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17-18.05—Motion to Create a Crime Analysis Minor

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

Date: December 14, 2016
Proposal Number: (Assigned by the Registrar)
Department: Criminal Justice
Contact Person: Dr. Rachel Santos (raantos5@radford.edu)
Current Course or Program ID: NA
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

√ 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).

Currently, the Criminal Justice Department offers an online crime analysis certificate at the post-baccalaureate level. Introduction of the Crime Analysis Minor at the undergraduate level will provide students with the theoretical and methodological foundation of skills and knowledge for a viable avenue for graduate school and/or future employment. Note that the Crime Analysis Minor provides theoretical and methodological knowledge and skills at the undergraduate level where at the graduate level, students pursue and produce knowledge in research of crime analysis and more advanced temporal, spatial, and statistical techniques and critical thinking.

Effective Date: Fall 2018

Reason for requesting an alternative effective date:
<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Department Curriculum Committee Chair</td>
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<tr>
<td></td>
<td>Department Chair</td>
</tr>
<tr>
<td></td>
<td>College Curriculum Committee Chair</td>
</tr>
<tr>
<td></td>
<td>College Dean</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:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Education Committee Chair</td>
</tr>
<tr>
<td></td>
<td>Core Curriculum Advisory Committee Chair</td>
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<tr>
<td></td>
<td>Faculty Senate President</td>
</tr>
<tr>
<td></td>
<td>UG Curriculum &amp; Catalog Review Committee</td>
</tr>
<tr>
<td></td>
<td>Provost and VP for Academic Affairs</td>
</tr>
</tbody>
</table>
## Proposal for a New Program

### Proposed Program:

**Crime Analysis Minor**

The crime analysis minor is designed to provide theoretical and methodological background in crime analysis. This is an emerging profession and process in which a set of quantitative and qualitative methods are used to analyze crime, disorder, quality of life, traffic, and other police data to support police agencies' criminal investigation and prosecution, patrol activities, crime prevention and reduction strategies, problem solving, and the evaluation of police efforts. The minor does not cover forensic laboratory work or psychological profiling, and those students specifically interested in working in those areas should consider majoring in biology, chemistry, and/or psychology, respectively.

Regardless of major, students may complete 21 hours of coursework to earn the crime analysis minor. Requirements for the minor are:

1. CRJU 100 (3 credits) is the prerequisite for CRJU classes, so students will need to complete CRJU 100 with a "C" or higher in order to take the courses in the minor regardless of major.

2. Five additional courses are required (18 credits): CRJU 310: Introduction to Crime Analysis and the Profession (3 credits); CRJU 311: Crime Analysis Data and Technology (Lab) (4 credits); CRJU 405: Tactical Crime Analysis (Lab) (4 credits); CRJU 406: Strategic and Administrative Crime Analysis (Lab) (4 credits); CRJU 460: Crime Analysis Capstone Project(3 credits)

3. A grade of "C" or higher is required for courses to count toward the minor.

4. The classes for this minor can also fulfill CRJU elective requirements.
### Proposed Program:

<table>
<thead>
<tr>
<th>Crime Analysis Minor: Background Information</th>
</tr>
</thead>
</table>

The Crime Analysis Minor is a course of study intended to provide criminal justice students a foundation of knowledge and skills that will translate to careers as a crime analyst. Crime analysis is a profession and process in which a set of quantitative and qualitative techniques are used to analyze data valuable to police agencies and their communities. It includes the analysis of crime and criminals, crime victims, disorder, quality of life issues, traffic issues, and internal police operations, and its results support criminal investigation and prosecution, patrol activities, crime prevention and reduction strategies, problem solving, and the evaluation of police efforts.

Crime analysis is a rapidly growing, emergent profession in the larger criminal justice field. There is increased emphasis on hiring trained, skilled analysts at the local, state, and Federal levels. Although senior level crime analysts have advanced degrees, the educational requirement for an entry level crime analyst is typically a bachelor's degree. Most job advertisements indicate that hiring agencies are looking for criminal justice majors or other social and behavioral science majors. A student with a criminal justice, psychology, or sociology major and a minor in crime analysis would be well situated to enter this career field.

Currently, the Criminal Justice Department offers an online crime analysis certificate at the post-baccalaureate level. Introduction of the Crime Analysis Minor at the undergraduate level will provide students with the foundation of skills and knowledge for a viable avenue for future employment. As well, it will encourage them to remain at Radford University to extend their crime analysis education within the crime analysis graduate certificate program and potentially as a student in the criminal justice graduate program. Note that the Crime Analysis Minor provides introductory and undergraduate level skills and knowledge where at the graduate level, students pursue knowledge in research of crime analysis and more advanced temporal, spatial, and statistical techniques and critical thinking.

The Crime Analysis Minor includes six courses that amount to 21 credits that provide an introduction to the crime analysis field as well as and provide knowledge of crime analysis data and skills in relevant technology at the 300-level and more in depth knowledge and skills at the 400-level. CRJU 100 (3 credits) is the prerequisite for CRJU classes, so students will need to complete CRJU 100 with a "C" or higher in order to take the courses in the minor regardless of major. The CRJU 310 and CRJU 311 courses are prerequisites for the CRJU 405 and CRJU 406 courses. Students take the Capstone course (CRJU 460) towards the end of the minor. These classes would also count for electives in the criminal justice major and/or for general education requirements.

The courses are titled and curriculum reflects the most recent definitions of crime analysis developed by the International Association of Crime Analysts. By doing this, potential students and future employers of Radford graduates will recognize the course titles as being directly related to standard crime analysis practice. Below the table is the catalog description for each course, the book/readings, and a short explanation of the delivery. The following table contains the courses and their corresponding credit hours followed by their course descriptions:
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 100</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 310</td>
<td>Introduction to Crime Analysis and the Profession</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 311</td>
<td>Crime Analysis Data and Technology</td>
<td>4</td>
</tr>
<tr>
<td>CRJU 405</td>
<td>Tactical Crime Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CRJU 406</td>
<td>Strategic and Administrative Crime Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CRJU 460</td>
<td>Crime Analysis Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours for Minor</td>
<td>21</td>
</tr>
</tbody>
</table>

1. **CRJU 100: Introduction to Criminal Justice: 3 credits**  
   Prerequisites: None. Survey of the American criminal justice system and processes, crime, criminal law, law enforcement, prosecution, adjudication, corrections, juvenile justice, and performance evaluations.

2. **CRJU 310: Introduction to Crime Analysis and the Profession: 3 credits**  
   Prerequisites: CRJU 100 or permission of the instructor. Survey of the foundation and techniques of crime analysis and the crime analysis profession as it is practiced in modern public safety agencies.

3. **CRJU 311: Crime Analysis Data and Technology (Lab): 4 credits**  
   Prerequisites: CRJU 100 or permission of the instructor. Introduces students to data and technology used within the criminal justice system and for crime analysis. Skills taught include data collection and collation as well as use of specific software applications to conduct crime analysis.

4. **CRJU 405: Tactical Crime Analysis (Lab): 4 credits**  
   Prerequisites: CRJU 100, CRJU 310, and CRJU 311, or permission of the instructor. Examination of the specific data, techniques, and application of tactical crime analysis as they relate to repeat criminal intelligence analysis, repeat incident analysis, crime pattern identification, and dissemination of results.

5. **CRJU 406: Strategic and Administrative Crime Analysis (Lab): 4 credits**  
   Prerequisites: CRJU 100, CRJU 310, and CRJU 311, or permission of the instructor. Examination of the specific data, techniques, and application of strategic and administrative crime analysis as they relate to problem analysis, long-term quantitative trend and spatial analysis, and crime analysis for accountability.

6. **CRJU 460: Crime Analysis Capstone Project: 3 credits**  
   Prerequisites: CRJU 100, CRJU 310, and CRJU 311; CRJU 405 or CRJU 406; or permission of the instructor. Students complete their own crime analysis project from data acquisition to presentation of findings. Students also critically examine current crime analysis products and techniques to be prepared for a career in crime analysis.
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.

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.

Detailed Description of Conduct of Course

The course will include both formal and informal essays. Students will compose multiple drafts of each essay in response to peer and instructor comments. Students will appropriately communicate in class discussions and individual and group conferences. Instructors may choose readings in order to develop the theme of the course.

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. Learning outcomes for 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:

- Effectively synthesize and integrate arguments and information.
- Construct a coherent, cohesive essay with a clear sense of purpose.
- Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.

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.

- Appropriately communicate in class discussions and individual and group conferences.
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:

- Distinguish knowledge from opinion.
- Effectively construct an argument examining multiple sides of a complex issue.
- Apply appropriate supporting evidence within a well-reasoned argument.

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:

- Appropriately use a documentation style to cite other people’s work.

Assessment Measures

Assessment of Students. Students will produce a number of informal and formal essays which will be graded according to the course goals, as outlined above. Individual course syllabi will articulate the connections among the assignments, activities, and course goals.

Assessment of Curriculum. For Core A programmatic assessment, individual student competencies will be measured by the instructor using the prescribed assessment tool according to the four course goals. Assessment will be conducted at the end of each semester.

Other Course Information

2. Review and Approval

   Approved Core Curriculum Advisory Committee,

   Approved by Faculty Senate,
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 written and oral communication. This course has been approved for Core Curriculum credit in University Core A.

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;
- Research as inquiry, using both print and digital sources to gather information on a topic;
- Evaluation of the quality of information;
- Role of information as evidence to support arguments;
- Effective organizational structure in an oral presentation;
- Effective delivery techniques and language in an oral presentation;
- Basic research techniques to locate information;
- Critical evaluation of sources using appropriate criteria.
3. Detailed Description of Conduct of Course

The course will include both formal and informal writing exercises. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. Instructors may choose readings in order to develop the theme of the course.
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. Learning outcomes for 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:*

- Effectively synthesize and integrate arguments and information.
- Construct a coherent, cohesive essay with a clear sense of purpose.
- Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.

**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:*

- Appropriately communicate in class discussions and individual and group conferences.
- Use an effective organizational pattern in an oral presentation.
- Use effective delivery techniques and language in an oral presentation.

**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:*

- Distinguish knowledge from opinion.
- Effectively construct an argument examining multiple sides of a complex issue.*
• Apply appropriate supporting evidence within a well-reasoned argument.

**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:

• Appropriately use a documentation style to cite other people’s work.
• Utilize basic research techniques to locate information.
• Critically evaluate sources using appropriate criteria.

**5. Assessment Measures**

Students. Students will produce a number of informal and formal essays which will be graded according to the course goals, as outlined above. Individual course syllabi will articulate the connections among the assignments, activities, and course goals.

Assessment of Curriculum. For Core A programmatic assessment, individual student competencies will be measured by the instructor using the prescribed assessment tool according to the four course goals. Assessment will be conducted at the end of each semester.

Other Course Information

Review and Approval
Approved Core Curriculum Advisory Committee,
Approved by Faculty Senate,
1. **Catalog Entry**

CORE 201
Topics in Critical Inquiry
Three hours lecture (3).

Prerequisite: CORE 102 or CORE 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.

2. **Detailed Description of Content of Course**

This course continues the emphasis of the Core sequence on the writing process, the relationship between reading, thinking, writing, and speaking, and on the 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 mistakes in reasoning 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 viewpoint grounded in evidenced based thinking, and defend that viewpoint in an oral presentation. Students will continue to hone 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 arguments. Students will continue to develop skills in the use of sources, learning to integrate source information into the extended chain of reasoning within the course projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple texts. In the process of such critique, students will evaluate differing views on various issues, and apply skills related to critical thinking 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, and information literacy. Instructors will choose readings in order to develop the theme of the course and assist students with developing the skills needed to attain the goals and objectives for the course listed below.

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. Learning outcomes 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:

- Effectively synthesize and integrate arguments and information.
- Construct a coherent, cohesive essay with a clear sense of purpose.
- Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.

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, Radford University students will be able to:

- Use an effective organizational pattern in an oral presentation.
- Use effective delivery techniques and language in an oral presentation.

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:

- Distinguish knowledge from opinion.
• Effectively construct an argument examining multiple sides of a complex issue.
• Apply appropriate supporting evidence within a well-reasoned argument.

**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:

• Appropriately use a documentation style to cite other people’s work.
• Utilize basic research techniques to locate information.
• Critically evaluate sources using appropriate criteria.

5. **Assessment Measures**

Students will produce formal texts, spoken and written, which will be assessed according to the course goals as outlined above. Individual course syllabi will articulate the connections among course assignments, activities, and course goals. For Core A program assessment, individual student competencies will be measured by the instructor using the prescribed assessment tool according to the four course goals. Assessment will be conducted at the end of each semester.

6. **Other Course Information**

7. **Review and Approval**

Approved Core Curriculum Advisory Committee,
Approved by Faculty Senate,
1. **Catalog Entry**

CORE 202
Topics in Ethical Inquiry
Three hours lecture (3).
Prerequisite: CORE 201

Further development in students’ skills in critical thinking, information literacy, and written and oral communication. This course focuses on ethical analysis of complex topics. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively examine ethical problems or dilemmas.

2. **Detailed Description of Content 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. Students will research and evaluate the ethical arguments supporting the viewpoints in a major ethical issue, ultimately creating arguments of their own to support an ethical conviction.

The course will include a major project that requires students to work in teams or groups to use the ethical decision-making framework to explore an ethical issue. Students will also continue to develop their reading skills by analyzing and critiquing arguments regarding ethical issues.

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 ethical inquiry and develop skills in oral communication, written communication, information literacy and technology literacy. A group project is required in order to develop team work skills and assist students with developing the skills needed to attain the competencies listed below. Instructors will choose readings in order to develop the theme of the course and assist students with developing the skills needed to attain the goals and objectives for the course listed below.
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. Learning outcomes 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 202, Radford University students will be able to:

- Effectively synthesize and integrate arguments and information.
- Construct a coherent, cohesive essay with a clear sense of purpose.
- Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.

**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 202, Radford University students will be able to:

- Use an effective organizational pattern in an oral presentation.
- Use effective delivery techniques and language in an oral presentation.
- Work effectively in a team environment. Respond effectively to conflict

**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 202, Radford University students will be able to:

- Distinguish knowledge from opinion.
- Effectively construct an argument examining multiple sides of a complex issue.
- Apply appropriate supporting evidence within a well-reasoned argument.
Goal 4: Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 202, Radford University students will be able to:

- Appropriately use a documentation style to cite other people’s work.
- Utilize basic research techniques to locate information.
- Critically evaluate sources using appropriate criteria.

5. Assessment Measures

Students will produce formal texts, spoken and written, which will be assessed according to the course goals as outlined above. Individual course syllabi will articulate the connections among course assignments, activities, and course goals. For Core A program assessment, individual student competencies will be measured by the instructor using the prescribed assessment tool according to the four course goals. Assessment will be conducted at the end of each semester.

6. Other Course Information

7. Review and Approval

Approved Core Curriculum Advisory Committee,
Approved by Faculty Senate,
Revised CORE Student Assessment Rubric

| Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. Radford University students will be able to: |
|---|---|---|---|---|
| **Effectively synthesize and integrate arguments and information.** | **NOT COMPETENT** | **EMERGING COMPETENCY** | **COMPETENT** | **HIGHLY COMPETENT** |
| Fails to integrate quotations and paraphrases from more than one source. | Even though from more than one source, quotations and paraphrases are not integrated effectively. | Displays some minor problems integrating sources’ arguments through quotations and paraphrases. | Fluidly integrates sources’ arguments through quotations and paraphrases. |
| **Construct a coherent, cohesive essay with a clear purpose.** | **NOT COMPETENT** | **EMERGING COMPETENCY** | **COMPETENT** | **HIGHLY COMPETENT** |
| Does not present a clear thesis statement and fails to provide topic sentences and transitions. | Presents a thesis statement, but topic sentences and transitions loosely connect a set of ideas. | Presents a thesis statement with some topic sentences and transitions leading a reader through a set of ideas. | Presents a thesis statement, topic sentences, and transitions that effectively lead a reader through a complex set of ideas. |
| **Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.** | **NOT COMPETENT** | **EMERGING COMPETENCY** | **COMPETENT** | **HIGHLY COMPETENT** |
| Language and style choices are inappropriate for audience and purpose. Displays significant problems controlling syntax, grammar, punctuation, and spelling. | Language and style occasionally demonstrate a lack of awareness of audience and purpose. Displays several instances of inappropriate syntax, grammar, punctuation, and spelling. | Language and style demonstrate awareness of audience and purpose, with minor errors of syntax, grammar, punctuation, and spelling. | Language and style demonstrate awareness of audience and purpose. Displays control over syntax, grammar, punctuation, and spelling. |
| **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. Radford University students will be able to:** |
| **Use an effective organizational pattern in an oral presentation.** | **NOT COMPETENT** | **EMERGING COMPETENCY** | **COMPETENT** | **HIGHLY COMPETENT** |
| Speech has no clearly stated key ideas and does not follow a logical order. | Speech uses too many or too few key ideas that are not integrated or would have been more effective presented in a different order. | Speech features a manageable number of key ideas arranged in a mostly logical order. | Speech features a manageable number of key ideas arranged in a logical and creative order. |
### Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. Radford University students will be able to:

<table>
<thead>
<tr>
<th><strong>Distinguish knowledge from opinion.</strong></th>
<th>Student does not demonstrate the difference between opinions and knowledge.</th>
<th>Student attempts to demonstrate the difference between opinions from knowledge.</th>
<th>Student often demonstrates the difference between opinions from knowledge.</th>
<th>Student always demonstrates the difference between opinions from knowledge.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Effectively construct an argument examining multiple sides of complex issue.</strong></th>
<th>The essay constructs a fallacious argument with only one perspective.</th>
<th>The essay constructs an argument through premises and conclusions that follow logically for the most part, but with occasional fallacies and one perspective.</th>
<th>The essay constructs an argument through premises and conclusions that follow logically, examining multiple perspectives.</th>
<th>The essay constructs a complex argument through premises and conclusions that follow logically, examining many sides of the issue.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Apply appropriate supporting evidence within a well-reasoned argument.</strong></th>
<th>The argument is not supported with evidence.</th>
<th>The argument is supported with evidence, some of which is irrelevant or poorly researched.</th>
<th>The argument is supported with relevant, researched evidence.</th>
<th>The argument is effectively supported with relevant, well-researched evidence.</th>
</tr>
</thead>
</table>

### Goal 4: Radford University students will be able to locate, evaluate, and cite information. Radford University students will be able to:

<table>
<thead>
<tr>
<th><strong>Use effective delivery techniques and language in an oral presentation.</strong></th>
<th>Speaker uses distracting language, ineffective nonverbal communication, and presentational aids that distract from the message.</th>
<th>Speaker uses language, nonverbal communication, and presentational aids that do not support the message</th>
<th>Speaker uses language, nonverbal communication, and presentational aids that supports the message</th>
<th>Speaker uses imaginative language, effective nonverbal communication, and presentational aids that enhances and supports the message.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Work effectively in a team environment.</strong></th>
<th>Student was consistently absent from group meetings and/or responded to conflict in ways that worsened the conflict.</th>
<th>Student attended group meetings and avoided conflict.</th>
<th>Student participated in group meetings in ways that fostered productivity by team members and responded to conflict in constructive ways.</th>
<th>Student led and/or participated in group meetings in ways that fostered productivity and focused the team on productive rather than destructive forms of conflict resolution.</th>
</tr>
</thead>
</table>

## Use effective delivery techniques and language in an oral presentation.

- **Speaker uses distracting language, ineffective nonverbal communication, and presentational aids that distract from the message.**
- **Speaker uses language, nonverbal communication, and presentational aids that do not support the message.**
- **Speaker uses language, nonverbal communication, and presentational aids that supports the message.**
- **Speaker uses imaginative language, effective nonverbal communication, and presentational aids that enhances and supports the message.**

## Work effectively in a team environment.

- **Student was consistently absent from group meetings and/or responded to conflict in ways that worsened the conflict.**
- **Student attended group meetings and avoided conflict.**
- **Student participated in group meetings in ways that fostered productivity by team members and responded to conflict in constructive ways.**
- **Student led and/or participated in group meetings in ways that fostered productivity and focused the team on productive rather than destructive forms of conflict resolution.**

### Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. Radford University students will be able to:

<table>
<thead>
<tr>
<th><strong>Distinguish knowledge from opinion.</strong></th>
<th>Student does not demonstrate the difference between opinions and knowledge.</th>
<th>Student attempts to demonstrate the difference between opinions from knowledge.</th>
<th>Student often demonstrates the difference between opinions from knowledge.</th>
<th>Student always demonstrates the difference between opinions from knowledge.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Effectively construct an argument examining multiple sides of complex issue.</strong></th>
<th>The essay constructs a fallacious argument with only one perspective.</th>
<th>The essay constructs an argument through premises and conclusions that follow logically for the most part, but with occasional fallacies and one perspective.</th>
<th>The essay constructs an argument through premises and conclusions that follow logically, examining multiple perspectives.</th>
<th>The essay constructs a complex argument through premises and conclusions that follow logically, examining many sides of the issue.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Apply appropriate supporting evidence within a well-reasoned argument.</strong></th>
<th>The argument is not supported with evidence.</th>
<th>The argument is supported with evidence, some of which is irrelevant or poorly researched.</th>
<th>The argument is supported with relevant, researched evidence.</th>
<th>The argument is effectively supported with relevant, well-researched evidence.</th>
</tr>
</thead>
</table>

### Goal 4: Radford University students will be able to locate, evaluate, and cite information. Radford University students will be able to:

<table>
<thead>
<tr>
<th><strong>Use effective delivery techniques and language in an oral presentation.</strong></th>
<th>Speaker uses distracting language, ineffective nonverbal communication, and presentational aids that distract from the message.</th>
<th>Speaker uses language, nonverbal communication, and presentational aids that do not support the message</th>
<th>Speaker uses language, nonverbal communication, and presentational aids that supports the message</th>
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<table>
<thead>
<tr>
<th>Appropriately use a documentation style to cite other people’s work.</th>
<th>Sometimes gives credit to original ideas of others, but has observable difficulties with basic procedures.</th>
<th>Gives credit to the original ideas of others through attribution and citation, but with some errors.</th>
<th>Gives credit to the original ideas of others through proper and accurate attribution and citation.</th>
<th>Always gives credit to the original ideas of others through proper and accurate attribution and citation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize basic research techniques to locate information.</td>
<td>At least one source or a source of questionable appropriateness is included.</td>
<td>At least one source of information that is appropriate for the assignment is used.</td>
<td>Multiple sources of information with inconsistent levels of appropriateness for the assignment are included.</td>
<td>Multiple sources of information that are all appropriate for the assignment are used.</td>
</tr>
<tr>
<td>Critically evaluate sources using appropriate criteria.</td>
<td>Student cannot accurately evaluate sources following a given set of criteria.</td>
<td>Student can accurately evaluate sources following a given set of criteria.</td>
<td>Students can accurately evaluate sources following criteria developed by the student, with guidance.</td>
<td>Students can accurately evaluate sources using independently developed criteria.</td>
</tr>
</tbody>
</table>
## Core A Curriculum Map--Revised

| Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. Radford University students will be able to: |
|---|---|---|---|---|
| Effectively synthesize and integrate arguments and information. | Core 101 | Core 102 | Core 201 | Core 202 |
| Construct a coherent, cohesive essay with a clear sense of purpose. | I | A | R | A | R | A |
| Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment. | I | A | R | A | R | A |

| 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. Radford University students will be able to: |
|---|---|---|---|---|
| Use an effective organizational pattern in an oral presentation. | I | A | R | A | R | A |
| Use effective delivery techniques and language in an oral presentation. | I | A | R | A | R | A |
| Work effectively in a team environment. | I | A | R | A | R | A |

| Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. Radford University students will be able to: |
|---|---|---|---|---|
| Distinguish knowledge from opinion. | I | A | R | A | R | A |
| Effectively construct an argument examining multiple sides of a complex issue. | I | A | R | A | R | A |
| Apply appropriate supporting evidence within a well-reasoned argument. | I | A | R | A | R | A |

| Goal 4: Radford University students will be able to locate, evaluate, and cite information. Radford University students will be able to: |
|---|---|---|---|---|
| Appropriately use a documentation style to cite other people’s work. | I | A | R | A | R | A |
| Utilize basic research techniques to locate information. | I | A | R | A | R | A |
| Critically evaluate sources using appropriate criteria. | I | A | R | A | R | A |
I. PHILOSOPHY

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

II. DEFINITIONS Copyright

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

Directed Works

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

Traditional Works or Non-Directed Works

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

**Patent**

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

**Sponsored or Externally Contracted Works**

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

**Work Made for Hire**

A “work made for hire” is—

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

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

**III. OBJECTIVES**

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

1. Provide appropriate incentive for creative intellectual effort by faculty, staff, students, and others associated with the constituent institutions of the University;
2. Establish principles for determining the interests of the constituent institutions, inventors, and sponsors in regard to inventions and/or discoveries;

C. Enable the constituent institutions to develop procedures by which the significance of inventions and/or discoveries may be determined and brought to the point of commercial utilization;
4. Provide the means for placing in the public realm the results of research, while safeguarding the interests of the University, inventor, and sponsor; and
5. Recognize the right of the inventor to financial benefits from the invention or discovery.

IV. APPLICABILITY

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

2. If somebody falls under multiple categories (e.g. is simultaneously a student and a University employee), the Intellectual Property Committee will determine if the creation of the works in question fall under one category, for purposes of this document, in accordance with state and federal law. If they fall under several categories, the University may choose which category to use when applying policies in this document.

3. The provisions of this document shall be interpreted and applied in conformity with policies adopted by the Board of Visitors of Radford University, including, but not limited to, federal and state laws and regulations.

V. PATENTS

A. University Interests in Inventions

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

2. Students: The University shall not claim ownership interest in inventions of students, unless the University has made a substantial direct investment (an expenditure of at least $10,000) in a student’s invention. General support for students in terms of library facilities, lab equipment and supplies for lab classes, information technology that supports teaching and learning, and office space shall not be included in assessing substantial investment.

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

4. Other agreements: The University also may have an interest in inventions under the terms of contracts, grants, or other agreements.

B. Procedures for Review of Invention Disclosures

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

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

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

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

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

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

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

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

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

5. Within ninety (90) days of the next regularly scheduled meeting of the Committee following the Provost’s receipt of the disclosure (or such other time as may be agreed upon by the inventor(s) and the Provost or that officer’s designee), the inventor will be notified in writing of the decision
by the Provost, or such officer’s designee, on (1) whether the University plans to file a patent application, (2) whether the University will accept assignment of the invention for patenting, licensing and/or commercial handling as applicable, and/or (3) the equities involved, including financial participation.

If the University chooses neither to file a patent application nor otherwise make an invention available commercially, nor to dedicate to the public an invention in which it asserts its rights, the invention will be released in writing to the inventor, subject to the terms of an applicable sponsored research contract, if any. If no patent application is filed within 8 months following the decision of the Intellectual Property Committee, all patent rights revert to the inventor. If, after the University has filed a patent application, it decides to abandon the application, the inventor will be promptly notified in writing, and the University’s rights in the invention will be released by written agreement to the inventor, subject to the terms of an applicable sponsored research contract, if any.

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

C. Publication and Public Use

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

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

E. Sponsored Research

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

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

F. Income from Patents

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

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

   Inventor 50% University (AA) 50%

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

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

VI. COPYRIGHT

A. Ownership

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

B. TraditionalWorksorNon-DirectedWorks

Traditional faculty authored works: Faculty members retain full ownership of traditional work or non-directed works (see Definitions) they produce as part of their traditional obligation to publish such works and the university’s tradition of upholding academic freedom.

There are three exceptions:

1. 1) When work is created as part of a specific assigned duty outside of the scope of ordinary teaching and research obligations under a specific work for hire rationale (for example, in helping to prepare a departmental or university report), the copyright belongs to the university;

2. 2) The university and the author may share copyright when the university has made a substantial direct investment in a faculty authored work (an expenditure of at least $10,000 or 25% of a faculty member’s salary, whichever is greater). General support for faculty in terms of library facilities, lab equipment and supplies, information technology that supports teaching and learning, and office space shall not be included in assessing substantial investment. Terms for sharing of copyright shall be developed through the university’s Intellectual Property Committee.

3. 3) Distance Learning Materials - Distance learning materials and courseware created by faculty without the substantial use of university resources, or not as part of a directed work as listed above in B (1), shall remain the property of the faculty member. If the development of distance learning materials or courseware has required substantial use of university resources, or as part of a directed work, the university will own the copyright, but the faculty member and the
university will both retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials or courseware developed with substantial use of university resources, the faculty member and the university shall share in any revenues per the royalty distribution matrix described in this policy.

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

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

4. **Work Made for Hire**

   **Ownership:** The University retains copyright of work made for hire, unless it is a Traditional or non-Directed Work as provided herein.

5. **Income from Copyright**

   1. **Works not Owned by Radford University**

      Authors and creators of original works in which the University claims no interest may exercise exclusive rights protected by copyright law, register the copyright and receive any revenues which may result therefrom.

   2. **Works in Which Radford University Has an Ownership or Income Interest**

      1. Income received by the University through the sale, licensing, leasing or other use of copyrightable material in which the University has an ownership interest will normally be shared with the author. Authorship for this purpose shall be determined by the Provost or such officer’s designee. Compensation and division of royalties, if any, will be the same as that provided for patent income under these policies and procedures unless other terms are negotiated by written agreement prior to commencement of work on the project.

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

6. **Revision of Materials**

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

7. **Withdrawal of Materials**

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

8. **Notice of Copyright**

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

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

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

VII. TRADEMARKS, SERVICE MARKS AND TRADE NAMES

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

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

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

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

Trade secrets may be comprised, generally, of any formula, pattern, device or compilation of information which gives one an opportunity to obtain an advantage over competitors who do not know or use it in commercial applications. To the extent permitted by Radford University Policies, trade secrets in which Radford University maintains an interest shall be protected in accordance with the terms of sponsored research agreements or, if none exist, by any lawful means available to the University as determined by the President or such officer’s designee.

IX. DISCLOSURE OF INTELLECTUAL PROPERTY AND RELATED RECORDS

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

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

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

X. CONFLICTS OF INTEREST

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

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

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

4. In addition to compliance with the University's other policies governing conflicts of interest and external professional activities, a person subject to these policies and procedures must consult with appropriate University administrators about any proposed consulting agreement with a third party when such consulting agreement contains provisions on patent rights, trade secrets, or the like. Such an agreement may not be entered by an employee or other person subject to these policies and procedures unless (1) it conforms to RU Policies and these policies and procedures or (2) the University waives its rights in any intellectual property arising from activities to be conducted in performance of the agreement.

XI. DISPOSITION OF UNIVERSITY INCOME

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

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

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

XII. ADMINISTRATION OF INTELLECTUAL PROPERTY

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

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

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

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

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

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

PROHIBITION OF INFRINGEMENT OR UNAUTHORIZED USE OF INTELLECTUAL PROPERTY

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

DISPUTE RESOLUTION

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

The aggrieved persons shall file with the Provost a written statement of appeal specifically identifying the nature of the dispute and specifically stating the relief requested. This statement must be filed within thirty (30) days after receipt by the aggrieved persons of written notice of the Administrator's decision which is being appealed.

Upon receipt of such a statement of appeal, the Provost shall refer the matter to the University Committee on Intellectual Property, which shall, within thirty (30) days of the filing of the statement of appeal with the Provost, make written findings of fact and recommendations regarding resolution of the dispute, unless within such time the Administrator and the aggrieved persons acknowledge in writing that they have resolved their dispute. The committee may require, upon reasonable notice, that the aggrieved parties or the Administrator or both appear before it and provide the committee with additional information relevant to the dispute.
Upon receipt of the written findings and recommendations of the committee, the Provost shall have fifteen (15) days to state his or her decision, in writing, to the aggrieved parties and to the Administrator. He may affirm, modify or reject any determination of the committee.

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

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

Academic Affairs approval flowcharts

Approval flowcharts for:
New, modified or discontinued courses
New, modified or discontinued majors, minors, certificates, concentrations, options, tracks
Changes requiring external review: new, significantly modified or discontinued programs, certificates
Changes in academic policies and procedures
Program proposals from the Academic Program Review Committee
Changes in the mission, framework, goals or learning outcomes of the General Education program and SCHEV mandated additional learning outcomes
Academic department: Create, rename, merge, split or realign among colleges
College: merge, split or realign departments within

Key for flowchart elements

Decision making authority

Review & recommend

Informed

Move through

Formal action

Informal action

Last revised: Feb 7, 2018
Curriculum Pathway: New, modified, or discontinued courses; changes in program (major, minors and certificates) requirements not submitted to SCHEV

- Curriculum proposal
  - Department curriculum committee
  - Department Chair conveys departmental approval
  - For proposals modifying or adding courses to the General Education curriculum
    - Core Curriculum Advisory Committee
    - College curriculum committee
      - Dean
        - Deans with programs impacted
        - Undergraduate
          - Registrar
        - Graduate proposals
          - Graduate Affairs Council

Curriculum Pathway: New, modified, or discontinued courses not in a specific discipline, e.g. UNIV 100 and not CORE.
Curriculum Pathway: New or discontinued majors, minors, certificates, concentrations, options; change in program requirements to be submitted to SCHEV

1. Curriculum proposal
2. Department curriculum committee
3. Department Chair conveys department approval
4. College curriculum committee
5. Dean
   - Undergraduate proposals
   - Graduate proposals
6. Faculty Senate
   - Graduate proposals
7. AALT
8. Provost
   - Next page: changes requiring external review or approval
9. Registrar
   - All other proposals
Curriculum pathways: addendum for proposals requiring external review or approval per SCHEV and/or SACSCOC requirements
Academic Program Review: For proposals initiated via academic program review

1. Department submit reports by Dec 15.
2. Dean review reports and submits to APCR by Jan 1.
3. APCR committee draft proposal to Department Chair, faculty, and college dean by Mar 1.
4. Recommendations to retain/enhance go to Provost by Mar 1 for approval or notification of follow-up procedures.
5. Actions by Provost that require BCO/SHEV/SACSTD approval.

Flowchart:
- Department Chair to College Dean
- College Dean to Academic Program Review Committee
- Academic Program Review Committee to Faculty Senate
- Faculty Senate to Provost
- Provost to Discontinue or Retain & Enhance

Legend:
- 1: Department Chair
- 2: College Dean
- 3: Academic Program Review Committee
- 4: Faculty Senate
- 5: Provost
General Education Program: proposals for changes in mission, framework, goals, menu of courses, CORE courses or learning outcomes, including SCHEV mandated additional learning outcomes
Academic department: Create, rename, merge, split, college realignment

- Proposal
  - New department
    - Department(s)
    - Department Chair(s)
    - College(s)
      - Dean(s)
        - Faculty Senate
          - Provost
            - President
Academic college: create, merge, split, college realignment

Proposal
Existing college(s)

College(s) faculty(ies)

New college(s)

Dean(s)

Faculty Senate

Provost

President

Board of Visitors

State Council for Higher Education for Virginia

Provost submits proposal to SHOCV
School of Nursing Undergraduate Healthcare Certificate

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

Date: 9-20-17
Department: Nursing
Current Course or Program ID:
Proposal Number: (Assigned by the Registrar)
Contact Person: Dr. Wendy Downey
Proposal Category: (√ all that apply). A cover sheet must be submitted for each proposal.

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

_X__ New Program
(Major, minor, or certificate)

Undergraduate Certificate in Health Sciences
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 Certificate has been developed in the School of Nursing that would enable students to meet the growing need for healthcare information management and informatics. The curriculum would be targeted towards students in Information Technology, Business, and related majors.

The Healthcare Certificate 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: Spring 2017
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<tr>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>Department Curriculum Committee Chair</td>
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<td></td>
<td>Department Chair</td>
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<tr>
<td></td>
<td>College Curriculum Committee Chair</td>
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<td></td>
<td>College Dean</td>
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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:

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<tbody>
<tr>
<td>Professional Education Committee Chair</td>
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<td>General Education Curriculum Advisory Committee Chair</td>
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<td>Faculty Senate President</td>
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<td>UG Curriculum &amp; Catalog Review Committee</td>
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<td>Provost and VP for Academic Affairs</td>
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</table>
Radford University School of Nursing

**Undergraduate Certificate in Health Sciences**

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

The Healthcare Certificate consists of 4-5 courses, with a total of 12-16 credit hours. It is as follows:

**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.

**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.

**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.

**NURS 341 – Medical Terminology for Healthcare Professions** (2 credit online; pre-req, BIOL 310 & 311 or BIOL 322) Foundations of medical terminology and the related pathophysiological concepts relative to patient care and communication of data in the healthcare setting.

**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.

*Biol 322 (A&P for Pre-Nursing majors) may be substituted for BIOL 310 & 311 if changing field of study

No new resources are needed for this Certificate. NURS 341 Medical Terminology is currently being taught Spring 2018, and NURS 452 will be taught by faculty in Fall 2018 by existing nursing faculty.