciences	31	115	153	63	67	48	3	480
College of Science and Technology	14	31	48	53	63	19	4	232
College of Visual and Performing Arts	35	59	21	6	4	14	4	143
Waldron College of Health and Human Services	1	13	14	1	12	5	0	46
Not in an academic college	3	25	123	0	0	0	0	151
Total	102	324	444	198	178	103	17	1,366

Recommendations

If we hope to achieve excellence as an academic institution we cannot continue to use low salaries and high teaching loads to lower the instructional cost per credit hour and while using the margin to fund other, less important, priorities. What can the Board do?

- Recommendation 1: Establish a compensation policy or goal (the President, Vice President of Business Affairs, Provost, and Senate can agree on a model that could be used as the basis for a policy).

- Recommendation 2: Provide enough faculty dedicated to instruction to maintain reasonable class sizes before allocating resources to other priorities.

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Appendix XXII: 15-16.43—ECON 205

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

Date: March 25, 2015

Proposal Number: (Assigned by the Registrar)

Department: Economics

Current Course or Program ID: BBA and B.S. Degrees in Economics

Contact Person: Thomas Duncan (tduncan13@radford.edu) or 831-6057

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

_____ Course Number Change

_____ Program Revision

_____ Change to Catalog Description

_____ New Program (Major, minor, or certificate)

__X__ Minor Change to Course

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).

Proposed Change

To change the Detailed Description of the Content of the Course and the Goals and Objectives for Econ 205: Principles of Macroeconomics.

B. Detailed Description of Content of the Course

Principles of Macroeconomics is an introduction to the study of the structure of the U.S. economy. The course will introduce the students to the basics (fundamentals) of economic theory and reasoning. Moreover, this course will primarily focus on understanding, measuring, and analyzing macroeconomic activity and the role of the U.S. government in the economy. The course coverage and material will emphasize historical and contemporary economic issues facing the U.S. economy.

~~Topic Outline~~

~~1. Introduction to the Economic Way of Thinking~~
~~2. The Structure of the U.S. Economy~~
~~3. Introduction to Supply and Demand Analysis~~
~~4. Introduction to National Income and Product Accounts (NIPA)~~
~~5. The Problem of Unemployment in the U.S.~~
~~6. The Problem of Inflation in the U.S.~~
~~7. The Quest for Economic Growth~~
~~8. The Monetary System~~
~~9. The Federal Reserve System~~
~~10. Introduction to Fiscal and Monetary Policy~~
~~11. Trade in the Global Economy~~

Topic Outline

1. Introduction to the Economic Way of Thinking
2. Introduction to Supply and Demand Analysis
3. Introduction to National Income and Product Accounts (NIPA)
4. Trade and Economic Growth in a Global World
5. Unemployment and Business Cycles in the U.S.
6. Banking, the Monetary System, and Inflation in the U.S.
7. Introduction to Fiscal and Monetary Policy
8. Introduction to Aggregate Demand-Aggregate Supply and Stabilization Policies

C. Detailed Description of Conduct of the Course

The following teaching strategies may be employed: lectures, video and/or audio presentations, homework, discussions, and in-class engagement activities.

D. Goals and Objectives of the Course

This course will fulfill Core Curriculum requirements under Social and Behavioral Sciences (Goal 9) and under U. S. Perspectives (Goal 10).

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.
Radford University students will be able to:

a. Recognize social and behavioral science concepts;
b. Recognize the relationship between individual and socio-cultural factors that affect behaviors.

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

a. Identify diverse influences that have shaped the American experience; and
b. Apply course material to a relevant issue in the United States.

~~After successfully completing this course, students will be able to:~~

~~1. Explain the nature of the economic problem~~
~~2. Describe the roles of consumers, business firms, and government in the functions of the US economy.~~
~~3. Define economic terms.~~
~~4. Demonstrate how price and quantity are determined in competitive markets using the demand and supply model.~~
~~5. Explain how an economy grows.~~
~~6. Describe the three macroeconomic goals of full employment, price stability and economic growth.~~
~~7. Compute labor, price and national income statistics including the unemployment rate, Inflation rate, and GDP.~~
~~8. Assess the current state of the economy.~~
~~9. Compare, contrast, and assess alternative fiscal and monetary policies for achieving the three macroeconomic goals (high employment, low inflation, high economic growth).~~

Specific objectives are that upon completion of this course, students will be able to:

1. Explain the nature of the economic problem.
2. Explain the role of comparative advantage and specialization in trade.
3. Describe the roles of consumers, business firms, and government in the functions of the U.S. economy.
4. Effectively use economic vocabulary to comment on the state of the economy and the factors that influence it.
5. Demonstrate how price and quantity are determined in competitive markets using the demand and supply model.
6. Identify the determinants of economic growth and comment on policies designed to improve standards of living.
7. Describe the three macroeconomic goals of full employment, price stability and economic growth.
8. Compute labor, price and national income statistics including the unemployment rate, inflation rate, and GDP growth rate.
9. Identify trends and patterns in unemployment, inflation, and GDP growth for both the short-run and the long-run.
10. Explain the Aggregate Demand-Aggregate Supply model and assess alternative fiscal and monetary policies for achieving the three macroeconomic goals (high

employment, low inflation, high economic growth).

E. Assessment Measures

The following assessment measures may be employed: Tests, quizzes, homework, reports, presentations, class participation. Grades and percentages depend on individual professors.

Why is the change desired?

These changes will strengthen the basic skills of students and better prepare them for future courses and assessment.

Effective Date: Fall 2016
Reason for requesting an alternative effective date:

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
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	

OLD OFFICIAL DETAILED COURSE DESCRIPTION

ECON 205
Principles of Macroeconomics

1. Catalog Entry

ECON 205
Principles of Macroeconomics

Credit hours (3)

Semester offered: Summer, Fall, and Spring

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

2. Detailed Description of Course

Principles of Macroeconomics is an introduction to the study of the structure of the U.S. economy. The course will introduce the students to the basics (fundamentals) of economic theory and reasoning. Moreover, this course will primarily focus on understanding, measuring, and analyzing macroeconomic activity and the role of the U.S. government in the economy. The course coverage and material will emphasize historical and contemporary economic issues facing the U.S. economy.

Topics Outline

1) Introduction to the Economic Way of Thinking
2) The Structure of the U.S. Economy
3) Introduction to Supply and Demand Analysis
4) Introduction to National Income and Product Accounts (NIPA)
5) The Problem of Unemployment in the U.S.
6) The Problem of Inflation in the U.S.
7) The Quest for Economic Growth
8) The Monetary System
9) The Federal Reserve System
10) Introduction to Fiscal and Monetary Policy
11) Trade in the Global Economy

3. Detailed Description of Conduct of Course

The following teaching strategies [delete will] may be employed: lectures, video and/or audio presentations, discussions, and in-class engagement activities.

4. Goals and Objectives of the Course

This course will fulfill Core Curriculum requirements under Social and Behavioral Sciences (Goal 9) or under U.S. Perspectives (Goal 10).

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:
1) Recognize social and behavioral science concepts;
2) Recognize the relationship between individual and socio-cultural factors that affect behaviors

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:
1) Identify diverse influences that have shaped the American experience; and
2) Apply course material to a relevant issue in the United States.

5. Assessment Measures

Tests, homework, reports, presentations, class participation. Grades and percentages depend on individual professors.

6. Other Course Information

None

Review and Approval

December 2004

April 13, 2009

March 2010

September 2, 2014

June 20, 2015

NEW OFFICIAL DETAILED COURSE DESCRIPTION

ECON 205
Principles of Macroeconomics

A. Catalog Entry

ECON 205. Principles of Macroeconomics. (3)
Three hours lecture.
Prerequisites: None
Semester offered: Summer, Fall, and Spring

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

B. Detailed Description of Content of the Course

Principles of Macroeconomics is an introduction to the study of the structure of the U.S. economy. The course will introduce the students to the basics (fundamentals) of economic theory and reasoning. Moreover, this course will primarily focus on understanding, measuring, and analyzing macroeconomic activity and the role of the U.S. government in the economy. The course coverage and material will emphasize historical and contemporary economic issues facing the U.S. economy.

Topic Outline

1. Introduction to the Economic Way of Thinking
2. Introduction to Supply and Demand Analysis
3. Introduction to National Income and Product Accounts (NIPA)
4. Trade and Economic Growth in a Global World
5. Unemployment and Business Cycles in the U.S.
6. Banking, the Monetary System, and Inflation in the U.S.
7. Introduction to Fiscal and Monetary Policy
8. Introduction to Aggregate Demand-Aggregate Supply and Stabilization Policies

C. Detailed Description of Conduct of Course

The following teaching strategies may be employed: lectures, video and/or audio presentations, homework, discussions, and in-class engagement activities.

D. Goals and Objectives of the Course

This course will fulfill Core Curriculum requirements under Social and Behavioral Sciences

(Goal 9) or under U.S. Perspectives (Goal 10).

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

a. Recognize social and behavioral science concepts;
b. Recognize the relationship between individual and socio-cultural factors that affect behaviors

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

a. Identify diverse influences that have shaped the American experience; and
b. Apply course material to a relevant issue in the United States.

Specific objectives are that upon completion of this course, students will be able to:

1. Explain the nature of the economic problem.
2. Explain the role of comparative advantage and specialization in trade.
3. Describe the roles of consumers, business firms, and government in the functions of the U.S. economy.
4. Effectively use economic vocabulary to comment on the state of the economy and the factors that influence it.
5. Demonstrate how price and quantity are determined in competitive markets using the demand and supply model.
6. Identify the determinants of economic growth and comment on policies designed to improve standards of living.
7. Describe the three macroeconomic goals of full employment, price stability and economic growth.
8. Compute labor, price and national income statistics including the unemployment rate, inflation rate, and GDP growth rate.
9. Identify trends and patterns in unemployment, inflation, and GDP growth for both the short-run and the long-run.
10. Understand the Aggregate Demand-Aggregate Supply model and assess alternative fiscal and monetary policies for achieving the three macroeconomic goals (high employment, low inflation, high economic growth).

E. <u>Assessment Measures</u>

The following assessment measures may be employed: Tests, quizzes, homework, reports, presentations, class participation. Grades and percentages depend on individual professors.

F. Other Course Information

None

Review and Approval

Date	Action	Reviewed by
May 1995	Revised course syllabus.	A. Turay, Chair
March 1998	Revised course syllabus.	P. Kasturi, Chair
September 2001	Reviewed course syllabus/SACS.	N. Hashemzadeh, Chair
December 2004	Made alterations to syllabus.	N. Hashemzadeh, Chair
September 2005	Made changes to goals and objectives/AACSB.	N. Hashemzadeh, Chair D. Herrington, Assoc Dean
June 2009	Made changes to course title and course description to reflect core curriculum credit.	Dept. Curriculum Committee
September 2012	Reviewed course syllabus.	C. Vehorn, Chair; Dept. Curriculum Committee
March 2015	Made changes to course number, topic outline, and CORE learning goals.	Dept. Curriculum Committee
April 2016	Made changes to topic outline and learning goals.	Dept. Curriculum Committee

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