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

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

Date: 3/14/2016
Department: Geospatial Science and Information Technology
Current Course or Program ID: Geospatial Science
Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

- Course Prerequisite Change
- Course Title Change
- Course Deletion
- Course Number Change
- Program Revision
- New Program (Major, minor, or certificate)

Proposal Number: 1516 GEO 03
(Assigned by the Registrar)
Contact Person: Andrew Foy

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

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

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

The purpose of this proposal is to approve a certificate in Geospatial Intelligence (GEOINT). Business, government, and non-governmental organizations are seeking people skilled in
geospatial intelligence applications, spatial analytics and cyber security. This GEOINT certificate program provides fundamental knowledge on key geographic concepts, geospatial problem-solving techniques, data fusion and geospatial technologies from a multidisciplinary perspective. This certificate program is focused on applications of GEOINT to disaster response, emergency management, infrastructure and resource management, military and police operations, big data and security of spatial data. This certificate program will offer a new and unique accreditation opportunity for the Department of Geospatial Science and provide students with a highly valued technical certification.

Effective Date:
Reason for requesting an alternative effective date:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Department Curriculum Committee Chair</td>
<td>2/2/16</td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>3/1/16</td>
</tr>
<tr>
<td></td>
<td>College Curriculum Committee Chair</td>
<td>4/14/14</td>
</tr>
<tr>
<td></td>
<td>College Dean</td>
<td>1/27/2016</td>
</tr>
</tbody>
</table>

If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:

- Professional Education Committee Chair
- General Education Curriculum Advisory Committee Chair
- Faculty Senate President
- UG Curriculum & Catalog Review Committee
- Provost and VP for Academic Affairs
New Undergraduate Certificate Narrative
Proposed Certificate Title: Undergraduate Certificate in Geospatial Intelligence (GEOINT)

Certificate Administration
College: College of Science and Technology
Department: Geospatial Science
Primary Administrative Unit: Department of Geospatial Science
Contact Person: Andrew Foy, Program Coordinator, afoy@radford.edu

Certificate Description and Statement of Need

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

This GEOINT certificate program provides fundamental knowledge on key geographic concepts, geospatial problem-solving techniques, data fusion and geospatial technologies from a multidisciplinary perspective. This certificate program is focused on applications of GEOINT to disaster response, emergency management, infrastructure and resource management, military and police operations, big data and security of spatial data. The range of technical geospatial and related courses meet the requirements for the core competencies of the Geospatial Technology Competency Model developed by the US Department of Labor and United States Geospatial Intelligence Foundation (USGIF) GEOINT Certificate, which was designed to meet the growing employment and skill demands of the geospatial enterprise and to define learning objectives requisite to the GEOINT industry.
Statement of Need: An undergraduate certificate in GEOINT is needed to prepare students entering the workforce for careers in the high demand geospatial intelligence field. Surveys of GEOINT industry partners conducted by USGIF in recent years confirm that demand of the rapidly growing geospatial enterprise is outpacing the supply of suitably educated personnel. The United States Department of Labor ranks Geospatial Technology among a short list of targeted industries in its High Growth Job Training Initiative, growing at an annual rate of almost 35%.

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

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

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

Undergraduate GEOINT Certificate Program Learning Objectives:

- Apply knowledge of geography, geospatial science, information technology science, and analytical processes to geospatial intelligence
- Find and interpret data, and conduct qualitative and quantitative analysis
- Effectively manage and secure data
- Visualize data in print and digital forms
- Function effectively in a collaborative environment
- Demonstrate knowledge of the GEOINT industry
- Demonstrate the techniques, skills, and tools necessary to solve geospatial intelligence problems.

**Certificate Scope and Sequence**

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

**Admission Criteria:** Applicants must be degree seeking students at Radford University in good standing and must have successfully completed GEOS 125 and GEOS 250/ITEC 250 with a "B" or higher in each of these, or demonstrate competency equivalence. Interested students will need to contact the GEOINT program coordinator to begin an interview process, where academic performance and interest in the certificate will be evaluated by a GEOINT admissions committee. Students must have and maintain an overall GPA of 2.8.
Certificate Requirements (19-22 credits)

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

All students must take:
- GEOS 315 Intermediate GIS (4)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring base salary for assistant professor tenure track</td>
<td>$60,000</td>
</tr>
<tr>
<td>Benefits</td>
<td>$11,034</td>
</tr>
<tr>
<td>Non-personnel service</td>
<td>$3,488</td>
</tr>
<tr>
<td>One time three credit and one four credit course reassign time</td>
<td>$8,289</td>
</tr>
</tbody>
</table>

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

CORE 101 Proposal

| Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee |
|---------------------------------|---------------------------------|
| **Date:** January 12, 2016 |
| **Department:** Core Curriculum |
| **Current Course or Program ID:** CORE 101 |
| **Proposal Category:** | (✓ all that apply). A cover sheet must be submitted for each proposal. |
| | (Assign ed by the Registrar) |
| | **Contact Person:** Laurie Cubbison |
| | **Proposal Number:** |
| | **Proposal Requirements:** (✓ as applies and attach form) |
| | (✓) New Program |
| | (Major, minor, or certificate) |
| | (✓) Course Prerequisite Change |
| | (✓) Course Title Change |
| | (✓) Course Deletion |
| | (✓) Course Credit Hour Change |
| | (✓) Course Number Change |
| | (✓) Program Revision |
| | (✓) Change to Catalog Description |
| | (✓) Minor Change to Course |
| | (✓) For New Course Proposals, attach the New Course Proposal with appropriate signatures. |

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

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

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

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

Objectives:

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

(Core 101 Official Syllabus, Approved 25 April 2013)

Proposed changes:

Approaches to Written Argument

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

Objectives:

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

Rationale:

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

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

Secondly, the assignment’s objective only to “identify ethos, logos, and pathos” (emphasis added) did not challenge our students to evaluate or analyze a writer’s
appeals to character, logic, or emotion. Students often did not demonstrate a detailed understanding of how different rhetorical appeals functioned within an argument.

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

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

**Effective Date:**
Reason for requesting an alternative effective date:

Old Syllabus

CORE 101 MASTER SYLLABUS

1. **Catalog Entry**

Core 101
Essentials of Written and Oral Communication
Three hours lecture (3)
Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. **Detailed Description of Course**

The course uses five major components to organize instruction:

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

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

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

3. Detailed Description of Conduct of Course

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

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

Required projects for course completion:

Opposing Viewpoints

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

Objectives:

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

Personal Essay

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

Objectives:

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

Academic Argument

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

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

4. Goals and Objectives of the Course.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:
Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

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

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

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

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

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

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

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

5. Assessment Measures

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

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

6. Other Course Information

7. Review and Approval

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

CORE 101 MASTER SYLLABUS

1. Catalog Entry

Core 101
Essentials of Written and Oral Communication
Three hours lecture (3)
Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

The course uses five major components to organize instruction:

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

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

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

3. Detailed Description of Conduct of Course

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

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

Required projects for course completion:

Approaches to Written Argument

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

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

Personal Essay

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

Objectives:

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

Academic Argument

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

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

Writing Process Reflection

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

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

4. Goals and Objectives of the Course.

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:
Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.

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

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

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

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

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

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

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

5. **Assessment Measures**

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

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

6. **Other Course Information**

7. **Review and Approval**

Date Action Reviewed by
Approved by Faculty Senate
We propose to replace the title of Core 102’s Speech Analysis assignment with a new title, “Approaches to Oral Argument.” We also propose to expand the assignment’s description and objectives.

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

Speech Analysis

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

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

(Core 102 Official Syllabus, Approved 25 April 2013)

This language will be changed to

Approaches to Oral Argument

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

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

Rationale:

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

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

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

Effective Date:
Reason for requesting an alternative effective date:
Old Syllabus

CORE 102 MASTER SYLLABUS

1. Catalog Entry

CORE 102

Advanced Written and Oral Communication Three

hours lecture (3).

Prerequisite: CORE 101

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

2. Detailed Description of Content of Course

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

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

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

3. Detailed Description of Conduct of Course

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

Required projects for course completion Speech Analysis

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

Objectives

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

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

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

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

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

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

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

4. Goals and Objectives of the Course.

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

*Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and information literacy.*
Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 102, Radford University students will be able to:

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

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

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

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

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

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

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

5. Assessment Measures

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

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

6. Other Course Information

7. Review and Approval
   Date Action Reviewed by

New Syllabus

CORE 102 MASTER SYLLABUS

1. Catalog Entry
   CORE 102
   Advanced Written and Oral Communication Three
   hours lecture (3).
   Prerequisite: CORE 101
   Further development of students’ writing and speaking skills with attention to applied critical thinking and information literacy. The course will reinforce and develop elements of students’ reasoning and critical thinking and the use of these skills in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A. This course replaces ENGL 102, and students cannot receive credit for both CORE 102 and ENGL 102.

2. Detailed Description of Content of Course
   This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, critical thinking, writing, and speaking, but also:
   - The rhetorical principles that inform successful oral and written communication;
   - Key concepts in argumentation including informal fallacies;
   - Research as inquiry, using both print and digital sources to gather information on a topic;
   - Evaluation of the quality of information;
   - Use of information as evidence to support arguments.
   Students will also develop their reading skills by analyzing texts. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

3. Detailed Description of Conduct of Course
   The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the course.
Required projects for course completion

Approaches to Oral Argument

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

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

Researched Argument

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

Objectives

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

Informative Speech

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

Objectives

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

Reflective Project

Students will evaluate their process as writers by reflecting upon foundational concepts in rhetoric and composition, with special focus on researched writing and composing for oral communication.
• Assess efforts to compose for different audiences and purposes, e.g. researched argument, speech analysis, oral communication.
• Demonstrate critical reasoning in evaluating sources, as well as claims made by experts, media, or other sources of information.
• Describe the search strategy or research process used in the researched argument.
• Propose goals for writing progress.

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

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

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 102, Radford University students will be able to:
• Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.
• Write a thesis statement that attempts to distinguish the student’s ideas from a number of perspectives.
• Use tone, mechanics, and style appropriate to a college educated audience.

Goal 2: Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. By the completion of Core 102, Radford University students will be able to:
• Organize a speech using a manageable number of clearly-stated key ideas.
• Arrange key ideas in a logical order.
• Use organizational cues to help the audience follow a speech’s key ideas.
• Identify the overall theme or message of a speech.
• Recognize how a speaker tailors a speech to his or her audience and speaking context.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. By the completion of Core 102, Radford University students will be able to:
• Apply critical reasoning in critiquing claims made by experts, media, or other sources of information.
• Find examples and sources and other types of evidence to support a claim
• Identify one’s own and others’ biases with regard to the topic.
Goal 4: Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 102, Radford University students will be able to:

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

4. Assessment Measures

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

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

5. Other Course Information

6. Review and Approval

Date Action Reviewed by

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

Date: January 12, 2016  Proposal Number: (Assigned by the Registrar)
Department: Core Curriculum  Contact Person: Laurie Cubbison
Current Course or Program ID: CORE 201

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
- Course Credit Hour Change
- New Course
- Course Syllabi Change
- Change to Catalog Description
- Minor Change to Course
New Program
(Major, minor, or certificate)

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

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

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

Currently Included under Required projects for course completion:

Annotated Bibliography

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

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

Proposed in its place:

Research Synthesis

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

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

Rationale:

Core 201 currently requires an annotated bibliography. Professors have reported dissatisfaction with this project, as it seems to encourage students to discuss each source in isolation from one another, and students fail to see connections between sources.
Meanwhile, the program has been attempting to assess the 201 objective: “Effectively synthesize and integrate arguments and information” (located under Goal 1 in the document) using the argument analysis, but we have discovered this objective is not a good fit for that assignment. As a result, in the fall of 2015, three professors piloted a research synthesis in place of the annotated bibliography. The resulting papers showed much more engagement with the sources and a deeper reflection on the information literacy process. Encouraged, we had six professors volunteer to pilot the research synthesis in fall of 2016. The library collected the resulting 400 papers and used the Core A information literacy rubric, plus the “effectively synthesize” objective, to rate a sampling for 40 papers.

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

**Effective Date:**
**Reason for requesting an alternative effective date:**
CORE 201 Master Syllabus - ORIGINAL

CORE 201
Topics in Critical Inquiry

1. Catalog Entry

CORE 201
Topics in Critical Inquiry

Credit hours (3)
Prerequisites: CORE 102 or HNRS 103

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

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

2. Detailed Description of Course

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

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

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

3. Detailed Description of Conduct of Course

Each section of the course will be designed around a theme chosen by the instructor that will guide the choice of readings, assignment topics, and other classroom activities. Course themes are selected to promote critical inquiry and develop skills in oral communication, written communication, information literacy, and technology literacy.
The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course. Classes will be brought to the RU library for further information literacy instruction.

Required projects for course completion:

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

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

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

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

Persuasive Speech – 201
Students will prepare and present an oral argument on a topic related to the course theme.

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

4. Goals and Objectives of the Course

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

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

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

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

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

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

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

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

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

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

5. Assessment Measures

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

6. Other Course Information

None

Review and Approval

April 23, 2014
CORE 201
Topics in Critical Inquiry

1. Catalog Entry

CORE 201
Topics in Critical Inquiry

Credit hours (3)
Prerequisites: CORE 102 or HNRS 103

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

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

2. Detailed Description of Course

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

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

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

3. Detailed Description of Conduct of Course

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

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

Required projects for course completion:

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

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

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

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

Persuasive Speech – 201
Students will prepare and present an oral argument on a topic related to the course theme.

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

4. Goals and Objectives of the Course

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

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

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

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

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

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

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

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

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

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

5. Assessment Measures

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

6. Other Course Information

None
Review and Approval

April 23, 2014

Return to Table of Contents.
Appendix III: 16-17.17—Motion Regarding the Creation of a Master of Science in Finance

State Council of Higher Education for Virginia
PROGRAM PROPOSAL COVER SHEET

1. Institution
   Radford University

2. Academic Program (Check one):
   New program proposal  X  
   Spin-off proposal   
   Certificate proposal  

3. Name/title of proposed program
   Finance

4. CIP code

5. Degree/certification designation
   Master of Science (M.S.)

6. Term and year of initiation
   Fall 2018

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

7b. CIP code (existing program)

8. Term and year of first graduates

9. Date approved by Board of Visitors

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

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).

<table>
<thead>
<tr>
<th>Departments(s) or division of</th>
<th>Department of Accounting, Finance &amp; Business Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>School(s) or college(s) of</td>
<td>College of Business and Economics</td>
</tr>
<tr>
<td>Campus(es) or off-campus site(s)</td>
<td>Radford University</td>
</tr>
<tr>
<td>Mode(s) of delivery: face-to-face</td>
<td>X distance (51% or more web-based)</td>
</tr>
<tr>
<td>hybrid (both face-to-face and distance)</td>
<td>______</td>
</tr>
</tbody>
</table>

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

- **Dr. Dan Davidson, Chair**  
  Department of Accounting, Finance & Business Law  
  Radford University  
  d davidso@radford.edu  
  540-831-5071  
- **Dr. George Low, Dean**  
  College of Business and Economics  
  Radford University  
  glow@radford.edu  
  540-831-5187  
- **Dr. Laura Jacobson, Associate Dean**  
  College of Graduate Studies and Research  
  Radford University  
  ljacobsen@radford.edu  
  540-831-5470

New Program  
Master of Science in Finance

**Description of the Proposed Program**

**Program Background**

Radford University requests approval to initiate a Master of Science (MS) degree program in Finance. The proposed program will be administered by the Accounting, Finance & Business Law
Law department in the College of Business and Economics and is to be implemented by August 1, 2018.

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

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

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

Mission

The University’s mission statement is set out here.

“Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the

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4 Id.
5 Id.
development of mature, responsible and well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles and fosters their growth as leaders. Toward this end, the university is student-focused and promotes a sense of caring and meaningful interaction among all members of the university community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continual review, evaluation and improvement in the curriculum and all aspects of the university so as to meet the changing needs of society.”

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

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

The program fits within the mission of the university and of the college. “RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders.” The MS in Finance requires creative and critical thinking. Financial analysts must analyze problems and then develop and implement a solution to them.

“Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.” There is an increasing demand for well-trained and qualified financial analysts and a shortage of such programs in the Commonwealth of Virginia. In reviewing our offerings within the Department we recognized that a need exists which the faculty are capable of providing. The MS in Finance will satisfy that need to a significant extent.

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

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

Accreditation

All the programs within COBE are accredited by the AACSB. This MS program will also be covered by this accreditation, and it will be evaluated along with the other programs in the college in each reaccreditation visit. Our next reaccreditation visit in fall, 2017. This program
will need to meet the AACSB standards for a graduate program in order for the college to retain its accreditation.

Admission Criteria
Admission to the Institution:

Transcripts from undergraduate institution(s).
Minimum grade point average of 2.75.
Official test scores as required by the individual programs.
Submission of a resume.

Admission to the MS in Finance Degree Program:

Applicant must submit a transcript showing the completion of a baccalaureate degree.
Minimum requested grade point average of 3.0.
Minimum requested score on the GMAT of 500, or equivalent percentage on the GRE.

Target Population

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

Curriculum

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

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

The experiential opportunities in the program will be hands-on practice and experience with a variety of software programs currently used in the investment industry and compiling and
managing hypothetical investment portfolios as a significant portion of several courses in the curriculum.

The program also plans to seek CFA Program Partner status. In order to attain this status the program’s curriculum must be closely tied to the practice of investment management. Each CFA Program Partner is given complimentary access to Financial News Brief, a daily investment brief for students in the program; may award a minimum of 5 and a maximum of 15 CFA Program scholarships each fiscal year, depending on the number of CFA charterholders on the staff; complimentary access to certain publications and webcasts; and the right to use the CFA Program Partner logo on print and electronic marketing literature, among other benefits. In order to attain this status the program’s curriculum must be closely tied to the practice of investment management. 

The curriculum is comprised of thirty (30) credit hours, with ten (10) required courses. There are no electives: all ten courses are required major courses. The Common Body of Knowledge includes Ethical and Professional Standards, Quantitative Methods, Economics, Financial Reporting and Analysis, Corporate Finance, Equity Investments, Fixed Income, Derivatives, Alternative Investments, and Portfolio Management and Wealth Planning. Each of these areas is addressed in at least one of the courses required to complete this program. The ten courses are listed below.

MS in Finance / Investment Management
(30 hours) Required Classes - Some courses have prerequisites.

- ECON 651 – Economics for Management Decision Making
- FINC 631 – Financial Management
- FINC 651 – Financial Analytics
- FINC 681 – Investment Analysis and Portfolio Management
- ACTG 615 – Financial Reporting and Analysis
- FINC 632 – Risk Management
- FINC 635 – International Finance and Investments
- FINC 633 – Wealth Planning*
- FINC 636 – Professional Standards, GIPS, Performance Evaluation*
- FINC 680 – Chartered Financial Analyst Prep Course*

Student Retention and Continuation Plan

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

Advising

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

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7 CFA Program Partner Benefits, CFA Institute web site. https://www.cfainstitute.org/community/university/Pages/universitybenefits.aspx
Each student will also be assigned a faculty member from the program as his or her personal advisor during his or her time in the program. Students will be required to meet with their personal advisor at least twice per semester.

Active Learning

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

Interactions

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

Continuation

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

Time to Degree

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

Faculty

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

Program Administration

The program will be administered through the College of Business and Economics (COBE) Graduate Director’s office, in consultation with the Dean of COBE or his or her designee, and the Chair of the Department of Accounting, Finance & Business Law (AFBL).
The COBE Graduate Director is a member of the graduate faculty, but she will not be teaching in this program.

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

Student Assessment

Learning Outcomes

Employment Skills / Workplace Competencies

Graduates of the program will have the ability to:

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

Program Assessment

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

Benchmarks of Success

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

- at least 80% of the graduates each year report being satisfied or highly satisfied with the academic program at graduation;
at least 75% of the graduates are placed in appropriate employment within two years of graduation;
at least 80% of the students will complete the program in two years or less.

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

Expansion of an Existing Program

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

Relationship to Existing Radford University Degree Programs

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

Compromising Existing Programs

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

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs
(Specific Demand)

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

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8 SCHEV, “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” found at [http://www.schev.edu/docs/default-source/institution-](http://www.schev.edu/docs/default-source/institution-)
guidelines set out in the Approval of Program Actions at Public Institutions, and in consultation with Dr. Dennis Grady, Dean of the College of Graduate Studies and Research.

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

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

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

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

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

Employment Demand

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

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

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

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

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Securities, Commodities and Financial Services Sales Agents – 10 percent, a little faster than average. The median average salaries in these five areas range from a low of $72,070 (Securities, Commodities and Financial Services Sales Agents) to a high of $115,302 (Financial Managers). Obviously there are a number of career opportunities, and the compensation tends to be substantial in all fields within finance.

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

Student Demand

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

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

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

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

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15 Id.
16 Virginia Workforce Connection (VAWC), found at https://www.vawc.virginia.gov/jobbanks/joblist.asp?session=jobsearch&geotype=&geo=5101000000&keyword=financial+analyst&ff_keyword_option=1,%202&ff_greenjobs=0&txtCompany=&t=q
18 “Tom” is Tom Robinson, president and chief executive of AACSB International, the business school accreditation agency.
While somewhat dated, the MS in Finance was considered one of ten advanced degrees that were considered better than an MBA just a few years ago. There is no evidence that this has changed in the intervening four years. For example, according to the National Association of Colleges and Employers, “Finance, accounting, and computer science are the individual majors most in demand at the bachelor’s and master’s degree levels, according to NACE’s Job Outlook 2015 report. More than 53 percent of employers that are hiring bachelor’s degree graduates intend to hire finance (57.4 percent), accounting (56.1 percent), and computer science (53.8 percent) majors... Meanwhile, at the master’s degree level, finance (24.2 percent) tops this list of most-in-demand majors, followed closely by computer science (23.8 percent) and accounting (22.0 percent)... Data for the Job Outlook 2015 survey were collected from August 11, 2014, through October 7, 2014. A total of 260 surveys were returned—a 25 percent response rate.”

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


State Council of Higher Education For Virginia

Summary of Projected Enrollments in Proposed Program

Projected enrollment

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Target Year (2-year institutions)</th>
<th>Year 5 Target Year (4-year institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT 5</td>
<td>FTES 5</td>
<td>HDCT 8</td>
<td>FTES 8</td>
<td>HDCT 10</td>
</tr>
</tbody>
</table>

Assumptions

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

Duplication

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

Projected Resource Needs for the Proposed Program

Resource Needs

The department will need at least one full-time tenure-track finance faculty member in order to be able to offer the courses needed to satisfy the demand for the MS in Finance while also meeting our obligation to our undergraduate students. The department may also need one adjunct
faculty to cover one undergraduate class per semester, allowing one of the current faculty to provide one section of graduate coverage each semester.

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

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

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

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

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

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

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

Classified Positions
The program should not require any additional classified staff.

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

Equipment (including computers)
A new faculty member would require a computer and peripherals.

Library
Library materials should be sufficient at this time.
Telecommunications
A new faculty member will need telecommunication equipment, but we currently have such equipment available in every office in the building.

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

Other Resources (specify)
Resources Needs: Part A-D

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

Has or will the institution submit an addendum budget request to cover one-time costs?
Yes____ No ____ X____

Has or will the institution submit an addendum budget request to cover operating costs?
Yes____ No ____ X____

Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources?)
Yes ___ X_____ No ___

Will each type of space for the proposed program be within projected guidelines?
Yes____ No ____ X____

Will a capital outlay request in support of this program be forthcoming?
Yes____ No ____ X____

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

<table>
<thead>
<tr>
<th>Full-Time FTE*</th>
<th>Part-time FTE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Initiation Year</td>
<td>2018-2019</td>
</tr>
<tr>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-Time FTE*</td>
<td>.3</td>
</tr>
<tr>
<td>Part-time FTE**</td>
<td>.3</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>0</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>Graduate Assistants (HDCT)</td>
<td>2</td>
</tr>
<tr>
<td>Classified Positions</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.6</td>
</tr>
</tbody>
</table>

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

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

Part D: Certification Statement(s)

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

_____ Agree ________________________________________________________________
Signature of Chief Academic Officer

_____ Disagree ______________________________________________________________________
Signature of Chief Academic Officer
If “no,” please complete items 1, 2, and 3 below.

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

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year</th>
<th>Target enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation within the department (Note below the impact this will have within the department.)</td>
<td>2018-2019</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>$36,322</td>
<td></td>
</tr>
<tr>
<td>Reallocation within the school or college (Note below the impact this will have within the school or college.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation within the institution (Note below the impact this will have within the institution.)</td>
<td>2018-2019</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>$149,181</td>
<td></td>
</tr>
<tr>
<td>Other funding sources (Specify and note if these are currently available or anticipated.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Reallocation within the school or college.

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


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

____ Agree

____________________________________________________

Signature of Chief Academic Officer

____ Disagree

___________________________________________________
Signature of Chief Academic Officer
Appendices

Appendix A – A Sample Plan of Study

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

<table>
<thead>
<tr>
<th></th>
<th>Summer II</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 631</td>
<td></td>
<td>ECON 651</td>
<td>ACTG 615</td>
<td>FINC 680</td>
</tr>
<tr>
<td>FINC 651</td>
<td></td>
<td>FINC 635</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC 632</td>
<td></td>
<td>FINC 633</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC 681</td>
<td></td>
<td>FINC 636</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Student</th>
<th>Part-Time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours – Summer II</td>
<td>3</td>
<td>Credit Hours – Summer II, Year 1</td>
</tr>
<tr>
<td>Credit Hours – Fall</td>
<td>12</td>
<td>Credit Hours – Fall, Year 1</td>
</tr>
<tr>
<td>Credit Hours – Spring</td>
<td>12</td>
<td>Credit Hours – Spring, Year 1</td>
</tr>
<tr>
<td>Credit Hours – Summer I</td>
<td>3</td>
<td>Credit Hours – Fall, Year 2</td>
</tr>
<tr>
<td>Credit Hours – Spring, Year 2</td>
<td>6</td>
<td>Credit Hours – Summer I, Year 2</td>
</tr>
</tbody>
</table>

Year 2 3

TOTAL CREDIT HOURS - 30

30
Appendix B – Course Descriptions

Description of Required Courses for the Program

ECON 651: Economics for Management Decision-Making (3 credits)
Study of selected topics in economic theory and their application to management problems. Topics include demand and supply, revenues, elasticity, production and cost, incremental decision making, market structure and pricing and investment analysis. Elementary quantitative methods developed and utilized.

FINC 631: Financial Management (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines techniques and concepts used in modern business and the theoretical advances in the areas of asset management and capital structure planning. Topics included capital budgeting, working capital management, valuation, cost of capital, capital structure planning, dividend policy, option pricing, mergers and acquisitions. Problems and short cases used to enhance student skills in financial planning and decision making.

FINC 651: Financial Analytics: Applications for Data Analysis and Portfolio Construction (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Financial Analytics: Applications for Data Analysis and Portfolio Construction, will apply major financial, statistical, and quantitative techniques to analyze big data and construct optimal financial portfolios. This course will cover the importance of statistical techniques, advanced econometrics, portfolio theory, and risk/reward interplay to a) understand big data, b) use econometrics to streamline time series, c) develop financial models, and d) analyze and create investment portfolios for individual investors and institutional clients. The course coverage includes use of financial and economic databases, advanced econometrics tools, portfolio theory, SAS and/or Excel and/or SPSS, and research methods in finance.

FINC 681: Investment Analysis and Portfolio Management (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
An in-depth study identifying various investment instruments offered in the financial markets and how technical and fundamental analysis is used to predict the future performance of a portfolio and the market.

ACTG 615: Financial Reporting and Analysis (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Study of the practice of accounting, financial reporting and analysis of financial performance for corporate entities. Emphasis on research and advanced financial topics of current interest.

FINC 632: Risk Management (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Provides a study of the management of non-speculative risks in business and several management tools to deal with them. Examines cases and situations which require risk management decisions. Students conduct a risk management analysis of a business organization.
FINC 635: International Finance and Investments (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines the international financial environment and focuses on the basics of international financial decision making required in international business operations.

FINC 633: Wealth Planning (new course) (3 credits)
Prerequisites: Admission to the M. S. Finance or MBA or the permission of the Professor
Examines the application and concepts of modern wealth management techniques utilizing tax sheltered, tax deferred and taxable investments. Major topics include building a solid financial future by creating the right investment portfolio utilizing investment diversification and the appropriate asset allocation for life cycle investing in stocks, bonds, mutual funds, ETFs, individual real estate and other investments for portfolio growth, conservation and for determining a sustainable withdrawal rate during the systematic distribution of portfolio assets. Estate planning considerations, including the use of trusts and life estates and the use of annuities, life insurance and alternative investments in wealth management also are covered.

FINC 636: Professional Standards, GIPS, Performance Evaluation (new course) (3 credits)
Prerequisites: Admission to the M. S. Finance
This course is designed to equip students with the necessary knowledge and skills in the topic areas of Ethical and Professional Standards, GIPS Standards, and Performance Evaluation for the Chartered Financial Analyst (CFA) Level I, Level II, and Level III tests. Students will study the CFA Program curriculum readings and master CFA learning outcome statements (LOS).

FINC 680: CFA Exam Preparation (new course) (3 credits)
Prerequisites: Admission to the M. S. Finance
This course is designed to equip students with the necessary knowledge and skills to sit for the Chartered Financial Analyst (CFA) Level I test and to start them on the preparation for the Level II test. Students will study the CFA Program curriculum readings and the learning outcome statements (LOS) of the CFA. Upon completion of this course students will be given one mock exam for practice, exposure to the exam format, and self-evaluation of preparedness.
Appendix C – Abbreviated CV’s for Faculty

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

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

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

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

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

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

Appendix D – Employment Demand


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


Jobs Area Distribution, Virginia


Jobs Available, Virginia

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

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

Position Announcements:

VP of Finance, Faststream Recruitment, Inc, Norfolk, VA (4-4-2016)
Base Pay $140,000 - $175,000 per year
30 Applications submitted

Finance Director, R.H. Boyd Publishing Corp., Nashville, TN (3-30-2016)
No salary data listed
53 Applications submitted

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

Financial Analysts – 249 salaries: $45,623 - $97,085
Portfolio Manager – 200 salaries: $64,039 - $182,588
Investment Analyst – 172 salaries: $49,809 - $102,505
Research Analyst – 96 salaries: $46,977 - $122,872
Appendix E – Student Demand

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

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

We have prepared the survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at sturmel@radford.edu or ddavidso@radford.edu if you would like more information about this program.
Q1 - Are you planning to seek a graduate degree within the next three years?

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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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<tbody>
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<td>1</td>
<td>Definitely yes</td>
<td>43.66%</td>
<td>31</td>
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<tr>
<td>2</td>
<td>Probably yes</td>
<td>19.72%</td>
<td>14</td>
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<tr>
<td>3</td>
<td>Might or might not</td>
<td>18.31%</td>
<td>13</td>
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<tr>
<td>4</td>
<td>Probably not</td>
<td>12.68%</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>5.63%</td>
<td>4</td>
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<td>100%</td>
<td>71</td>
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<tr>
<td>Are you planning to seek a graduate degree within the next three years?</td>
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<tr>
<td>Minimum</td>
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<td>1.00</td>
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Q2 - If this MS in Finance program is approved will you apply for admission?

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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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<tr>
<td>1</td>
<td>Definitely yes</td>
<td>8.45%</td>
<td>6</td>
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<tr>
<td>2</td>
<td>Probably yes</td>
<td>32.39%</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>21.13%</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>22.54%</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>15.49%</td>
<td>11</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>71</td>
</tr>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
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<th>Variance</th>
<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this MS in Finance program is approved will you apply for admission?</td>
<td>1.00</td>
<td>5.00</td>
<td>3.04</td>
<td>1.23</td>
<td>1.51</td>
<td>71</td>
<td>61.97%</td>
<td>59.15%</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>22.54%</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>26.76%</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Maybe</td>
<td>22.54%</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>16.90%</td>
<td>12</td>
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<tr>
<td>5</td>
<td>Definitely not</td>
<td>11.27%</td>
<td>8</td>
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<td></td>
<td>Total</td>
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<td>71</td>
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<th>Variance</th>
<th>Count</th>
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<th>Top 3 Box</th>
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</thead>
<tbody>
<tr>
<td>Would you apply if this is a one year full-time program?</td>
<td>1.00</td>
<td>5.00</td>
<td>2.68</td>
<td>1.30</td>
<td>1.68</td>
<td>71</td>
<td>71.83%</td>
<td>50.70%</td>
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</table>

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

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<th>Answer</th>
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<th>Count</th>
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</table>

64
<table>
<thead>
<tr>
<th></th>
<th>Definitely yes</th>
<th></th>
<th>4.23%</th>
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<tbody>
<tr>
<td>2</td>
<td>Probably yes</td>
<td></td>
<td>28.17%</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td></td>
<td>32.39%</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td></td>
<td>16.90%</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td></td>
<td>18.31%</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100%</td>
<td>71</td>
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</tbody>
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<tr>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you apply if this is a two year part-time program?</td>
<td>1.00</td>
<td>5.00</td>
<td>3.17</td>
<td>1.15</td>
<td>1.32</td>
<td>71</td>
<td>64.79%</td>
<td>67.61%</td>
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</table>
Q5 - What is your major? Select all that apply.

<table>
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<tr>
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<th>Answer</th>
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<th>Count</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting</td>
<td>25.35%</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Economics</td>
<td>1.41%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Finance</td>
<td>32.39%</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Management</td>
<td>29.58%</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>Marketing</td>
<td>8.45%</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>2.82%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>71</td>
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<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your major? Select all that apply.</td>
<td>1.00</td>
<td>6.00</td>
<td>3.03</td>
<td>1.38</td>
<td>1.91</td>
<td>71</td>
<td>59.15%</td>
<td>40.85%</td>
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Appendix IV: 16-17.21—Motion Authorizing Creation of PHRE 202 and Designating It as a Disciplinary-Prefixed Equivalent to CORE 202

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

Date: March 23, 2017
Department: PHRE
Current Course or Program ID:
Proposal Number: (Assigned by the Registrar)
Contact Person: Guy Axtell

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

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

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

I. Catalog Entry

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>a. Department Prefix (three or four capital letters)</td>
<td>PHRE</td>
</tr>
<tr>
<td>b. Course Number (three numbers)</td>
<td>202</td>
</tr>
<tr>
<td>c. Course Title -</td>
<td>Current Topics in Ethical Inquiry</td>
</tr>
<tr>
<td>d. Prerequisites -</td>
<td>CORE 201 or the equivalent</td>
</tr>
<tr>
<td>e. Credit Hours -</td>
<td>3</td>
</tr>
</tbody>
</table>

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

II. Detailed Description of Course

a. Content

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

b. Detailed Description of Conduct of Course

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

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

1. Ethical Analysis Essay in which students will critique an argument on an ethical issue.
2. Group Project and Presentation in which students will work as teams to propose a solution to or make a decision about an ethical dilemma or problem.
3. Group Communication Evaluation by the rest of each student’s team.

Other essays, quizzes, or projects may be added at the instructor’s discretion. The course may be delivered face-to-face or online (either synchronously or asynchronously).

c. Student Goals and Learning Outcomes of the Course

Goals:

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

Learning Outcomes and Objectives:

Students will be able to:

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

6. Locate, evaluate, and cite information. Students will:
Find facts related to an ethical issues; and
Research stakeholder positions.

d. Assessment Measures

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

e. Other Course Information: None

III. Background and Justification

a. Need for the Course

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

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

c. Anticipated Enrollment: 25

d. Frequency of Course Offerings: one section every semester

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

IV. Rationale for Resources Required

a. Faculty Resources: None

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

c. Facilities, Equipment and Supplies: None required.

d. Library Resources: None required.
1. Describe the adequacy of materials available to support this course. There are adequate library resources to support this class.

2. List in priority order the additional materials to be purchased: None.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: __________________________
Signature of Librarian assigned to requesting department: __________________________

---

e. Computer Resources—None

f. Other Anticipated Resources—None are anticipated.

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

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

The Interstate Passport
A New Framework for Student Transfer

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

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

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

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

Passport Blocks
To participate in the Passport Network, each institution must construct its Passport Block-a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so will be awarded a Passport and notified of this achievement. For
many students, this will stand as an early milestone on their way to a degree. For those who transfer, it will ensure that they do not waste time repeating learning they have already achieved at their former institution even if the courses or credits required at their new Passport institution's Block are different. Faculty also benefit by knowing that they can change the curriculum in the courses in their institution's Block without triggering an articulation review as long as the PLOs are still addressed.

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

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

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

Becoming Part of the Passport Network
In spring 2016, regionally accredited public and private not-for-profit institutions can apply to become members of the Passport Network. To be approved by the Passport Review Board, an institution's faculty must agree that its learning outcomes are congruent with and not in conflict with the PLOs, and are acceptable as a basis of block transfer. They must also construct the institution's Passport Block. The registrar must put in place processes to award the Passport to students who achieve it and to recognize incoming transfer students with a Passport as having fulfilled the lower-division general education requirements as well as supply data annually on the number of Passport’s awarded and the academic progress data described above. Institutions sign a Memorandum of Agreement for a five-year renewable term and may pay an annual membership fee.
Funding for the Passport Initiative.
The Interstate Passport Initiative is being developed and rolled out in phases with funding from the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

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

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

ACADEMIC QUALITY ASSURANCE

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

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

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

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

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

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

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

- Includes non-course-based educational experiences
- Department/program/institution determines assessments determined by
- Adapts to higher education's changing landscape
- Provides data for use in continuous self-improvement
- Generates data on academic success after transfer
- Based on what students should learn and be able to apply
- Focuses on quality for positive impact on completion
- Eliminates necessary for review of lower-division GE course
- Eliminates a major obstacle to transfer student success
- Facilitates transfer across state lines and within states
Becoming an Interstate Passport Institution
INTERSTATE
PASSPORT
Study • Transfer • Succeed

Interstate Passport Initiative
Frequently Asked Questions

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

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

Why should my campus consider becoming a Passport institution?
The Passport improves transfer for students using a process that honors institutional individuality, and the Passport has been constructed by faculty and registrars.

Why should my institution participate in an initiative that could increase the number of students that transfer out of our college or university?
The main beneficiaries of the Passport will be students transferring from two-year to four-year institutions and students who begin at out-of-state institutions and then want to transfer "home." Because the Passport improves the transfer process for students, Passport institutions will become known as student-oriented institutions, so enrollments may well increase even if transfer rates increase. This enrollment increase can be predicted to include increased numbers of students from disadvantaged backgrounds.

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

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

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

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

Is there a process in place to consider revisions to the PLOs and PC?
Yes. This is one responsibility of the Passport Review Board (PRB), the policy-making body of the Passport Initiative. Its members include all of the Passport State Facilitators (PSFs)—individuals representing Passport institutions in each state along with other higher education experts. At the Board's annual meeting, the PSFs relate any concerns from faculty in the respective states
and the PRB determines appropriate action, including reconvening faculty teams to revise PLOs and transfer-level proficiency criteria. A list of those currently serving on the PRB can be viewed at www.wiche.edu/Passport/governance.

**How the Passport Framework Works**

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

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

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

What is the purpose of the Proficiency Criteria (PC)? Are they benchmarks for learning experiences that address the PLOs?
The PC are statements of current assignments that some of your faculty colleagues use to achieve and assess student learning. The PC provide an understanding about the kinds of assignments currently used by colleagues and the context within which to view your own assignments. Proficiency criteria are not benchmarks and are not to be used as benchmarks.

Does the Passport provide a checklist of ways students must demonstrate proficiency? No. A checklist would dictate to each Passport institution exactly how students should be assessed. No part of the Passport addresses or will address assessment methods because to do so is inconsistent with the essential design principle of the Passport—to recognize institutional
individuality in the education of transfer students. The Passport depends on faculty from many institutions to establish consensus PLOs and leaves it to the faculty at each institution to determine what their students are expected to do to demonstrate proficiency. The Passport tracks the academic progress of students after they transfer to validate the effectiveness of the proficiency demonstrations.

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

Does the Passport define a minimum performance level on all components of the Passport block?
Yes. The currently agreed-upon GPA minimum is a C or its equivalent for each course included in an institution’s Passport Block.

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

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

Implementing the Passport

If we become a Passport institution, do we need to include all nine of the Passport knowledge and skill areas in our curriculum?
Yes. The Passport is a block transfer of all nine knowledge and skill areas. It cannot be unpacked or offered as an incomplete package.

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

Am I expected to demonstrate how my syllabus, and what I require my students to do, aligns with the PLOs?
Not for the Passport Initiative. The Passport honors institutional individuality, and is based
on the assumption that each institution has and will use its own processes to decide which courses and/or learning opportunities to include in its Passport Block and how they address the PLOs.

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

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

**How does the Passport address the range of credit by examination options (e.g., prior learning assessment, credit awarded for military service, AP, CLEP, etc.) that may be treated differently across institutions?**
Each institution's faculty determines how students can achieve proficiency with the PLOs, including whether learning experiences such as prior learning assessment, credit awarded for military service, AP, CLEP, etc. will be included in their institution's Passport Block. The faculty determines if these learning experiences will support student success at the next level of their education, i.e., as the student moves from lower-division general education into upper division and major course work.

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

**How long must my institution commit to participating in the Passport?**
Each institution must commit to participate for an initial term of five years.

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

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

27. If a sending institution’s Passport Block consists of 30 credit hours but the receiving institution’s block consists of 36 credit hours, how does the receiving institution address the difference?
The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In the above example, the receiving institution awards 30 credit hours. The student then completes the receiving institution’s required number of total credits for graduation, including six additional credits of electives or major- or minor-related course work.

If a sending institution’s Passport Block consists of 36 credit hours but the receiving institution’s block consists of 30 credit hours, how does the receiving institution address the difference?
The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In this example, the receiving institution awards 36 credit hours. The additional six credit hours are applied as electives, major prerequisites, or major courses, as determined by the receiving institution.

What happens if a student does not enroll in our institution With a Passport is not successful in a program?
The Passport does not guarantee that every student will perform successfully upon transfer. It simply means that local faculty judged the student to be capable of successfully completing his/her academic program. If a particular Passport student does not succeed in upper-division course work, faculty should use the same policies they use with native students who do not do well in upper-division courses—no different treatment for Passport students.
<table>
<thead>
<tr>
<th>The Process</th>
<th>Student Action</th>
<th>Course/Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the home learning group email or add to the course module.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Passport Learning Outcome</td>
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<td>Personal Learning</td>
</tr>
</tbody>
</table>

**The Process of**

- Ensure that students complete the necessary steps to access the course. This includes connecting with the home learning group and making sure they have access to the course module.
- Make sure students are aware of the learning outcomes and what they need to achieve.
- Encourage students to participate in the course activities and take advantage of the learning opportunities provided.

**Student Action**

- Connect with the home learning group.
- Add to the course module if necessary.
- Complete the necessary steps to access the course.
- Participate in the course activities.

**Course/Learning Experience**

- Passport Learning Outcome
- Personal Learning

---

**Natural Disasters**

A natural disaster is a catastrophic event caused by natural processes, such as hurricanes, floods, earthquakes, or volcanic eruptions. These events can cause significant damage to property, infrastructure, and the environment, and can also have a profound impact on human health and safety. It is important for communities to be prepared for natural disasters by developing emergency plans, building resilient infrastructure, and providing resources to support affected populations.

---

**Information to support learners**

- Access course materials online.
- Contact the instructor for additional support.
- Utilize resources available within the course module.

**Support for Learners**

- Understanding the course requirements.
- Accessing technical support.
- Establishing a study schedule.

---

**Instructor Notes**

- Encourage active participation in course activities.
- Provide clear feedback on assignments.
- Offer additional resources for students who need extra support.

---

**Course Outcomes**

- Students will be able to...
- Students will demonstrate...
- Students will develop...

---

**Course Evaluation**

- Students will evaluate the course and provide feedback on their experience.
- Feedback will be used to improve future course offerings.
<table>
<thead>
<tr>
<th>Company Name</th>
<th>Date</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Corp</td>
<td>12/31/2023</td>
<td>New York</td>
<td>Leading the way in sustainable energy solutions.</td>
</tr>
<tr>
<td>ABC Industries</td>
<td>01/01/2024</td>
<td>Chicago</td>
<td>Innovating for a greener tomorrow.</td>
</tr>
</tbody>
</table>

**Notes:**
- XYZ Corp is focusing on renewable energy initiatives.
- ABC Industries is expanding its green technology footprint.

---

**Core Competencies:**
- Innovation
- Sustainability
- Collaboration
- Customer Focus

---

**Strategic Objectives:**
1. Enhance efficiency and reduce carbon footprint.
2. Increase investment in renewable energy projects.
3. Strengthen partnerships with leading environmental organizations.
4. Implement sustainable practices across all operations.

---

**Key Performance Indicators:**
- Renewable energy usage percentage
- Carbon emissions reduction targets
- Employee training hours on sustainability
- Customer satisfaction scores

---

**Challenges:**
- Funding constraints
- Regulatory changes
- Market volatility

---

**Opportunities:**
- Government incentives for green technologies
- Increasing public awareness of environmental issues
- Technological advancements in renewable energy

---

**Strategic Plan:**
- Conduct market research to identify future trends.
- Establish partnerships with complementary businesses.
- Invest in research and development of new technologies.
- Enhance corporate social responsibility initiatives.

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**Appendix:**
- Annual report on sustainability progress.
- Case studies of successful green initiatives.
<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Performance Indicators to the PI/CFO or other senior executive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend written communications efficiently and accurately</td>
<td>Address the PI/CFO and/or management expectations and learning objectives</td>
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<tr>
<td>Differentiate and prioritize</td>
<td>Performance Indicators to the PI/CFO or other senior executive</td>
</tr>
<tr>
<td>Communication and collaboration skills</td>
<td>Address the PI/CFO and/or management expectations and learning objectives</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>Performance Indicators to the PI/CFO or other senior executive</td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>Address the PI/CFO and/or management expectations and learning objectives</td>
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<tr>
<td>批判性思维及问题解决能力</td>
<td>业绩指标及绩效表现</td>
</tr>
<tr>
<td>Communication and collaboration skills</td>
<td>Address the PI/CFO and/or management expectations and learning objectives</td>
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<tr>
<td>Competency</td>
<td>Component 1</td>
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<tr>
<td>Research and Evaluation</td>
<td>Literature Review and Analysis</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>How can you use mean and median to compare two different datasets?</td>
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</tbody>
</table>

**Quantitative Literacy**

- Understanding the concept of mean and median is crucial for interpreting data in various fields, including business, economics, and social sciences.
- The ability to calculate and interpret these measures is essential for making informed decisions based on data analysis.
<table>
<thead>
<tr>
<th>Human Cultures</th>
<th>Course/learning outcomes</th>
<th>Passport learning outcomes</th>
<th>Assessment objectives to the pc</th>
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<tbody>
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</tbody>
</table>

Program in Human Culture focuses on learning outcomes and assessment objectives for different cultures, helping students to explore and understand diverse cultural backgrounds.
The Interstate Passport Initiative
Constructing Your Passport

Radford University
March 15, 2016

Purpose of the Passport

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

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

Passport Goals

- To accelerate and streamline transfer by elimination unnecessary duplication of academic work following transfer.
- For Virginia:
  - Streamlines transfer for largest transfer population in state
  - Promote student retention
  - Decrease the cost of four-year degree
  - Solidifies Code of Virginia § 23.9-3.08 Section B.
Passport Characteristics

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

Benefits of the Passport
(for students, institutions, and states)

- For students:
  - More seamless transfer
  - More efficient degree completion
  - Better衔接 to degree completion
  - Lower cost, less debt, and lower loan default rates
- For institutions:
  - Improved performance metrics
  - Higher student satisfaction
  - Reduced student attrition
  - Higher graduation rates
  - Improved student retention
  - Enhanced student outcomes
- For states:
  - Improved economic growth
  - Increased workforce readiness
  - Enhanced international competitiveness

Institutions and states:
- A lifetime benefit for student success initiatives
- Funding incentives, partnerships, and other incentives for Passport student transfer to other institutions
Impact on Transfer

- 37 percent of the fall 2008 cohort transferred at least once within six years
  - ~25 percent were two- to four-year transfers
  - About 1 in 6 transferred to a four-year with a residential (associate or certificate)
  - ~20 percent of two-year transfers do so across state lines
  - ~25 percent of four-year transfers do so across state lines

RISE (National Student Clearinghouse Research Center, 2015)

- Transfers earning a B.A. take 1.2 years longer (U.S. News of Education, 2011)
Impact on Transfer

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

Impact on Virginia

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

- Fifty-eight percent of transfers bring all or almost all of their credits (90% or more)
- Approximately 14% of transfer lose more than 90% of their credits
- The remaining 28% lose between 10 and 69% of their credits


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

Major Components

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

Design of the Passport

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

- General Education Areas
  - Lower Division
    - Based on ANDU LEAP GLOs
  - Foundational Skills
    - Oral Communication
    - Quantitative Reasoning
    - Written Communication
  - Knowledge of Concepts
    - Human Cultures
    - Natural Science
    - Creative Expression
    - Human Society and the Individual
  - Cross-disciplinary Skills
    - Critical Thinking
    - Teamwork and Value Systems

## Origin of Passport Knowledge/Skill Areas

<table>
<thead>
<tr>
<th>LEAP Essential Learning Outcomes</th>
<th>Passport Knowledge Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Human Cultures and the Physical and Natural World</td>
<td>Human Cultures</td>
</tr>
<tr>
<td>Intellectual and Informational Skills, Including</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Reading and Comprehension</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Logical and Problem Solving</td>
<td>Teamwork and Value Systems</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>Development of Knowledge and Thinking</td>
</tr>
<tr>
<td>Knowledge and Engagement of</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>New and Emerging Knowledge and</td>
<td>Teamwork and Value Systems</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Development of Knowledge and Thinking</td>
</tr>
<tr>
<td>Human Society and the Individual</td>
<td>Development of Knowledge and Thinking</td>
</tr>
<tr>
<td>Integrative and Applied Learning, Including</td>
<td>Development of Knowledge and Thinking</td>
</tr>
<tr>
<td>Synthesis of knowledge and experience with</td>
<td>Development of Knowledge and Thinking</td>
</tr>
<tr>
<td>Other disciplines and situations</td>
<td></td>
</tr>
</tbody>
</table>
Passport Knowledge/Skill Areas: Virginia Alignment

Virginia Competencies
- Oral Communication
- Quantitative Reasoning
- Written Communication
- Scientific Reasoning
- Critical Thinking
- Information Technology Literacy

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

Constructing a Passport Block

1. Recruit Appropriate Faculty
   - EDGE level experience/expertise in Passport knowledge/skill areas

2. Familiarize with Relevant PLIOs

3. Faculty identify learning experiences
   - Student opportunities for transfer level proficiency with all PLIOs

4. Compile results = Passport Block

5. Post on Passport website
Passport Block Example: Oral Communication

<table>
<thead>
<tr>
<th>Skill Communication</th>
<th>Expected Outcomes</th>
<th>Evidence</th>
<th>Skills</th>
<th>Oral Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Enhance their ability to communicate effectively</td>
<td>Speech samples</td>
<td>Speaking</td>
<td>Oral Success</td>
</tr>
</tbody>
</table>

Passport Course Block for Three Foundational Skill Areas

EXAMPLE: North Dakota State University

- Communication
  - CAN (Communication and Need)
    - CAN 1: Effective Communication
      - CAN 1.1: Effective Communication
        - CAN 1.1.1: Effective Communication
          - CAN 1.1.1.1: Effective Communication
            - CAN 1.1.1.1.1: Effective Communication
              - CAN 1.1.1.1.1.1: Effective Communication

- Digital Literacy
  - CAN (Digital Literacy and Need)
    - CAN 2: Digital Literacy
      - CAN 2.1: Digital Literacy
        - CAN 2.1.1: Digital Literacy
          - CAN 2.1.1.1: Digital Literacy
            - CAN 2.1.1.1.1: Digital Literacy
              - CAN 2.1.1.1.1.1: Digital Literacy

- Critical Thinking and Problem Solving
  - CAN (Critical Thinking and Need)
    - CAN 3: Critical Thinking and Problem Solving
      - CAN 3.1: Critical Thinking and Problem Solving
### Passport Block Construction Worksheet

**Quantitative Literacy**

<table>
<thead>
<tr>
<th>Value Added</th>
<th>Quantitative Literacy Passports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>Communication of Quantitative Arguments</td>
</tr>
<tr>
<td>Representation</td>
<td>Communication of Quantitative Arguments</td>
</tr>
<tr>
<td>Calculations</td>
<td>Communication of Quantitative Arguments</td>
</tr>
<tr>
<td>Application/Analysis</td>
<td>Communication of Quantitative Arguments</td>
</tr>
<tr>
<td>Assumptions</td>
<td>Communication of Quantitative Arguments</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication of Quantitative Arguments</td>
</tr>
</tbody>
</table>

![Diagram](image)

**LEAP Quantitative Literacy VALUE Habits**

- **Interpretation:** Ability to read and interpret information presented in various data forms.
- **Representation:** Ability to represent information in a way that is meaningful and accessible.
- **Calculations:** Ability to perform calculations accurately and efficiently.
- **Application/Analysis:** Ability to apply mathematical concepts to real-world problems.
- **Assumptions:** Ability to make informed assumptions based on evidence.
- **Communication:** Ability to effectively communicate mathematical ideas.
- **Presentation:** Ability to present mathematical arguments clearly and coherently.

![Diagram](image)
Role of the Alignment Committee

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

Example

<table>
<thead>
<tr>
<th>Virginia Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Scientific Reasoning</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
</tbody>
</table>
Example

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

Quantitative Literacy

Following are the Quantitative Literacy Learning Outcomes, which represent a minimum proficiency expectation of the graduate student. To receive the 3 credits for this course, the student must demonstrate proficiency in both the Learning Outcomes.

<table>
<thead>
<tr>
<th>Passport Learning Outcomes</th>
<th>Quantitative Literacy Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computational Skills</td>
<td>Perform calculations, including mental arithmetic and basic algebraic operations.</td>
</tr>
<tr>
<td>Critical think/eminent</td>
<td>Demonstrate problem-solving skills, including analytical, logical, and creative thinking.</td>
</tr>
<tr>
<td>Critical think/eminent</td>
<td>Demonstrate the ability to evaluate the accuracy of information, including the ability to critically evaluate and synthesize information from a variety of sources.</td>
</tr>
<tr>
<td>Critical think/eminent</td>
<td>Demonstrate the ability to develop and present effective presentations.</td>
</tr>
<tr>
<td>Critical think/eminent</td>
<td>Demonstrate the ability to work effectively in teams and contribute to group endeavors.</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Demonstrate the ability to apply mathematical concepts and principles to solve problems.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Demonstrate the ability to analyze and interpret quantitative data.</td>
</tr>
</tbody>
</table>
Example Passport Block

Creating your Block: Additional Items to Consider

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

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

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

Date: March 1, 2017  Proposal Number:  
Department: Music/CVPA  (Assigned by the Registrar)  
Current Course or Program ID:  
Contact Person: Dr. Tim Channell

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

___ Course Prerequisite Change  ___ Course Credit Hour Change
___ Course Title Change  ___ New Course
___ Course Deletion  ___ Course Syllabi Change
___ Course Number Change  ___ Change to Catalog Description
___ Program Revision  ___ Minor Change to Course

√ New Program  
(Major, minor, or certificate)

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

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

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

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

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

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

Resources

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

GPA Requirements

A student must have a 2.5 GPA within the minor.

Catalog Entry:

Arts Administration and Entrepreneurship Minor
(18 Semester)

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

One course from the following (3)

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

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

Total course requirements: 18 hours

Effective Date: Fall 2017
Reason for requesting an alternative effective date:

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

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

Date: 2-11-17  Proposal Number:  
Department: Nursing  (Assigned by the Registrar)  
Current Course or Program ID:  Contact Person:  
Proposal Category: ( ✔ all that apply). A cover sheet must be submitted for each proposal.  
Dr. Wendy Downey

____ Course Prerequisite Change  ___ Course Credit Hour Change
____ Course Title Change  ___ New Course
____ Course Deletion  ___ Course Syllabi Change
____ Course Number Change  ___ Change to Catalog Description
____ Program Revision  ___ Minor Change to Course

___X___ New Program  
(Major, minor, or certificate)

Healthcare Track

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

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

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

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

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

Effective Date: Fall 2017
Proposal for the School of Nursing Healthcare Track for students in Information Technology, Business, or the Sciences

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

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

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

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

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

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

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

* Existing courses

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

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

**Effective Date:** Fall 2017

Reason for requesting an alternative effective date:
New Course Proposal

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

I. Catalog Entry

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

b. Course Number (three numbers): 341

c. Course Title: Medical Terminology for Healthcare Professionals

d. Prerequisites: BIOL 110 & 111, OR BIOL 322

e. Credit Hours: 3 hrs

II. Detailed Description of Course

a. Content:

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

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

c. Student Goals and Objectives of the Course: Upon successful completion of this course, students will be able to: recognize, pronounce, and interpret medical terminology relating to the body's systems and pathophysiology. Included are diseases, diagnosis and treatment, and terminology related to medical personnel, medical specialties, and healthcare acronyms. Specific learning goals and outcomes have been determined for each lesson.
IV. Assessment Measures: Successful achievement of the course learning outcomes will be evaluated through the administration of six Unit quizzes.

Weighted Course Grades for Courses:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Concept, Tissues, Surfaces</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2: Body Systems: Disease, Treatment</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>3: Respiratory, Cardiovascular, Lymphatic</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4: Endocrine, Nervous, &amp; Sensory</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>5: Digestive, Urinary, &amp; Reproductive</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>6: Skeletal, Muscular, &amp; Integumentary</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

a. Other Course Information:

Required Texts:
- PrepU for this Cohen text (purchase online material in bundle with text)

III. Background and Justification

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

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

c. Anticipated Enrollment: 15-20 students per semester

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

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

IV. Rationale for Resources Required

a. Faculty Resources: Nursing faculty from the SON

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

c. Facilities, Equipment, and Supplies: No impact on facilities, equipment, and supplies due to online structure
Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Date: 2-11-17
Department: Nursing
Current Course or Program ID: 
Proposal Category: (✓ all that apply). A cover sheet must be submitted for each proposal.

_____ Course Prerequisite Change
_____ Course Title Change
_____ Course Deletion

_____ Course Credit Hour Change
_X_ New Course
_NURS 452_

_____ Course Syllabi Change

Proposal Number: (Assigned by the Registrar)
Contact Person: Dr. Wendy Downey

Library Resources

1. Describe the adequacy of materials available to support this course. No additional library resources will be needed for the implementation of this new course.
2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:
Signature of Faculty Member: ________________________
Signature of Librarian assigned to requesting department: ________________________

Other Anticipated Resources: none identified

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

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

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

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

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

Effective Date:  Fall 2017
**Reason for requesting an alternative effective date:**

---

### RADFORD UNIVERSITY

**Office of the Registrar**

**New Course Proposal**

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

#### I. Catalog Entry

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

b. Course Number (three numbers): 452

c. Course Title: INTRODUCTION TO U.S. HEALTH CARE

d. Prerequisites: Pre-requisites: BIOL 125, or permission from Instructor

e. Credit Hours: Two credit hour online course

f. Brief Description: This course explores current topics in health care, health care delivery models, ethical, legal, regulatory and compliance issues. This course will also cover the quality and outcome measures that are essential in the healthcare industry. The objectives and content of this course are derived from the School of Nursing's philosophy and conceptual framework, which facilitates achievement of the School's program objectives as well as the essentials of baccalaureate education (AACN).

#### II. Detailed Description of Course

a. Content: Topic Outline:

1. Introduction
   - A. Overview of the course
   - B. Orientation to My Adirondak
   - C. Create a My Adirondak student introduction

2. Health care delivery system
   - A. Overview of health care
   - B. Determinants of health
   - C. Goals and levels of health care
   - D. Components of a health care system

3. Settings for health care delivery
   - A. History of hospitals and category classifications
   - B. Long-term care
   - C. Ambulatory care, settings and functions
4. Health care professionals
   A. Physicians, history and educational requirements
   B. Nurses, history and educational requirements
   C. Allied health professions

5. Governmental role in health care systems
   A. History and constitutional basis
   B. Federal oversight of health care
   C. State oversight of health care

6. Health care system financing
   A. Health care expenditure
   B. Private and government contributions to cost
   C. Government health care programs
   D. Methods of payment/final party pays

7. Health care performance and outcomes
   A. Population outcomes
   B. Current health outcomes
   C. Clinical outcomes, effectiveness, and patient safety
   D. Health care quality organizations
   E. Information technology role in assessing performance

8. Health Care Debate
   A. History of the debate on health care
   B. Pro-private versus pro-public provision for change
   C. Developments of reform: providing access, improving quality and efficiency
   D. National health insurance
   E. Affordable Care Act

9. Ethical and Legal Issues
   A. Ethics in Medicine & Nursing
   B. Bioethics
   C. Medical/Nursing Law and Liability

10. Health care informatics
    A. HIPAA Compliance in Information Technology
    B. Enterprise Resource Planning
    C. Information Revolution

11. Interprofessional and Integrative Health care
    A. Interprofessional Education
    B. Integrative Health Practices

12. Current Trends in Health Care
    A. Prevention and Mental Health
    B. Nursing Shortage/OHA report effect on Nursing/Medicine
    C. New health care roles
    D. Role of private and public sectors
    E. Use of technology and their impacts

5. Detailed Description of Conduct of Courses: The following teaching strategies may be employed, but are not limited to: lectures, discussions, videos, guest lectures, student presentations, case studies, and written
c. Student Goals and Objectives of the Course:
Upon completion of the course, the student will be able to:

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

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

Student Evaluation Components
Tests (4) 30% each 40%
Class Participation/Discussion 30%
Current issues Presentation 30%

Grading Scale:
The Radford University School of Nursing grading scale will be used:
A = 93 – 100
B = 85 – 92.99
C = 80 – 84.99
D = 73 – 79.99
F = 72.99 and below

e. Other Course Information:
Required Texts:

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

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

APA tutorials and resources:
- Free APA Tutorials from American Psychological Association for APA 6th ed accuracy:
- OWI APA website at Florida State University:
  - http://fsow.freewriting.org/howto/apa/7298
- Radford University APA/Academic Writing Centre Workshop:
  - https://owl.english.purdue.edu/owl/resource/560/01/

A link to "the Four Ps" of public speaking:

Links to YouTube videos on presentation and public speaking:
- https://www.youtube.com/watch?v=ZzCIQZdG6dMe
- https://www.youtube.com/watch?v=9Tv6sQ81858&feature=related
- https://www.youtube.com/watch?v=OaD1APb513C845C706d&feature=youtu.be

48
III. Background and Justification

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

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

c. Anticipated Enrollment: 15-20 students per semester

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

e. Level and Prerequisites: The Healthcare Track curriculum consists of 3 courses, for a total of 12 credit hours, with a 4 credit pre-requisite course that can be used toward Core Requirements. Biology 101 is the prerequisite for NURS 452.

IV. Rationale for Resources Required

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

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

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

d. Library Resources

1. Describe the adequacy of materials available to support this course. Existing library materials will be utilized for the course. No additional resources will be required or needed for the library to purchase for this course.

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

Attach additional sheets as needed.
e. Computer Resources: There are no identified computer resource needs for the course.

f. Other Anticipated Resources: There are no identified additional resource needs.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.
Appendix VIII: 16-17.26—Motion to Add Sports Management Major and Drop Sports Administration Concentration

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

Date: January 15, 2017

Department: Health & Human Performance

Current Course or Program ID:

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Existing Program: Sports Administration Concentration in the ESHE Major</th>
<th>Proposed Program: New Major in Sport Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESHE 212 (3). Intro to Sport Management.</td>
<td>ESHE 212 (3). Intro to Sport Management.</td>
</tr>
<tr>
<td>ESHE 345 (3). Sport Ethics.</td>
<td>ESHE 345 (3). Sport Ethics.</td>
</tr>
<tr>
<td>ESHE 360 (3). Marketing and Promotions of ESHE.</td>
<td>ESHE 360 (3). Marketing and Promotions of ESHE.</td>
</tr>
<tr>
<td>ESHE 375 (3). Event and Facility Management.</td>
<td>ESHE 375 (3). Event and Facility Management.</td>
</tr>
<tr>
<td>ESHE 415 (3). Sport Administration.</td>
<td>ESHE 415 (3). Sport Administration.</td>
</tr>
<tr>
<td>MGNT 322 (3). Organizational Behavior.</td>
<td>MGNT 322 (3). Organizational Behavior.</td>
</tr>
<tr>
<td>ENGL 306 (3). Professional Writing.</td>
<td>ENGL 306 (3). Professional Writing.</td>
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<tr>
<td><strong>Choose One Interdisciplinary Cognate.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sport Administration</strong> (15 SH)</td>
<td></td>
</tr>
<tr>
<td>ESHE 358, 461</td>
<td></td>
</tr>
<tr>
<td>MGNT 250, 323, 361, 421</td>
<td></td>
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<tr>
<td>MKTG 341, 344, 350, 360, 440</td>
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<tr>
<td>ACTG 212</td>
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<tr>
<td>BLAW 203, 304, 305, 306</td>
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</tr>
<tr>
<td>FINC 251, 331, 332</td>
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<tr>
<td>ECON 105, 106, 313</td>
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<tr>
<td>COMS 104, 114, 146, 173, 204, 225, 235, 236, 240, 250</td>
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<td><strong>Coaching Management</strong> (15-16 SH)</td>
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<td>ESHE 305, 358, 388, 390, 395, 461</td>
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<td>BIOL 310</td>
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<td>BLAW 203, 306</td>
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<td>COMS 104, 114</td>
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<td>FINC 251, 331</td>
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<tr>
<td>Professional Fieldwork (6-12 SH)</td>
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</tr>
<tr>
<td>ESHE 463 (6-12). Fieldwork in ESHE.</td>
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<tr>
<td>Electives (14-17 SH)</td>
<td>Electives (14-17 SH)</td>
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### A. Core Foundations (12SH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tr>
<td>CORE 101</td>
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<tr>
<td>CORE 102</td>
<td>3</td>
</tr>
<tr>
<td>HNRS 103*</td>
<td>3</td>
</tr>
<tr>
<td>CORE 201, POSC 201 or MKTG 201</td>
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</tr>
<tr>
<td>CORE 202 or POSC 202</td>
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</tr>
</tbody>
</table>

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

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

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

**Program requirements met through **

### B. Core Skills & Knowledge (16SH)

**Courses must be from different disciplines:**

**MATHEMATICAL SCIENCES (3SH)**

| Math       | 137 | 3** |

**NATURAL SCIENCES (4 SH)**

| BIOL       | 105 | 4** |

**HUMANITIES (3 SH)**

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

**SOCIAL/BEHAV. SCIENCES (3 SH)**

| PSYC       | 121 | 3** |

**VISUAL & PERFORMING ARTS (3 SH)**

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

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

**NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)**

| STAT 200 | 3** |

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

| 3-4 |

One of the following: CLSS 110, CCST 110 ENGL 200 HIST 101, 102, PHIL 111, 112, 200 POSC 110 RELN 111, 112, 203, 206 Or ART 100, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or ARAB 101:102, 201:202, CHNS 101:102, 201:202, 300 FREN 100, 200:210, 300, 320, GRMN 100, 200:310, 300 LATN 102, 201, 350 RUSS 101:102, 201:202, 300 SPAN 101:102, 203, 300 |

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

| HLTH 200 | 3** |
### Required Courses (60-61 Semester Hours)

#### SPORT Management (39 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-requisites</th>
<th>Hours</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>ESHE 212</td>
<td>F/S</td>
<td>(3)</td>
<td>Intro to Sport</td>
</tr>
<tr>
<td>ESHE 341</td>
<td>S</td>
<td>(3)</td>
<td>Legal Issues in Sport</td>
</tr>
<tr>
<td>ESHE 345</td>
<td>W/S</td>
<td>(3)</td>
<td>Sport Ethics</td>
</tr>
<tr>
<td>ESHE 350</td>
<td>F/W/S/SU/</td>
<td>(3)</td>
<td>Sports and Exercise</td>
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<tr>
<td>ESHE 360</td>
<td>F/S</td>
<td>(3)</td>
<td>Marketing and</td>
</tr>
<tr>
<td>ESHE 370</td>
<td>F/S/SU/</td>
<td>(3)</td>
<td>Sociocultural</td>
</tr>
<tr>
<td>ESHE 375</td>
<td>F</td>
<td>(3)</td>
<td>Event and Facility</td>
</tr>
<tr>
<td>ESHE 400</td>
<td>S</td>
<td>(3)</td>
<td>Financial Aspects of</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>F/S</td>
<td>(3)</td>
<td>Fundamentals of Accounting</td>
</tr>
<tr>
<td>MGNT 322</td>
<td>F/S</td>
<td>(3)</td>
<td>Organizational Behavioral</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>F/S</td>
<td>(3)</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ENGL 306</td>
<td>F/S</td>
<td>(3)</td>
<td>Professional Writing</td>
</tr>
</tbody>
</table>

#### A. National & International Perspectives (6SH)

Courses must be from different disciplines:

**U. S. PERSPECTIVES (3 SH)**

- ECON 205 or 206 **3**

**GLOBAL PERSPECTIVES (3SH)**

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

#### CHOOSE ONE INTERDISCIPLINARY CONCENTRATION:

**Sport Administration (15SH)**

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


**Coaching Management (15-16SH)**

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

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

**PROFESSIONAL FIELDWORK (6-12 Hours)**

- ESHE 463 Professional Fieldwork in ESHE **(6-12) F/S/SU** To enroll and to graduate, overall and 2.5 in major (all ESHE and HLTH courses)
## Sport Management
### SAMPLE 4 Year Plan

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

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td><strong>Cr.</strong></td>
</tr>
<tr>
<td><em>University Core A: Core 101</em></td>
<td>3</td>
</tr>
<tr>
<td>University Core B: Humanities or VPA</td>
<td>3</td>
</tr>
<tr>
<td>College Core A: Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>College Core A: <strong>ECON 205 or 206</strong></td>
<td>3</td>
</tr>
<tr>
<td>University Core B: <strong>BIOL 105</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>* University Core A: Core 201, POSC 201 or MKTG 201</td>
<td>3</td>
</tr>
<tr>
<td>University Core B: Humanities or VPA</td>
<td>3</td>
</tr>
<tr>
<td>College Core B: <strong>STAT 200</strong></td>
<td>3</td>
</tr>
<tr>
<td>University Core A: <strong>PSYC 121</strong></td>
<td>3</td>
</tr>
<tr>
<td><em>ESHE 375: Event and Facility Mgmt</em></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>MGMT 322: Organizational Behavioral</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 306/307</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course # 3</td>
<td>3</td>
</tr>
<tr>
<td>Senior Year</td>
<td>Total 15-16</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>*ESHE 345: Sport Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course # 5</td>
<td>3</td>
</tr>
<tr>
<td>*ESHE 370: Sociocultural Aspects of Sport</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 15-16</strong></td>
<td></td>
</tr>
</tbody>
</table>

[Return to Table of Contents.]
Appendix IX: 16-17.27—Motion to Add Allied Health Sciences Major and Drop Allied Health Sciences Concentration

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

Date: January 23, 2017
Department: Health & Human Performance
Current Course or Program ID:

Proposal Number:
(Assigned by the Registrar)
Contact Person: J.P. Barfield

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

✓ Course Prerequisite Change
✓ Course Credit Hour Change
✓ Course Title Change
✓ New Course

✓ Course Deletion
✓ Change to Official Detailed Course Description (formerly referred to as Official Course Syllabus)
✓ Course Number Change
✓ Change to Catalog Description

✓ Program Revision
✓ Minor Change to Course

✓ New Program
(Major, minor, or certificate)

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Existing Program: Allied Health Sciences in the ESHE Major</th>
<th>Proposed Program: New Major in Allied Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 102/103 (4). General Chemistry.</td>
<td>CHEM 102/103 (4). General Chemistry.</td>
</tr>
<tr>
<td>ESHE 201 (3). Introduction to Athletic Injuries.</td>
<td>ESHE 201 (3). Introduction to Athletic Injuries.</td>
</tr>
<tr>
<td>ESHE 205 (1). Introduction into Allied Health Sciences</td>
<td>ESHE 205 (1). Introduction into Allied Health Sciences</td>
</tr>
<tr>
<td>ESHE 305 (3). Principles &amp; Practice of Strength &amp; Conditioning</td>
<td>ESHE 305 (3). Principles &amp; Practice of Strength &amp; Conditioning</td>
</tr>
<tr>
<td>ESHE 390 (3). Kinesiology.</td>
<td>ESHE 390 (3). Kinesiology.</td>
</tr>
<tr>
<td>ESHE 392 (3). Exercise Physiology.</td>
<td>ESHE 392 (3). Exercise Physiology.</td>
</tr>
<tr>
<td>ESHE 450 (3). Research Methods.</td>
<td>ESHE 450 (3). Research Methods.</td>
</tr>
<tr>
<td>ESHE 465 (3). Therapeutic Interventions.</td>
<td>ESHE 465 (4). Therapeutic Interventions.</td>
</tr>
<tr>
<td>HLTH 465 (3). Ex., Performance, &amp; Nutrition</td>
<td>HLTH 465 (3). Ex., Performance, &amp; Nutrition</td>
</tr>
<tr>
<td>Professional Fieldwork</td>
<td>Professional Fieldwork</td>
</tr>
<tr>
<td>ESHE 225 (1). Allied Health Science Practicum I.</td>
<td>ESHE 225 (1). Allied Health Science Practicum I.</td>
</tr>
<tr>
<td>ESHE 250 (1). Allied Hlth Sci Practicum II.</td>
<td>ESHE 250 (1). Allied Hlth Sci Practicum II.</td>
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</tbody>
</table>
ESHE 325 (1). Allied Hlth Sci Practicum III.

Approved Menu (16 hrs)
PT: PHYS 111/112, HLTH 475, ESHE 451
OT: PHIL 112, APST 200, SOCY 121, PSYC 230, PSYC 439, ESHE 451, HLTH 475

OTHER: CHEM 301/302, BIOL 334, BIOL 471, HLTH 300, HLTH 451, HLTH 453, HLTH 460, HLTH 475

Electives (7 hrs)

Major Grade Point Average (GPA)
A 2.5 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork. All required ESHE and HLTH prefix courses that are offered for either 3 or 4 hours credit at the 300 and 400-course levels require a minimum overall GPA of 2.5 excluding 3 hour activity-based courses.

ESHE 325 (1). Allied Hlth Sci Practicum III.

Approved Menu (16 hrs)
PT: PHYS 111/112, HLTH 475, ESHE 451, BIO 104, BIO 334, PSYC 230, PSYC 439
OT: PHIL 112, APST 200, SOCY 121, PSYC 230, PSYC 439, ESHE 451, HLTH 475, ATTR 365, ATTR 420

OTHER: CHEM 301/302, BIOL 334, BIOL 471, HLTH 300, HLTH 451, HLTH 453, HLTH 460, HLTH 475

Electives (6 hrs)

Major Grade Point Average (GPA)
A 2.5 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork. All required ESHE and HLTH prefix courses that are offered for either 3 or 4 hours credit at the 300 and 400-course levels require a minimum overall GPA of 3.0 excluding 3 hour activity-based courses.

Suggested Allied Health Sciences Course Progression

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Cr.</th>
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<tr>
<td>University Core A: Core 101</td>
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<td>University Core A: Core 102</td>
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<td>College Core B: HLTH 200</td>
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<td>University Core B: VPA</td>
<td>3</td>
</tr>
<tr>
<td>University Core B: PSYC 121</td>
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<td>University Core B: Humanities</td>
<td>3</td>
</tr>
<tr>
<td>College Core A: US Perspectives</td>
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<td>College Core B: Humanities/VPA/FL</td>
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<td>University Core B: BIOL 105</td>
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Total: 16

**Sophomore Year**

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<td>University Core A: Core 201</td>
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<td>University Core A: Core 202</td>
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</tr>
<tr>
<td>BIOL 310: Structure and Function I</td>
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<td>BIO 311: Structure and Function II</td>
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<td>PSYC 230 or 439 Developmental/Ab</td>
<td>3</td>
<td>ESHE 201: Intro to Athletic Injuries</td>
<td>3</td>
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<tr>
<td>College Core B: GP</td>
<td>3</td>
<td>College Core B: STAT 200</td>
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<tr>
<td>University Core B: MATH 137/138</td>
<td>3</td>
<td>ESHE 315: PA in aging</td>
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</table>
ESHE 205: Intro to Allied Health Sci | 1 | ESHE 225: Practicum I | 1
Total | 17 | Total | 17

### Junior Year

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<tr>
<td>ESHE 390: Kinesiology</td>
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<td>ATTR 323: Assessment of Athletic Inj I</td>
<td>3</td>
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<tr>
<td>ESHE 305: Strength and Con</td>
<td>3</td>
<td>ESHE 396: Assessment and Prescript</td>
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<tr>
<td>ESHE 392: Exercise Physiology</td>
<td>3</td>
<td>HLTH 465: Ex Perfom and Nutr</td>
<td>3</td>
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<td>ESHE 250: Practicum II</td>
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<td>ESHE 325: Practicum III</td>
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<td>CHEM 101</td>
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<td>CHEM 102/103</td>
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### Senior Year

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<tr>
<td>ESHE 451: Research Methods</td>
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<td>ESHE 365: Therapeutic Interventions</td>
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<td>OT/PT/Pre-Health course – menu</td>
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<tr>
<td>OT/PT/Pre-Health course – menu</td>
<td>3/4</td>
<td>OT/PT/Pre-Health course – menu</td>
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