

Academic Affairs Committee

September 2017

RADFORD UNIVERSITY

Board of Visitors

**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
10:00 A.M. **
SEPTEMBER 14, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VA**

DRAFT

AGENDA

- **CALL TO ORDER** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF AGENDA** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF MINUTES** Dr. Susan Whealler Johnston, *Chair*
May 4, 2017
- **ACADEMIC AFFAIRS REPORT** Dr. Graham Glynn, *Provost & Vice
President for Academic Affairs*
 - Report from the Provost
- **REPORT FROM THE FACULTY SENATE
PRESIDENT** Dr. Jake Fox, *President,
Faculty Senate & Associate Professor,
Department of Anthropological Sciences*
- **OTHER** Dr. Susan Whealler Johnston, *Chair*
 - Review and discussion of the following
Proposals for submission to SCHEV
 - *Sport Management*
 - *Allied Health Sciences*
- **ADJOURNMENT** Dr. Susan Whealler Johnston, *Chair*

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

Academic Affairs Committee

Dr. Susan Whealler Johnston, Chair

Dr. Javaid Siddiqi, Vice Chair

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Ms. Georgia Ann Snyder-Falkinham

Dr. Jason “Jake” Fox, (non-voting, faculty advisory member)



**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING**

3:30 P.M. **

MAY 4, 2017

BOARD ROOM

MARTIN HALL – THIRD FLOOR

RADFORD, VA

DRAFT

MINUTES

COMMITTEE MEMBERS PRESENT

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

COMMITTEE MEMBERS ABSENT

None

OTHER BOARD MEMBERS PRESENT

Dr. Jay A. Brown
Ms. Callie M. Dalton
Ms. Mary Ann Hovis
Dr. Debra K. McMahon
Mr. Mark S. Lawrence

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Margaret McManus, University Auditor
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Jeanne Mekolichick, Assistant Provost for Academic Programs
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
Radford University faculty and staff

CALL TO ORDER

Dr. Susan Whealler Johnston, Chair, called the meeting to order at 2:50 p.m., in the Board Room, Third Floor, Martin Hall, Radford University, Radford, Virginia.

APPROVAL OF AGENDA

Dr. Johnston requested a motion to approve the agenda as published. Mr. Randy Marcus so moved, and Ms. Georgia Anne Snyder-Falkinham seconded. The agenda was approved unanimously.

APPROVAL OF MINUTES

Dr. Johnston requested a motion to approve the February 16, 2017 minutes as submitted. Mr. Marcus so moved and Ms. Krisha Chachra seconded. The minutes were approved unanimously. minutes are available at <https://www.radford.edu/content/bov/home/meetings/minutes.html>

ACTION ITEMS

Recommendation of Resolution for Approval of Doctor of Education (Ed. D.)

Dr. Johnston requested background briefing from Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs, on the process the university uses for approval of proposed programs and or degrees. Dr. Scartelli explained the lengthy review and approval process. After a brief discussion of the Doctor of Education recommendation, Mr. Marcus so moved to recommend approval of the Doctor of Education to the Board of Visitors. Ms. Snyder-Falkinham seconded. The recommendation passed unanimously. The resolution is hereto attached (*Attachment A*) and is made a part thereof.

Recommendation of Resolution of Tenure Recommendations, 2017-2018

Dr. Johnston requested Dr. Scartelli to provide a briefing on the tenure process the university uses for promotion and tenure of faculty. Dr. Scartelli provided an overview of the process. Mr. Marcus so moved to recommend approval of the tenure recommendations as submitted by Dr. Scartelli, to the Board of Visitors. Ms. Rachel Fowlkes seconded and the motion passed unanimously. The resolution is hereto attached (*Attachment B*) and is made a part thereof.

REPORT FROM THE PROVOST

Dr. Scartelli provided a report on faculty who have been promoted and retired faculty who have been awarded emeritus status. The listing for 2017 faculty promotions is hereto attached (*Attachment C*) and is made a part thereof. Dr. Scartelli described what the 'emeritus' rank and privileges are. The list of faculty awarded emeritus rank for 2017 is hereto attached (*Attachment D*) and made a part thereof.

Dr. Scartelli remarked that as he was nearing his retirement from Radford, and he is very proud of the work accomplished this past academic year. Most notable items are:

- The progress and successes made this year in the areas of Career Services, the Military Resource Center and multiple college program accreditations.
- Radford University is ahead of schedule with regard to SACS reaffirmation. There are weekly briefings and discussion, by Dr. Ebenezer Kolajo with the Academic Affairs Leadership Team, in preparation for Radford University's for the upcoming review.
- Student research is going strong with examples like the Undergraduate Forum and the Waldron Interprofessional Symposium, which was recently held.
- The Learning Communities initiatives are thriving.

Dr. Scartelli thanked the members of the Board of Visitors, President Hemphill, Dr. Turner, the Faculty Senate, vice presidents, deans, the academic leadership and the staff in the Office of the Provost for the opportunity and privilege to work on this exemplary team and on these and many other accomplishments over the years. Dr. Johnston voiced appreciation on behalf of the Committee for all of Dr. Scartelli's work and dedication; the Committee stood and applauded Dr. Scartelli.

REPORT FROM THE FACULTY SENATE

Dr. Carter Turner, President of the Faculty Senate and Professor in the Department of Philosophy and Religious Studies, spoke briefly on a few of the more notable accomplishments of the Faculty Senate this academic year. He provided examples such as: continuing work on Radford University's Strategic Planning Committees, approval of the Geospatial Intelligence certificate, development of guiding principles for future budget restructures, electronic student evaluations and approval of the Master of Science in Finance. Dr. Carter also discussed the Internal Governance restructure progress, the approved resolution in response to the Presidential Executive Order, banning and restricting entry into the United States by citizens of seven Muslim countries and the creation of a collaborative task force on compensation. Dr. Carter thanked the Board for the time he has served as a member of the Board and also as Faculty Senate President. Dr. Johnston thanked Dr. Turner for his work in building a positive relationship between the faculty and the Board; the Committee stood and applauded Dr. Turner.

CLOSED SESSION

Dr. Johnston called for the committee to go into closed session. Mr. Marcus so moved that the Academic Affairs Committee of the Radford University Board of Visitors convene a closed session under the Virginia Freedom of Information Act Virginia Code §2.2-371 1 A.10 in order to discuss honorary degrees, and more specifically Honorary Degrees to be awarded during the Radford University May 6, 2017 Commencement Ceremonies. Ms. Snyder-Falkinham seconded and the motion carried unanimously. President Hemphill requested Ms. Ashley Schumaker, Chief of Staff, Office of the President, Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer, Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President, and Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia to remain, all other faculty, staff and guests left the meeting at this time. The Committee went into closed session at 3:10 p.m.

RECONVENED SESSION

Following the closed session, the public was invited to return to the meeting. Dr. Johnston called the meeting to order at 3:40 p.m. Mr. Marcus made the motion to return to open session and so moved as follows: (The Certification of Executive Meeting)

WHEREAS, the Academic Affairs Committee of the Radford University Board of Visitors has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 of the Code of Virginia requires a certification by this Board that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such

public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

Ms. Snyder-Falkinham seconded the motion; a roll call vote was taken:

Roll Call:	Vote:
Dr. Susan Whealler Johnston, Chair,	Yes
Mr. Randolph "Randy" J. Marcus, Vice Chair,	Yes
Ms. Krisha Chachra,	Yes
Dr. Rachel D. Fowlkes	Yes
Ms. Georgia Ann Snyder-Falkinham	Yes

All members responded affirmatively, the motion was adopted.

RECOMMENDATION FOR AWARDING HONORARY DEGREES

Dr. Johnston asked for a motion to approve the recommendation for awarding honorary degrees at the Spring 2017 Commencement ceremonies. Ms. Snyder-Falkinham so moved, and Mr. Marcus seconded the motion. The recommendation passed unanimously and will be forwarded to the Board of Visitors. The recommendation is hereto attached (*Attachment E*) and is made a part thereof.

ADJOURNMENT

With no further business to come before the Committee, Dr. Johnston requested a motion to adjourn. Ms. Snyder-Falkinham so moved and Mr. Marcus seconded. The motion was approved unanimously. Meeting adjourned at 3:45 p.m.

Respectfully submitted,

Ms. Mary Weeks
Secretary to the Board of Visitors

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
DOCTOR OF EDUCATION (ED. D.)**

MAY 4, 2017

WHEREAS, the School of Teacher Education and Leadership (STEL) in the College of Education and Human Development (CEHD) at Radford University proposes a Doctor of Education (Ed. D.); and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students; and

WHEREAS, student and alumni interest support the establishment of the Doctor of Education (Ed. D.) program;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the program for the Doctor of Education (Ed. D.) program, CIP 13.0101; and it is further

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Ed.D. in Education</p>	<p>4. CIP code 13.0401</p>
<p>5. Degree/certificate designation Doctor of Education</p>	<p>6. Term and year of initiation Spring 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Summer 2021</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</p> <p>Departments(s) or division of <u>School of Teacher Education and Leadership</u></p> <p>School(s) or college(s) of <u>College of Education and Human Development</u></p> <p>Campus(es) or off-campus site(s) <u>Main Campus</u></p> <p>Mode(s) of delivery: face-to-face _____ distance (51% or more web-based) <u>X</u> hybrid (both face-to-face and distance) _____</p>	
<p>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.</p>	

- Dr. George Santopietro, Assistant Provost for Academic Operations, gsantopi@radford.edu, 540-831-5465
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Doctorate of Education degree program in Education. The proposed program will be administered by the School of Teacher Education and Leadership in the College of Education and Human Development and is to be implemented by January 1, 2018.

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

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

The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education¹. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. The manner in which this program will be implemented is cutting edge using an online delivery format, field experiences, and an applied research approach.

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

Mission

The full mission statement of Radford University² states: Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the University emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders. Toward these ends, RU is student focused and promotes a sense of caring and meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University as it strives to meet the changing needs of society.

The proposed program aligns with the mission in that it will prepare experienced practitioners to serve as leaders and address compelling issues through problem analysis and critical thinking leading to creative solutions for contemporary educational problems.

Online Delivery

The Ed.D. in Education will employ a hybrid online learning approach, as defined by the Online Learning Consortium. Coincident to the Ed.D. in Education, the same delivery model would be used to deliver the proposed Doctorate of Occupational Therapy (OTD) curriculum. In hybrid online delivery, “most course activity is done online, but there are some required face-to-face instructional activities.”³ The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions (no more than one per semester) will extend and support the online activities.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of

² <http://www.radford.edu/content/radfordcore/home/about.html>

³ Online Learning Consortium (2015). Updated E-Learning Definitions. <http://onlinelearningconsortium.org/updated-e-learning-definitions-2/>

content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: Radford University provides comprehensive training and support for faculty and students engaged in distance education, through its Center for Innovative Teaching and Learning (CITL). CITL offers a series of workshops for faculty about best practices in online course design, based on the standards of Quality Matters (the most respected quality assurance program for online and hybrid courses and programs). The majority of the faculty who will teach in the proposed program have already participated in these workshops. All instructors will be Quality Matters trained.

CITL also sponsors an interactive online orientation to Desire2Learn, for students. All students will be required to complete this orientation and submit the certificate of completion in their first course in the curriculum. Finally, the university's Division of Information Technology offers walk-in, telephone and online support for all faculty and students in case of technology-related questions or problems during the completion of any course.

Accreditation

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

Admission Criteria

Prospective students will apply at the same time for both degree-seeking status at Radford University and admission to the proposed Doctor of Education program, through the College of Graduate Studies and Research. To meet institution requirements, applicants must submit:

1. An online Application for Graduate Admission;
2. Official transcripts from all colleges and universities other than Radford University, from which they have earned a graduate degree or course credit;
3. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
 - Paper Based 575
 - Internet Based 88-89
 - Computer Based 230.

To meet the proposed program requirements, prospective students must:

4. Hold a master's degree;
5. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
 - at least one must be from a current or most recent employer;
 - at least one must be from a professor or instructor familiar with applicant's academic work;
6. Submit a current full resume;
7. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals;
8. Complete a personal interview with program faculty.

The proposed program will not require the Graduate Record Examination for applicants. A maximum of one half of the total graduate hours in the degree program may be transferred from another Radford University program or an outside institution. Transfer credit may be counted toward required courses.

Target Population

The target population for the proposed program includes teachers, assistant principals, principals, and central office coordinators, supervisors, and directors who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent, refocus their expertise on the development of leadership skills and the management of school-based teams and issues, and seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree. Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Curriculum

Radford University's proposed Ed.D. in Education program will be a cohort-based program requiring a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation. The focus of the curriculum is practitioner based with the intent to engage students in activities that prepare them for school leadership roles.

The program includes required courses in four areas; Foundations, Research, Field Components, and the Educational Leadership Core. The required foundations courses reflect the unique needs of individuals who serve diverse schools and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. These four courses are designed to prepare school leaders to work collaboratively between school and community to implement improvement by focusing upon change theory and management, social and cultural influences on schools, leadership practice and learning sciences.

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

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepares students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education. In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Elective courses, including independent studies, will be selected by students in consultation with faculty. Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students. All courses are new.

The proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semesters to extend and complement course work and research activities. For each three credit hour internship course, 180 clock hours of activities will be completed. Students will engage in leadership activities aligned directly with the Educational Leadership Core courses.

Proposed Ed.D. in Education Requirements

Foundations Courses

- EDEF 810: Models of Change for School and Community Leaders (3)
- EDEF 800: Social and Cultural Foundations of Education (3)
- EDEL 800: Leadership in the 21st Century (3)
- EDEF 860: Advanced Learning Sciences (3)

Research Courses

- EDEF 820: Applied Research Methods (3)
- EDEF 830: Quantitative Methods I (3)
- EDEF 840: Qualitative Methods I (3)
- EDEF 850: Program Evaluation (3)

Educational Leadership Core

- EDEL 810: Advanced School Law (3)
- EDEL 820: Leadership for Human Resources (3)
- EDEL 830: Leadership for Teaching and Learning (3)
- EDEL 840: Policy and Governance of Schools (3)
- EDEL 850: School Finance and Operations (3)

Internship (6 to 9 credit hours. Students may choose to take either 6 or 9 credit hours of Internship. Internship and Electives combined must total 15 credit hours. The course can be completed up to three times.)

- EDEL 890: Internship in School District Leadership: (3)

Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours. For students who take 6 hours of Internship, 9 hours of Electives are required. For students who took 9 hours of Internship, 6 hours of Electives are required.)

Dissertation Hours (9 credit hours are required)

- EDEF 890: Doctoral Research (1 to 9 credit hours per semester)

Graduate degree program requirements include the following:

- A pre-prospectus qualifying comprehensive exam will be completed after the first 12 credit hours of course work to determine the students' readiness to continue in the program. The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability. Students will select a dissertation chair and committee upon successful completion of this exam. Students unsuccessful at this stage will receive additional instruction in any areas determined to be deficient.
- A prospectus exam will be completed after 36 credit hours of course work to determine the students' readiness to engage in the research process. Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio. Upon successful completion of this exam, students will begin the initial research activities to study the literature and design a dissertation proposal. Students unsuccessful at this stage will work with the committee to identify specific knowledge, skill, or dispositions needing improvement to move forward.
- Students will make a dissertation proposal to their committee following 54 credit hours. Students will begin to conduct research upon successful completion of the proposal. Students unsuccessful at this stage will work with the committee to revise the proposal until it is acceptable.
- Upon successful completion of all courses and comprehensive exams, a dissertation defense will be conducted where the student will defend their work to the dissertation committee. Students unsuccessful at this stage will work with the committee to revise the dissertation until it is acceptable.

Appendix A provides a Sample Plan of Study for part-time students. See Appendix B for Course Descriptions

Student Retention and Continuation Plan

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

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.
4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations. Students not meeting course expectations will work with the instructor and advisor as necessary to develop a plan to satisfactorily complete all requirements and meet learning outcomes.
5. Specific degree progression requirements are described in the previous section including how the student will be supported if they fail to meet a requirement.

Time to Degree

The proposed program will be part-time only. Part-time students can complete the proposed program in 4 years. The program design allows students to maintain competitive, full-time employment while working on this advanced degree. Coursework will be offered year round with students required to attend summer sessions.

Faculty

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

Full-time Teaching and Research Faculty: 36

Part-time Teaching Faculty: 0

Adjunct Faculty: 38

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

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

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

See Appendix C for abbreviated faculty curriculum vitae.

Program Administration

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

Student Assessment

Learning Outcomes

All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 1. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 1. Student Learning Outcomes Including

The first seven learning outcomes relate directly to the National Educational Leadership Preparation Standards developed by the National Policy Board for Education Administration⁴. The stem of each standard begins "Leadership candidates who successfully complete a district

⁴ <http://www.npbea.org>

level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:” and are then followed by specific elements unique to each Standard. Listed in the Learning Outcomes column below are the name of each Standard and its elements.

Learning Outcomes	Key Courses	Measures
<p>Standard One: Mission, Vision, and Core Values (1) analyze and communicate a shared mission and vision; (2) promote a set of core values; (3) and analyze, plan for and promote continuous and sustainable district and school improvement.</p>	<p>EDEF 810 EDEF 820 EDEF 850 EDEL 800 EDEL 890</p>	<p>Learning outcomes will be assessed using, but not limited to, the following methods: case study responses, student essays, group and individual projects, portfolio artifacts evidencing application of competencies, comprehensive examinations both written and oral, defense of dissertation proposals and the final dissertation.</p>
<p>Standard Two: Ethics and Professionalism (1) enact professional norms; (2) model ethical behavior; (3) address responsibility; and (4) promote essential educational values</p>	<p>EDEL 800 EDEL 810 EDEL 890</p>	
<p>Standard Three: Equity and Cultural Leadership (1) develop, implement and evaluate equitable district policies and systems; (2) ensure that each student has equitable access to resources and support; (3) support the development of culturally responsive practices; and (4) build and maintain an inclusive, responsive, safe, caring, and healthy district culture</p>	<p>EDEF 810 EDEF 800 EDEL 830 EDEL 890</p>	
<p>Standard Four: Instructional Leadership (1) analyze and manage systems of learning and instruction; (2) plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers; (3) promote systems of support, coaching, and professional development for individual principals; and (4) analyze and use research-anchored systems of principal supervision, evaluation, and feedback</p>	<p>EDEF 860 EDEL 830 EDEL 890</p>	
<p>Standard Five: Community and External Leadership (1) engage families, community, public, private, and non-profit sectors; (2) sustain productive partnerships with communities and public, private, and non-profit sectors; (3) maintain ongoing, two-way communication with families and the community; and (4) represent the district and engage various</p>	<p>EDEF 800 EDEL 800 EDEL 890</p>	

stakeholders in building an appreciation of the overall context in which decisions are made.		
Standard Six: Management of People, Data, and Processes (1) manage the district's systems; (2) seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources; (3) manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel; and (4) promote effective policies and procedures that protect the welfare and safety of students and staff.	EDEL 820 EDEL 850 EDEL 890	
Standard Seven: Policy, Governance and Advocacy (1) foster a respectful and responsive relationship with the District's Board of education; (2) manage effective systems for district governance; (3) ensure compliance with applicable policy, laws, rules, and regulations; (4) respond to local, state, and national decisions; and (5) advocate for the needs and priorities of the district.	EDEL 840 EDEL 890	
Conduct scholarly assessment, evaluation, and research activities	EDEF 820 EDEF 830 EDEF 840 EDEF 850	

Employment Skills/Workplace Competencies

Graduates of the proposed program will acquire specific skills through their coursework, field experiences and research that will prepare them to practice at an advanced level in schools and school divisions. In addition to the learning outcomes noted above, following are skills frequently listed as requirements for positions of school and school division leadership that students will have developed upon program completion:

- Ability to create a vision and goals for the school system and lead strategic planning using evidence-based decision making
- Ability to work with, generate support from, and build consensus among a school board and stakeholders
- Ability to develop innovative ideas through collaborative processes
- Ability to delegate authority appropriately while maintaining accountability
- Ability to evaluate personnel and programs
- Ability to communicate effectively

Program Assessment

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

The School of Teacher Education and Leadership will conduct program assessment. The assessment process is designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements. The School will conduct and report annual assessments of student learning outcomes beginning in 2018. A more extensive review of the program’s mission, goals, learning outcomes, and student successes will occur initially in 2022 and at least every five years thereafter.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2022-23. The program, with help from the Office of Institutional Assessment, will use institutional data, student and alumni surveys, and learning outcomes assessment to complete the report that will describe how program goals and learning outcomes have been achieved and how the program faculty have responded to the data.

Benchmarks of Success

The proposed program has established the following benchmarks of success:

- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the proposed program as determined by exit interviews.
- 80% of students will be satisfied with the proposed program as determined by the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within one year of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as “Excellent” or “Satisfactory” on a 5 point Likert scale.

Failure to meet any benchmarks will result in a review to determine the cause of the failure in order that corrective action can be taken.

Factors that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest

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

quality program. The proposed program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean of the College of Education and Human Development through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

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

Relationship to Existing Radford University Degree Programs

The proposed Ed.D. program is not related to any existing degree programs at Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and economic factors puts already vulnerable children and youth at greater risk⁶. Current statistics

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

suggest that children of color and from poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley⁷ stress, situate their work in “a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them” (p. 238).

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

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty⁹, in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, found significant improvements in student engagement and success. This improvement was attributed to leaders’ transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets. Each of these factors requires the initiative of school district leaders.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland,

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

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

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

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

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

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

California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin¹⁰ also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for “powerful, equitable learning” that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

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

A large, six-year study funded by the Wallace Foundation¹¹ focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, “to obtain large scale effects, educators need to create synergy ... among all the parents, teachers, and policy makers” (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts. District leaders have control over both areas.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville¹² described the strategies and attitudes of successful “cross-boundary” leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty. The proposed program has specific plans

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

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

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

engage students in “cross-boundary” activities.

These studies collectively illustrate the need for school district leaders who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement, and foster academic success.

Education-Based Solutions to School and Community-Based Problems

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

School leaders in the U.S. have had very little success eliminating educational inequity when working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone¹³. Contemporary educational researchers suggest that solutions for many of today’s education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement¹⁴. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so¹⁵. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

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

1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.

¹³ Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.

¹⁴ Hargreaves, A., & Shirley, D. (2011). *The Far Side of Educational Reform*. Canadian Teacher’s Federation.

¹⁵ Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education*, 83(4), 271-286. doi 10.1177/0038040710383520

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

3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education¹⁶

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.¹⁷ Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

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

Why Radford University

As noted earlier, Radford University began as a Normal School over 100 year ago to train educators for southwest Virginia. Radford's first graduate degree program, a Master's in Education, began over 50 years ago. Radford University's School of Teacher Education and Leadership currently partners with, and our alumni serve in, school divisions throughout Virginia. We partner with the Virginia Department of Education, the U.S. Department of Education, the National Science Foundation, and the Western Virginia Public Education Consortium. Radford's graduate education programs have been utilizing distance and online technologies to deliver our programs for over 20 years. The proposed program will utilize those partnerships and build upon that programmatic history to meet the need for highly developed school district leaders.

Employment Demand

¹⁶ U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs*. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf

¹⁷ American Association of School Administrators (2011). Position Statement: Educating the Total Child. <http://www.aasa.org/content.aspx?id=118>.

Association for Supervision and Curriculum Development (2006). Position Paper....<http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx>.

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600). The Licensure Regulations, Option 1 specifically requires an earned doctorate. Option 2 requires a master’s degree and a minimum of 30 hours beyond the master’s degree.

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Table 2 provides specific data on projected job growths for educational administrators.

Table 2. Projected National Job Growth for Educational Administrators

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

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

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field¹⁸. Further, in a 2010 study of school superintendents nationally, only 51% indicated “they planned to still be a superintendent in 2015—a finding suggesting the probability of substantial turnover in the next few years.”¹⁹

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 3 show definite positive trends in future job opportunities for graduates of this innovative new degree.

Table 3. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)
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¹⁸ US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from <http://www.bls.gov/ooh/>

¹⁹American Association of School Superintendents. (n.d.) 10-year Study on the American School Superintendent Released. <http://www.aasa.org/content.aspx?id=17280>

Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%

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

Local demand is clear as well. While Radford’s program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia’s Superintendent’s Regions VI and VII, there are 34 school divisions. In the past three years, 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%²⁰.

See Appendix D for job announcements.

Student Demand

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

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software.

Survey Prompt

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

²⁰ American Association of School Administrators (n.d.). Superintendent and district data. <http://www.aasa.org/content.aspx?id=740>

students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

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

[Radio button choices]

I would definitely apply for admission to this program when available.

I would likely apply for admission to this program when available.

I would likely apply for admission to this program within the next five years.

I would not be likely to apply for admission to this program.

I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.

I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.

I already have a doctoral degree.

Results

Following are the results of the survey.

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

Demand for graduate education programs is unique in nature. While some specific jobs require a graduate degree, i.e. building and central office administrator, division superintendent, many

educators engage in graduate study to fulfill licensure renewal requirement²¹ or simply to enhance their knowledge and skill as education professionals. There are teachers, assistant principals, principals, and supervisors who choose to earn the Ed.D. degree where only a bachelor's (teacher) or master's degree is required. These professionals will have the option of becoming a school district superintendent but value the learning through this program to enhance their current job performance in other leadership roles or positions. These individuals should have the option to further develop their leadership abilities.

See Appendix F for sample letters of support demonstrating student demand.

Projected Enrollments

Table 5 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

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

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

Assumptions:

Retention percentage: 83%

Percentage of full-time students 0% Percentage of part-time students 100%

Part-time students credit hours per semester: 6

Part-time students graduate in 4 years (11 semesters)

Students will be required to enroll in summer sessions

Duplication

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

²¹ Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.)

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

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

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

Table 6. Enrollments for Comparison Programs for the Past Five Years

Enrollments	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	143	143	144	135	137
University of Virginia CIP 13.0401 Ed.D. in Education	29	31	20	27	25
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	57	77	58	61	65
Virginia State University CIP 13.0401 Ed.D. in Education Administration	39	53	57	51	34
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	178	175	170	137	107

Table 7. Degree Conferrals for Comparison Programs for the Past Five Years

Degrees Awarded	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
College of William and Mary CIP 13.0499	18	18	24	32	24

Executive Ed.D. in K-12 Administration					
University of Virginia CIP 13.0401 Ed.D. in Education	5	9	8	4	3
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	*	*	41	15	20
Virginia State University CIP 13.0401 Ed.D. in Education Administration	3	2	4	15	19
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	27	15	28	35	23

* no degrees awarded

Unique Design: Radford University’s proposed Ed.D. in Education is unique in the Commonwealth of Virginia. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through applied coursework, field experiences, and applied, action research.

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

Projected Resource Needs for the Proposed Program

Resource Needs

Full-time Faculty

A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost’s office with a salary range of \$85,000 to \$105,000 and benefit costs of \$29,354. The director will be hired in Year 1. A new faculty member will be hired in each of years two and three of the program. These two positions will be at the assistant professor rank with a salary range of \$65,000 to \$75,000 with combined benefit costs of \$51,790. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

No adjunct faculty will be needed for this program.

Graduate Assistants

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

Classified Positions

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

Targeted Financial Aid

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

Equipment

Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program.

Library

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

Telecommunications

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

Space

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

Resource Needs: Part A-D

Part A: General budget information

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

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

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

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

Part C: Estimated resources to initiate and operate the program

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

Part D: Certification Statement(s)

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

Yes _____
Signature of Chief Academic Officer

No _____
Signature of Chief Academic Officer

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

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

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

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

Reallocation within the department

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

Reallocation within the institution

Other Funding Sources - – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

3. Secondary Certification.

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

Agree _____
Signature of Chief Academic Officer

Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A - Sample Plan of Study – Part Time Students (63 Credits)

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

Appendix B - Course Descriptions

Note – All courses are new courses.

Description of Foundations Courses

EDEF 800: Social and Cultural Foundations of Educational Institutions (3 credits)

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

EDEF 860: Advanced Learning Sciences (3 credits)

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

EDEL 800: Leadership in the 21st Century (3 credits)

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

EDEF 810: Models of Change for School and Community Leaders (3 credits)

This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Description of Research Courses

EDEF 820: Applied Research Methods (3 credits)

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

EDEF 830: Quantitative Methods I (3 credits)

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

EDEF 840: Qualitative Methods I (3 credits)

This course is designed for doctoral level students. This course will provide a comprehensive

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

EDEF 850: Program Evaluation (3 credits)

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

Description of Educational Leadership Core Courses

EDEL 810: Advanced School Law (3 credits)

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

EDEL 820: Leadership for Human Resources (3 credits)

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

EDEL 830: Leadership for Teaching and Learning (3 credits)

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

EDEL 840: Policy and Governance of Schools (3 credits)

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

EDEL 850: School Finance and Operations (3 credits)

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

Appendix C - Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, Curriculum and Instruction, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.
- Bizzell, Brad, PhD, Educational Leadership and Policy Studies, 2011, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.
- Talbot, Patricia, PhD, Curriculum and Instruction, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.
- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.
- Schneider, Sandra, PhD, Foundations of Education, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.
- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

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

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

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

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

Appendix D - Employment Demand

Appendix E - Sample Letters of Support and Email Inquiries

**RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS**

MAY 4, 2017

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure,

COLLEGE OF BUSINESS AND ECONOMICS

Name	Current Rank	Department
Danylle R. Kunkel	Assistant Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Laura J. Newsome	Assistant Professor	Department of Health and Human Performance
Auguste Jean-Paul Barfield	Associate Professor	Department of Health and Human Performance
Sandra B. Schneider	Assistant Professor	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Daniel Richard Woods	Assistant Professor	Department of English
Allison Kay Wisecup	Assistant Professor	Department of Sociology
Kevin W. Bowers	Assistant Professor	School of Communication
Twange Kasoma	Assistant Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Timothy J. Fuhrer	Assistant Professor	Department of Chemistry
Christopher Jon Monceaux	Assistant Professor	Department of Chemistry
Richard Stockton Maxwell	Assistant Professor	Department of Geospatial Science

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Patricia J. Winter	Assistant Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Current Rank	Department
Sarah L. Smidl	Assistant Professor	Department of Occupational Therapy
Brent A. Harper	Assistant Professor	Department of Physical Therapy
Kristen L. Jagger	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Assistant Professor	Department of Physical Therapy
Erin G. Cruise	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Assistant Professor	School of Social Work

THEREFORE, BE IT RESOLVED, it is recommended that the Academic Affairs Committee approve the Faculty Tenure Recommendations listed above to be presented to the full Board of Visitors at its next meeting, to become effective the beginning of the 2017-2018 academic year.

AAComm Attachment D Promotions

**ACADEMIC AFFAIRS
2017-2018 PROMOTIONS WITH SALARY INCREMENTS**

The following Teaching and Research faculty members have been recommended for promotion by their respective Department Promotion Committees, Department Chairs, and College Deans and approved by the Provost and President.

COLLEGE OF BUSINESS AND ECONOMICS

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Seife Dendir	Professor	Department of Economics
Kiertisak Toh	Associate Professor	Department of Economics
Danylle R. Kunkel	Associate Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Nadine A. Hartig	Professor	Department of Counselor Education
Laura J. Newsome	Associate Professor	Department of Health & Human Performance
Auguste Jean-Paul Barfield	Professor	Department of Health and Human Performance
Joshua Carroll	Associate Professor	Department of Recreation/Parks/Tourism
Anja Whittington	Professor	Department of Recreation/Parks/Tourism
Sandra B. Schneider	Associate Professor	School of Teacher Education & Leadership
Boyoung Park	Professor	School of Teacher Education & Leadership
Holly H. Robbins	Professor	School of Teacher Education & Leadership
Gregory P. Sherman	Professor	School of Teacher Education & Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCE

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Daniel Richard Woods	Associate Professor	Department of English
Eric M. Mesmer	Professor	Department of Psychology
Jenessa C. Steele	Professor	Department of Psychology
Allison Kay Wisecup	Associate Professor	Department of Sociology
Kevin W. Bowers	Associate Professor	School of Communication
Twange Kasoma	Associate Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Karen E. Powers	Professor	Department of Biology
Timothy J. Fuhrer	Associate Professor	Department of Chemistry
Christopher Jon Monceaux	Associate Professor	Department of Chemistry
Richard Stockton Maxwell	Associate Professor	Department of Geospatial Science
Premchand Uppuluri	Professor	Department of Information Technology
Jean M. Mistele	Associate Professor	Department of Mathematics/Statistics

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Joan I. Dickinson	Professor	Department of Interior Design/Fashion
Patricia J. Winter	Associate Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

<u>Name</u>	<u>Proposed Rank</u>	<u>Department</u>
Sarah L. Smidl	Associate Professor	Department of Occupational Therapy
Brent A. Harper	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Associate Professor	Department of Physical Therapy
Kristen L. Jagger	Professor	Department of Physical Therapy
Erin G. Cruise	Associate Professor	School of Nursing
Wendy Register Downey	Assistant Professor	School of Nursing
Suellen A. Miller	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Associate Professor	School of Social Work
Corey Herd Cassidy	Professor	Waldron College of Health & Human Services

It has been the practice of Radford University to recognize faculty promotions at the beginning of the next academic year with a salary adjustment according to rank. The following increments are noted for 2017-2018 academic year.

Promotion to Assistant Professor	\$3,500
Promotion to Associate Professor	\$5,500
Promotion to Professor	\$8,000

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

- The privileges and responsibilities attached to emeritus status include:
 - the use of the library;
 - use of those athletic facilities available to regular faculty;
 - use of a university computer account;
 - a Radford University identification card and special event discounts available with it; and
 - attendance at University functions that are open to all regular faculty

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

Faculty being awarded faculty emeritus status is:

Dr. Raymond Linville
Dr. Joe Flickinger

Department of Communication Sciences and Disorders
School of Communication

Honorary Degree Recommendation

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approve the Honorary Degrees as presented by the Academic Affairs Committee, to be awarded at the May 6, 2017 Radford University Commencement ceremonies.

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <u> x </u> Spin-off proposal <u> </u> Certificate document <u> </u></p>
<p>3. Name/title of proposed program Sport Management</p>	<p>4. CIP code: 31.0504</p>
<p>5. Degree/certificate designation Bachelor of Science (B.S.)</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates: Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u> Health and Human Performance </u> School(s) or college(s) of <u> Education and Human Development </u> Campus(es) or off-campus site(s) <u> Main Campus </u> Mode(s) of delivery: face-to-face <u> x </u> distance (51% or more web-based) <u> </u> hybrid (both face-to-face and distance) <u> </u></p>	
<p>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. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.</p>	

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Sport Management to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The purpose of the proposed program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry. Students will be exposed to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising. The degree program also integrates an internship experience to integrate classroom and real-world experience. Upon completion of the program, students will be able to work in a variety of settings including educational institutions, professional sport teams, nonprofit organizations, corporate fitness and wellness units, government agencies, sport governing bodies, and youth sport organizations.

The proposed program responds to the demand for trained sport managers. Currently, the sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is almost \$500 billion annually.¹ Because of the size of the sport market, there are a wide variety of career opportunities in the industry which employs 4.65 million people accounting for a household income of \$127 billion annually.²

Before the turn of the twenty-first century, the majority of sport management positions were delimited to athletic director positions at high schools and colleges. Because of the job growth mentioned previously, the skill set required for entry-level positions in the field has dramatically expanded. The academic content standards needed to prepare for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM; See Appendix A). In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established the independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Sport Management, as an academic discipline, is well defined by COSMA and warrants a change to Radford's program classification (i.e., Sport Administration concentration).

The curriculum is designed to meet program standards set by COSMA and to prepare students for entry level positions within the sport industry or graduate programs in sport management. This program change will coincide with the deletion of the existing Sport Administration concentration in the Exercise, Sport, and Health Education major (CIP Code 13.1314). Graduates of the program are expected to be competitive for entry level jobs within the sport industry including event management, licensing operations, concession operations, marketing, personnel

¹ <https://www.plunkettresearch.com/statistics/sports-industry/>

² <https://www.plunkettresearch.com/statistics/sports-industry/>

management, and public relations. Additionally, this program will prepare students for graduate degree programs in both business and sport. Fortunately, many Radford University students are showing success in both professional and academic endeavors under the current curriculum. In addition to local sports organizations, recent Radford University graduates have found employment within the sports industry regionally, nationally, and internationally at places such as Start 2 Finish (Charlotte, NC), High Performance Athletic Training Center (West Chester, PA), Allied Integrating Marketing (Washington, DC), Dubai Sports Council (Dubai, UAE), Brad Keselowski Racing (Charlotte, NC), and Ashley Plantation (Daleville, VA). A new Bachelor of Science degree in Sport Management will ensure that Radford University graduates will have the educational and experiential knowledge necessary to pursue sport opportunities in the Commonwealth and the nation.

Mission

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

The Sport Management program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for sport managers and are consistent with COSMA's accreditation content standards. The program develops these skills through a series of interdisciplinary courses (e.g., finance, accounting, marketing, business law).

Accreditation (if applicable)

Radford University will seek accreditation through the Commission on Sport Management Accreditation.³ The scope of this accreditation agency can be found online.⁴ The Department of Health and Human Performance will seek accreditation for the program in the 2019-2020 academic year.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required

³ <http://www.cosmaweb.org>

⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

- Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- academic transcripts,
- the strengths of an applicant's high school curriculum,
- standardized testing,
- letters of recommendation, and
- all other materials submitted.

The Sport Management program requires no additional application. Transfer credit is accepted for Radford University and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Sport Management degree.

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Sport Management is 120 credit hours. The program enables students to pursue entry-level positions in the sport management field or pursue graduate study. The program does not require a thesis.

The curriculum was guided by COSMA accreditation standards. These standards mandate courses to address four major content areas for entry-level sport managers. The proposed curriculum address each of these areas, including: 1) foundations of sport (e.g., Introduction to Sport Management, Sociological Aspects of Sport), 2) foundations of sport management (e.g., Business Law, Sport Administration), 3) functions of sport management (Sport Finance, Entrepreneurship and Innovation), and 4) the sport management environment (e.g., Legal Issues in Sport Management, Sport Ethics). Coursework in these four areas enable graduates to pursue entry-level sport manager positions in a variety of settings.

Additionally, the curriculum offers experiential learning opportunities through professional fieldwork courses. Students learn how to identify and secure positions during a pre-internship course and then complete ≥ 240 hours of professional fieldwork during the final program year. This experiential learning experience enables students to apply course-based knowledge, skills and abilities in real-world settings under the direction of a site supervisor and program faculty.

Bachelor of Science in Sport Management Requirements
General Education Requirements 43-44 Credit Hours

Major Core Requirements: 39-45 Credit Hours

ESHE 212	Introduction to Sport Management	(3)
ESHE 341	Legal Issues in Sport Management	(3)
ESHE 345	Sports Ethics	(3)
ESHE 350	Sport and Exercise Psychology	(3)
ESHE 360	Marketing and Promotion of ESHE	(3)
ESHE 370	Sociocultural Aspects of Sport	(3)
ESHE 375	Event and Facility Management	(3)
ESHE 415	Sport Administration	(3)
ACTG 211	Fundamentals of Financial Acct.	(3)
MKTG 340	Principles of Marketing	(3)
ENGL 306	Professional Writing	(3)
ESHE 463	Professional Fieldwork in ESHE	(6-12)

Concentration Courses

Sport management is a broad field but can be stratified into two primary professional tracks: sport administration (managing professional sport organizations) and professional coaching. To structure the academic degree program to meet these needs, students choose either a concentration in Sport Administration or Coaching Management to complement the major core and complete the degree program.

A primary area of concentration is sport administration, a program designed to prepare professionals to administer collegiate and professional athletic departments. A second area of interest for sport management students is professional coaching. Because the job requirements are distinct from sport administrators, the academic preparation is also different. To this end, Radford University will offer a concentration in Coaching Management to prepare students to work in coaching careers at the college and professional level.

Sport Administration: 15 Credit Hours

ESHE 358	Technology for ESHE	(3)
ESHE 461	Organization and Administration of ESHE	(3)
MGNT 250	Entrepreneurship and Innovation	(3)
MGNT 323	Human Resource Management	(3)
MGNT 361	Managing Professional Communications and Negotiation	(3)
MGNT 421	Leadership and Motivation	(3)
MKTG 341	Advertising Strategy	(3)
MKTG 344	Sales Management	(3)
MKTG 350	Consumer Behavior	(3)
MKTG 360	Professional Selling	(3)
MKTG 440	Supply Chain Management	(3)
ACTG 212	Fundamentals of Managerial Accounting	(3)
BLAW 203	Legal Environment of Business	(3)
BLAW 304	Business Law I	(3)
BLAW 305	Business Law II	(3)
BLAW 306	Entertainment Law	(3)
FINC 251	Personal Finance I	(3)

FINC 331	Introduction to Business Finance	(3)
FINC 332	Intermediate Business Finance	(3)
ECON 205	Principles of Macroeconomics	(3)
ECON 313	Public Planning	(3)
COMS 104	Basic News Writing	(3)
COMS 114	Public Speaking	(3)
COMS 146	Media Performance	(3)
COMS 173	Introduction to Advertising	(3)
COMS 204	News Reporting	(3)
COMS 225	Introduction to Public Relations	(3)
COMS 235	Writing for Public Relations	(3)
COMS 236	Print Production	(3)
COMS 240	Teamwork & Communication	(3)
COMS 250	Interpersonal Communication	(3)

Coaching Management: 15 Credit Hours

ESHE 201	Introduction to Athletic Injuries	(3)
ESHE 305	Principles & Practice of Strength & Cond.	(3)
ESHE 358	Technology for ESHE	(3)
ESHE 388	Coaching the Athlete	(3)
ESHE 390	Kinesiology	(3)
ESHE 395	Motor Behavior	(3)
BIOL 310	Human Structure & Function I	(4)
BLAW 203	Legal Environment of Business	(3)
BLAW 306	Entertainment Law	(3)
COMS 104	Basic News Writing	(3)
FINC 251	Personal Finance	(3)
FIINC 331	Introduction to Business Finance	(3)

Free Electives: 11-17 Credit Hours

11-17 Free elective courses, including the program(s) from which students may select courses

Total: 120 Credit Hours

Appendix B provides a Sample Plan of Study for fulltime and part-time students. See Appendix C for Course Descriptions.

Time to Degree Completion

The current degree program is designed to take first-year, full-time students four years to complete. The program is also designed to take full-time transfer students with an associate's degree two years to complete. For part-time students starting with an associate's degree, it is expected that the program can be completed in four years.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. First-year students are advised through the College of Education and Human Development's advising

office so that students receive mentoring and feedback on curriculum guidelines and dual-enrollment credit from professional advisors. Starting the second year, students meet with a degree-specific faculty advisor each semester to plan an individual curriculum path. Additionally, the department offers a student mentoring program for students with difficulty with the academic transition to Radford University. Advisors are also advised of student progress each semester through an online advising platform (i.e., Starfish).

Radford University instructors also have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all Sport Management courses through the Learning Assistance Resource Center (LARC). Also, an Introduction to Sport Management course is part of the program, allowing faculty to address retention and matriculation early in the degree program.

Faculty

The Department of Health and Human Performance consists of 17 full-time faculty lines with 2 faculty lines allocated to Sport Management. Both faculty members teach major core courses and 2 courses within the Sport Administration concentration. Collectively, these faculty have published multiple articles on Sport Management topics in peer reviewed sport management journals and delivered local, regional, national and international presentations at sport management and related conferences. Additionally, sport management faculty have supported student research and presentations at national and international undergraduate research conferences. At this time, there are no plans to seek additional full-time faculty lines.

Four faculty in the Department of Health and Human Performance support the program by teaching courses in the Sport Administration and Coaching Management concentrations (see Appendix D). Support for the program is also provided by academic units outside the College of Education and Human Development. Specifically, three major core classes are taught by the Departments of Accounting, Finance and Business Law (fundamentals of accounting), Marketing (Principles of Marketing), and English (Professional Writing). These departments, as well as the Departments of Management and Communication, lead courses that support both Sport Management concentrations. In total, there are 18 faculty from the College of Business and 9 faculty from the College of Humanities and Behavioral Sciences that support the proposed degree program. A brief description of faculty credentials is provided in Appendix D.

Adjuncts

Adjunct instructors are used to teach one core class (ESHE 375) and two Sport Administration concentration courses (ESHE 358, 461). These adjuncts are current professionals in the field and experts in their subject matter (i.e., technology and event management, respectively). Students have evaluated both adjuncts highly in the past and the Department of Health & Human Performance plans to continue their role in the proposed major.

Program Administration

The proposed Bachelor of Science in Sport Management will have a program administrator. The administrator will be responsible for teaching in the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment

initiatives (new and transfer students), and advising in the program. A full-time, tenure-track Sport Management faculty member will serve as administrator of the program.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, ordering equipment and supplies, and maintaining personnel records.

Student Assessment

Every student who completes a Bachelor of Science degree in Sport Management will have mastered a set of skills that are needed for entry-level positions and graduate study in sport management.

Students will be assessed via written exams, written papers, portfolios, debate evaluations, and project presentations. In addition, students are evaluated by internship supervisors to assess performance of entry-level skills, knowledge and behaviors. This culminating experience enables students to put coursework into real-world performance settings and receive direct feedback from employers and supervising faculty.

The learning outcomes for the Bachelor of Science in Sport Management are specific to undergraduate knowledge, skills, and abilities identified by COSMA. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures which are consistent with COSMA standards (Appendix E). These learning outcomes are assessed annually in compliance with the Office of Assessment.

Learning Outcomes

Sport Management students will be able to:

- Communicate in the written form,
- Communicate orally,
- Apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Curriculum Map

Learning Outcome	Course	Assessments
Sport Management students will be able to communicate in the written form.	ESHE 212	Students will complete a jobs portfolio assignment in ESHE 212. Part of a grading rubric will be used to evaluate writing skills.
Sport Management students will be able to communicate orally.	ESHE 415	Students will debate current issues in sport administration and their ability to use data to argue and communicate a point will be analyzed with a rubric.
Sport Management students	ESHE 212	In ESHE 212, students will

will demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting.	ESHE 415	work in groups to solve a critical thinking problem designed at a CLRA workshop. In ESHE 415, students will have to solve a budgetary issue and other typical athletic department issues in a role-playing assignment.
Sport Management students will demonstrate managerial competencies in a sport related activity.	ESHE 463	Students will be evaluated by internship supervisors with a grading rubric to determine managerial competencies

Employment Skills/Workplace Competencies

Graduates of the Sport Management program will be able to:

- Design and implement promotional and advertising materials,
- Minimize organizational liability by implementing risk management procedures,
- Analyze and recommend policies for the ethical behavior for sport organizations,
- Develop community, public and media relationships,
- Design policies and procedures for diversity in the workplace,
- Conduct applied research for the sport organization,
- Plan, manage, and implement sporting events,
- Apply appropriate leadership theories in the workplace,
- Write professional content for the sport organization.

Specific to the Sport Administration concentration, graduates will be able to:

- Plan budgets,
- Project financial gains/losses,
- Account for all income and expenditures,
- Identify revenue streams,
- Provide oversight of organizational employees, and
- Ensure individual program policies and procedures are consistent with regulations.

Specific to the Coaching Management concentration, graduates will be able to:

- Develop annual scheduling,
- Assist with logistical operations,
- Coordinate travel arrangements,
- Recruit prospective athletes,
- Lead position-specific drills and practices, and
- Oversee tape exchange.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the proposed program after the initial year. The department will conduct and report annual assessments of

student learning outcomes beginning in 2018 in accordance with the Office of Assessment's university-wide reporting requirements. To meet the Office of Assessment's requirements, a five-year review of the programs mission, goals, learning outcomes, and student success will also be conducted to make changes to program goals and student learning outcomes where necessary. The Sport Management program, with help from the Office of Assessment, will use institutional data, senior and alumni surveys, and learning outcomes assessments to complete the annual program assessment report that will describe how goals and learning outcomes have been achieved. The Sport Management program is scheduled to submit its first program review in 2019.

Benchmarks of Success

The benchmarks of success of this program include:

1. 60% of graduates will find employment within the field within 1 year of graduation.
2. 20% of graduates will be accepted into graduate school within 1 year of graduation.
3. 85% of students will report satisfaction with the degree program at the conclusion of the senior year.

If the employment benchmark is not met, the program director will meet with RU's Career Services unit to determine effective strategies. Additionally, the program director will survey local employers regarding the disconnect between student training and job entrance. The program director will also contact graduate program coordinators if the graduate school benchmark is not met. Finally, rather than a specific benchmark, Sport Management faculty will examine the qualitative results of student satisfaction to make changes to the program.

Expansion of Existing Programs

The proposed Bachelor of Science in Sport Management is an expansion of an existing program, namely the Sport Administration concentration within the Exercise, Sport, and Health Education major of the Department of Health and Human Performance. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue other options upon graduation. The accreditation program standards in the field have changed dramatically over the past two decades and have resulted in the need to update the currently approved curricula to remain current with the field and to comply with accreditation standards.

Approval of the proposed program will result in elimination of the Sport Administration concentration from the ESHE major. In short, students interested in entry-level positions in sport management are unlikely to understand that a major in Exercise, Sport, and Health Education is a viable curriculum choice. The proposal seeks a stand-alone major so that prospective students can effectively identify a structured, meaningful undergraduate degree in Sport Management that leads to entry-level positions and graduate study in the field. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Sport Management is not similar or related to any existing degree program at Radford University. The degree program can be implemented without compromising or negatively effecting any existing degree program in the Department of Health and Human Performance, College of Education and Human Development or Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Defining Sport and Sport Management

The sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is approximately \$500 billion annually.⁵ The sport industry consists of three primary segments, namely sport performance (e.g., amateur and professional sport, fitness and sport firms), sport production (e.g., equipment, apparel), and sport promotion (e.g., media, merchandising). There are three primary drivers that continue to increase the size of the sport market through one, if not multiple, of the aforementioned segments. That is, technology, globalization, and increased participation rates are all driving the sport market and therefore the demand for effectively trained sport managers.

Technology is increasing the audience for sport, thereby expanding the sport promotion and production segments in the industry. For example, social media is changing how consumers access sport, expanding the sport promotion segment into uncharted waters. The technology of equipment is also expanding quickly as football helmet design has become one of the major sport innovations in the past twenty years.⁶ It is clear that technology is increasing the size of the sport industry, requiring a greater knowledge base among future sport managers.

Globalization is also affecting the sport industry. Sport is big business and it occurs on a global stage.⁷ A global audience has a direct impact on the sport promotion segment but also affects how equipment and sporting goods (sport production) are manufactured outside the United States.⁸ The expanse of sport internationally is creating more competition, larger fan bases, and ultimately more sport consumers.

Finally, increased participation rates in sport (performance segment) has been, and will continue to be, a major driver of the sport industry. Increased participation has been due to additional

⁵ <https://www.plunkettresearch.com/statistics/sports-industry/>

⁶ Read, D. (2013). The tools to play *Athletic Management*, 25, 64-68.

⁷ de Haan D, S. Internationalization of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education* [serial online]. February 1, 2012;16(1):24-39.

⁸ Thibault, L., (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.

engagement in both leisure activity and non-traditional sports (e.g., extreme and action sports). Molitor⁹ correctly predicted that the “Leisure Time Era” would start in 2015 when “free time” dominated total individual lifetime activity. The aging “baby-boomer” population has driven this shift toward lifetime activity as more people than ever are leaving the workforce and seeking more leisure time pursuits.¹⁰ The increase in leisure consumerism has been accompanied by dramatic participation increases in non-traditional sports such as extreme sports.¹¹ Extreme sports, or action sports (e.g., X-Games, CrossFit), are non-traditional sport options with unique participation, marketing, and management requirements. As such, leisure and extreme sport participation have created a sport setting that is unfamiliar to traditional sport managers. Greater participation in sport is dramatically increasing industry size, creating a demand for more sport managers with training in all segments of sport, not simply administration of traditional high school and college team sports.

The Role of Undergraduate Sport Management Education

Sport management is the program name given to university-level academic programs that prepare students for entry-level positions in sport.¹² Before this century, the majority of sport management positions were delimited to athletic director positions at high schools, colleges or professional sport teams (i.e., general managers). Because globalization, technology, and increased participation has expanded all segments of the sport industry, the skill set required for entry-level positions in the field has dramatically expanded. The academic standards needed for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM).¹³ In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established an independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Radford University has offered academic preparation for future sport managers since 2012 but must update its program to meet the unfolding industry being shaped by globalization, technology, and increased non-traditional participation.¹⁴ The proposed degree program in Sport Management reflects the department’s response to the curriculum standards of COSMA and the needs of students seeking to become entry-level sport management professionals.

Seven colleges and universities in Virginia have undergraduate degrees in, or related to, sport management but only Liberty University has an accredited undergraduate degree in Sport Management as recognized by COSMA.¹⁵ Radford University will seek to become the first public Virginia university with COSMA accreditation once the current proposal is approved.

⁹ Molitor, G. T. T. (1999). The next 1,000 years: The "big five" engines of economic growth. *The Futurist*, 33(10), 13-18.

¹⁰ Patterson, I., & Pegg, S. (2009). Marketing the leisure experience to baby boomers and older tourists. *Journal of Hospitality Marketing & Management*, 18(2-3), 254-272.

¹¹ Ko, Y. J., Park, H., & Claussen, C. L. (2008). Action sports participation: consumer motivation. *International Journal of Sports Marketing & Sponsorship*, 9(2), 111-125.

¹² Pedersen, P., & Thibault, L. (2014). *Contemporary sport management* (5th Ed.). Champaign, IL: Human Kinetics.

¹³ <https://www.nassm.com>

¹⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

¹⁵ https://www.nassm.com/Programs/AcademicPrograms/United_States

Employment Demand

Because globalization, technology, and increased participation are expanding the sport industry, the demand for graduates of sport management programs is high as documented by federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be as high or higher than average for sport managers. Demand for entertainment and sport managers is expected to increase by 6% over the next decade.¹⁶ Specific to sport, job growth will grow faster than average for some areas of the field through 2024 due to increased profits from the industry.¹⁷

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Sport Performance	\$45,000	6 ¹⁸	As Fast as Average
Sport Production	Varies	Varies ¹⁹	Varies
Sport Promotion	\$125,000	9% ²⁰	Faster than Average

According to the North American Industry Classification System²¹, there are over 300 different position types in the sport field. Specific to Commonwealth employment projections, the demand for sport managers is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents a few job opportunities for sport managers.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Current Commonwealth Openings	Supply/Demand
Coaches and Scouts	\$20,000-50,000	237	.14 candidates/job opening ²²
Recreation Workers	\$17,000-32000	159	.24 candidates/job opening ²³
Marketing Managers	\$94,000-187,000	299	.86 candidates/job opening ²⁴

¹⁶ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁷ https://www.bls.gov/emp/ep_table_102.htm

¹⁸ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁹ https://www.bls.gov/oes/current/naics4_424300.htm#11-0000

²⁰ <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

²¹ <https://www.census.gov/cgi-bin/sssd/naics/naicsrch?input=sport&search=2017+NAICS+Search&search=2017>

²² <https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlDg0vD+0W4tTq7S7ZbX8f93dOVLy8+sxjLAoF+C6K+NMKjXLxWZM608dkXe3S>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlDg0vD+0W4tTq7S7ZbYY78kRf92R+Uh01izROMpBddmxUDaTgvJTY4fxP80n3>

Graduates of the Sport Management program will be qualified for a variety of entry-level positions in the Commonwealth and beyond. Entry-level positions in the Commonwealth include staff positions for multiple major and minor league professional teams, historic stock car racing tracks, multiple colleges and university athletic departments, recreation centers, intramural/club sport programs, travel youth and adult sports teams, and fitness-related venues. Graduates also have the ability to be employed in youth sport through organizations such as after school sports programs, community organizations such as city parks and recreation, YMCA, Boys Club/Girls Club, and travel sports teams. Event managers are needed to work at traditional facilities and in stand-alone businesses. Private sport companies include additional management opportunities at facilities such as golf courses, aquatic centers, ski resorts, racquet clubs, and fitness facilities. Finally, there is a need for workers in the sport production (retail business) segment.

Additionally, Radford serves employers primarily in central and southwest Virginia. Based on a Virginia-specific search, there are multiple listings for sport managers in:

- Professional sport: 36 job postings including the Richmond Kickers, Washington Redskins, Salem Red Sox, Norfolk Admirals, Ted Convocation Center, Potomac Nationals, Richmond International Raceway, Martinsville Speedway, Richmond Flying Squirrels and Lynchburg Hillcats,
- Sport Hospitality and Entertainment: 9 job postings with positions including Affinity Marketing Coordinator, Convention and Tourism Marketing and Public Relations Coordinator, Sales and Marketing Team, Independent Sports Marketing Sales Rep, and Sales Representative, and
- College Sport: 137 job postings.

See Appendix F for job announcements.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

In the spring of 2017, several classes were surveyed (Appendix G) to assess student interest in a B.S. degree in Sport Management. The data from students ($N = 104$) participating in the survey revealed several consistent patterns. Students overwhelmingly were in favor of establishing a B.S. degree in Sport Management ($100/104 = 96\%$). Student attitudes towards a degree in Sport Management were overwhelmingly positive or very positive ($99/104=95\%$). Almost all believed that a Sport Management major would be beneficial for the development of sport within the community ($102/104=98\%$). Respondents were predominately male (72%) but there was a good distribution between Freshmen (21%), Sophomores (37%), Juniors (27%), and Seniors (15%). See Appendix H for a complete description of survey responses.

Enrollment Data

Enrollment in ESHE Sports Administration, Department of Health & Human Performance

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Sport Administration	98	100	112	117	+19%

Enrollment ²⁵					
HHP Enrollment	865	852	775	699	-19%
Degrees conferred in Sport Administration	* ₂₆	*	16	32	
Sport Administration Minors	21	24	18	21	0%

²⁵ <https://ir.radford.edu/electronic-fact-book/>

²⁶ *data unavailable

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
139	139	165	165	196	196				233	233	63

*These estimates are based on student growth in the Sport Administration program over the past five years (19% increase).

Assumptions:

Retention percentage: 65%

Full-time students average credit hours per semester: 15

Full-time students graduate in 4 years

Duplication

Radford University is located in Southwest Virginia and intends to offer a major in **Sport Management** (CIP Code 31.0504: Sport and Fitness Administration/Management). According to SCHEV's degree inventory (http://research.schev.edu/degreeinventory/inventory_3.asp), only 4 other public institutions in Virginia offer the same program of study, namely George Mason (graduate program only), James Madison University (undergraduate and graduate), Virginia Commonwealth University (graduate program only), and Virginia State University (graduate program only). Radford is proposing the second public undergraduate program in the state and the only public undergraduate program offered in Southwest Virginia. The proposed program is the only degree opportunity to meet student and employer demand in Southwest Virginia. This program will fill a critical void. The ability to recruit, advise, matriculate, and graduate students through a degree program benefits future students, statewide industry, and higher education.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

James Madison University offers the Bachelor of Science in Sport and Recreation Management, the only comparable undergraduate program to the proposed curriculum. There are a number of similarities between the James Madison program and the one proposed by Radford University. Several core classes are similar as both programs require legal issues in sport management, sport ethics, sport psychology, marketing and promotions, sociocultural aspects of sport, event and facility management, and accounting. Additionally, both programs offer an experiential learning

experience at the conclusion of the program, namely a practicum/internship experience. Finally, both programs offer a series of business classes to complement the core curriculum.

However, Radford University's proposed program is distinct from the James Madison University degree program in several significant ways. While the curriculums have a lot in common the degree at James Madison University focuses on hospitality and recreation management and is broad-based. The proposed curriculum at Radford University is targeted to the emerging sport management professional and was designed with the standards set forth by COSMA. The curriculum allows for greater flexibility for students who will be choosing different areas of concentration within the sport management field. For example, for the student who aspires to pursue sport communication, the proposed curriculum allows students to select a variety of courses within the sport administration concentration to help better prepare them for success. Students can take up to 15 hours of communication classes. This is not the case with the curriculum at James Madison University. Additionally, Radford University students can pursue business law classes for careers in compliance, sport agency representation, or other legal areas. For students wanting to enter a marketing field or management field the sport management student can take a variety classes in marketing and management areas. This distinction is important because the sport industry is quite diverse and requires a variety of skill set for success in entry level positions. Additionally, the coaching management concentration allows students to take a coaching management class and related coursework designed to aid the aspiring coach. The James Madison program does not offer a true academic preparation into the coaching field.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program.

The course sequence is already in operation and the program does not have a need for many additional resources. The Department currently administers the Sport Administration concentration through 2 full-time faculty lines with advising support from 1 additional full-time faculty member who teaches within the program. The primary future needs of the program are minimal as few equipment/supplies are needed to maintain the program.

Full-time Faculty. Additional full-time faculty lines are not needed at this point (the current Sport Administration concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed.

Part-time Faculty. Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty. Because the optional concentration courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants. Graduate assistants are not needed to support the program.

Classified Positions. The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid. There is no targeted financial aid planned at this point.

Equipment. There is no need for additional equipment at this time.

Library. The department has a sufficient library budget that supports the current students. No additional library needs are expected.

Telecommunications. The department has a sufficient telecommunications budget that supports the current faculty. No additional phone/video needs are expected.

Space. The department has sufficient space that supports the current students. No additional space requests are expected.

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 _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

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

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

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

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

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

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

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

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Abbreviated Curriculum Standards for COSMA Accreditation²⁷

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.

A. Foundations of Sport: Historical, Sociological, and Psychological

B. Foundations of Sport Management

1. Management Concepts
2. Governance & Policy
3. International Sport

C. Functions of Sport Management

1. Sport Operations
2. Sport Marketing
3. Sport Communications
4. Sport Finance and Economics

D. Sport Management Environment

1. Legal aspects of sport management
2. Ethical aspects of sport management
3. Diversity issues in sport management
4. Technological advances in sport management

E. Integrative Experiences & Career Planning

1. Internship/Practical/Experiential Learning
2. Capstone Experience

²⁷ <http://www.cosmaweb.org/accreditation-manuals.html>

Appendix B – Sample Plan of Study

Sample Plan of Study for Full-Time Students

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

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

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

TOTAL CREDIT HOURS

120

Appendix C – Course Descriptions

Description of Required Common Core Courses

ACTG 211: Fundamentals of Financial Accounting

A comprehensive introduction to the fundamental concepts and procedures in accounting for proprietorships, partnerships, and corporations. Emphasis is on the user perspective. ACTG 211 is a business core requirement.

BIOL 105: Biology for Health Science Majors

Intended for any student who is not a Biology major, but who needs to take microbiology or human anatomy courses for their majors.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ENGL 306: Professional Writing

Course introduces students to writing for their careers. Assignments may include instructions, a proposal, a resume, letters, memos, short reports, and computer graphics.

ENGL 307: Business Writing

The course prepares students to cope with the strategy and writing of a wide range of informative and persuasive business letters and reports.

ESHE 212: Introduction to Sport Management

Designed to provide students with an overview of the sport management/administration profession and the array of careers currently available in the sport industry. Studies the impact of social, historical, health and economic trends on the growth of sport in the United States and throughout the world. Special emphasis is placed on ethical and diversity issues as they relate to the sport management profession. Information related to the governance of sport organizations is studied.

ESHE 341: Legal Issues in Sport Management

Designed to introduce students to the legal doctrines, major statutes, standards and case law that establish legal responsibilities, rights, privileges and controls related to the field of exercise and sport sciences.

ESHE 345: Sport Ethics

Examination of the ethical principles related to sport-specific issues within the context of managing sport services.

ESHE 350: Sport and Exercise Psychology

Provides students with an overview of concepts and principles essential to understanding the behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of performance enhancement, mental skills, exercise behavior and motivation, social factors, and psychology of injury. Applications are made to the athlete/participant, exercise leader and sport coach.

ESHE 360: Marketing of ESHE

Examines the entrepreneur's role with emphasis on marketing and promotion. Studies and applies methods employed to promote, market, select and administer all aspects of exercise, sport and health programs.

ESHE 370: Sociocultural Aspects of Sport

The purpose of this course is to introduce the student to sport specific sociocultural perspectives as they apply to the study of sport management. Topics may include race/ethnicity, gender and social class, and globalization as these apply to sport. Students will demonstrate the ability to assess the effect of sport in both American and global societies.

ESHE 375: Event and Facility management

Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation.

ESHE 400: Financial Aspects of Sport

Financial considerations important to sport; budgeting, fundraising, and economic impact of sport.

ESHE 415: Issues in Sport Management

Principles of organization and administration in a variety of sport related settings. Issues concerning facilities, equipment, philosophy, budget, scheduling, public relations, staffing, diversity, and management style are discussed.

ESHE 463: Fieldwork in ESHE

Course provides students opportunities to integrate previous course work with practical field experience.

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

MGNT 322: Organizational Behavior

A study of individual and group behaviors within organizations. Intended to develop in managers a greater awareness of the problems and opportunities in managing individuals in organizations and in increasing employee effectiveness. A business core requirement.

MKTG 340: Principles of Marketing

Examines the marketing principles, concepts, and practices used by organizations to create value, enhance satisfaction, and manage customer relationships. The course emphasizes how to develop, position, price, distribute, communicate, and promote an organization's offerings to selected target markets in a dynamic global environment, A business core requirement.

PSYC 121: Introductory Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, development, cognition, learning, personality, social behavior, abnormal psychology, and the methods used to generate and apply psychological knowledge in a variety of settings. This course has been approved for credit in the Social and Behavioral Sciences area of the Core Curriculum.

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Sport Administration Concentration

ACTG 212: Fundamentals of Managerial Accounting

Comprehensive introduction to the fundamental principles and procedures of accounting for managerial decision making, planning, control and performance evaluation. ACTG 212 is a business core requirement.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

BLAW 304: Business Law I

The course is an in-depth study of the Uniform Commercial Code, Articles 2, 2a, 3, 4, 6, 7 and 9, bankruptcy, the CISG and other business law topics frequently addressed on the CPA examination.

BLAW 305: Business Law II

An in-depth study of the laws affecting business organizations, property, wills, trusts and estates and insurance. In addition, other areas of the law affecting business may be covered as these areas emerge and as time permits.

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

COMS 146: Media Performance

Performance demonstrated and practiced through a variety of media in studio and field settings. Personal coaching provided on the basis of audio and video recordings, analysis and feedback.

COMS 173: Introduction to Advertising and IMC

This course provides a foundation for advertising, its history, development, problems and challenges. Includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

COMS 204: News Reporting

Practice in advanced level reporting and feature writing. The course requires submission of all stories for possible media distribution (e.g., "The Tartan," "NRV News"). Advanced discussion of ethics, morality, law and responsibility, as well as examination of national and international media issues.

COMS 225: Introduction to Public Relations

Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and the military services.

COMS 235: Writing for Public Relations

Provides students with the theory and technical knowledge necessary to produce messages as professional communicators. Students will develop skills in a variety of writing formats and learn to utilize desktop publishing and graphics software in the production of messages.

COMS 236: Print Production

Principles and practices in the production of print and digital media with emphasis on computer graphics and desktop publishing. Course also covers theories of typography and visual communication.

COMS 240: Teamwork and Communication

Development of communication skills in the context of teams in organizational and professional settings. Students study the structure of effective teamwork, group process, problem solving, and leadership.

COMS 250: Interpersonal Communication

Improves understanding of internal communication environments, enhances ability to communicate with others. Emphasis on theory and research through experiential projects and examination of communication process used by class itself.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computer, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 364: Pre-Professional Fieldwork in ESHE

Provides junior level ESHE students with the opportunity to integrate previous course work with practical field experience. Offers students 40-120 on-site work hours to apply theory to practice.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 332: Intermediate Business Finance

Applies the analytical tools acquired in FINC 331 Introduction to Business Finance to further explore the theory and practice of financial decision making to enhance firm value. Topics include advanced capital budgeting techniques, cost of capital, capital structure, dividend policy and mergers and acquisitions.

MGNT 250: Entrepreneurship and Innovation

Provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

MGNT 323: Human Resource Management

Introduction to the most important functions of human resource management, including strategic HR planning, EEO laws, job analysis, recruitment, selection, training and development, performance appraisal, and compensation.

MGNT 361: Managing Professional Communication and Negotiations

Instruction in effective written and oral communications commonly used by leaders and managers in business organizations, and in effective negotiating skills and practices.

MGNT 421: Leadership and Motivation

Study of leadership as an interactive process involving the leader, followers, and situation. Emphasizes understanding the concepts and theories of leadership and motivation and how they are applied by practicing organizational leaders and managers.

MKTG 341: Advertising Strategy

An in-depth study of the administration of the complete advertising program. Integration and coordination of promotion with other variables of the marketing mix as they relate to consumer and industrial markets.

MKTG 342: Internet Marketing

This course is designed as an introduction to the rapidly evolving world of Internet marketing. The opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment.

MKTG 350: Consumer Behavior

A study of the consumer decision process, the cultural, social and psychological factors variables that influence behavior, and the impact of consumer actions on marketing tactics and strategies. This course applies concepts from a variety of social science disciplines to include psychology, sociology, and cultural anthropology to describe, explain, evaluate and predict consumer behavior.

MKTG 360. Professional Selling

The course contains a study of the theory and practice of professional selling and provides an opportunity for skill development relative to sales careers. After studying practical buyer-seller relationships, the students examine the roles of planning, interpersonal communication and resource management in selling effectiveness.

MKTG 440: Supply Chain Management

The study of inventory, transportation and traffic management, storage and other logistics functions as an integrated system within the firm and throughout the firm's supplier and customer channels. Uses problem-solving case studies with computer assisted decision making.

MKTG 344: Sales Management

Planning, organizing, leading, acquiring and controlling are applied to the management of the sales force and the coordination of the sales force with the total marketing effort.

Coaching Management Concentration

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

ESHE 305: Principles and Practice of Strength and Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use “high tech” exercise equipment, personal computers, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 388: Coaching the Athlete

Develop an understanding of the obligations a coach has to the athlete, school, and community.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 395: Motor Behavior

Provides students with core knowledge about the process of learning, performing and improving motor skills. Combining motor learning and sport psychology principles, students are exposed to numerous practice and performance concepts designed to optimize motor learning and performance. Students are expected to understand and apply these principles to real-life situations.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

Appendix D – “Abbreviated CV’s” for Faculty

Dr. Kevin Ayers
Ph.D., Athletic Administration, Florida State University

Dr. Monica Pazmino
Ph.D., Mississippi State University

List of Adjunct and Special Purpose faculty

Mr. Michael Ramsey (ESHE 358)

Mr. Ronald Downs (ESHE 375, 461)

Dr. Anna DeVito (ESHE 370, 350)
Ph.D., West Virginia University

Mr. Donnie Tickle (ESHE 388)
M.S., Virginia Tech University

List of Related Course Faculty

Dr. Lynn Saubert (ACTG 211)
Ph.D., University of Wisconsin

Dr. Vernard Harrington (MGNT 322)
Ph.D., Texas A&M University

Dr. Duncan Herrington (MKTG 340)
D.B.A., Mississippi State University

Dr. Laura Vernon (ENGL 306)
Ph.D., Utah State University

Jerry M Kopf (MGMT 250)
Ph.D., University of Arkansas

K. Vernard Harrington (MGNT 323)
Ph.D., Texas A&M University

Tal Gad Zarankin (MGNT 361)
Ph.D., University of Missouri-Columbia

Danylle R. Kunkel (MGNT 421)
Ph.D., Virginia Tech

Jane Emma Machin (MKTG 341)
Ph.D., University of Pennsylvania

James G. Lollar (MKTG 344)
Ph.D., University of Alabama

Wilbur W. Stanton (MKTG 350)
Ph.D., Georgia State University

James G. Lollar (MKTG 360)
Ph.D., University of Alabama

Carol C. Bienstock (MKTG 440)
Ph.D., Virginia Tech

Felix E. Amenkhienan (ACTG 212)
Ph.D., University of Mississippi

Daniel V. Davidson (BLAW 203)
BS.BA., Indiana University

Daniel V. Davidson (BLAW 304)
BS.BA., Indiana University

Clarence C. Rose (FINC 251)
Ph.D., Virginia Tech

FeiFei Zhu (FINC 331)
Ph.D., University of Wisconsin Milwaukee

FeiFei Zhu (FINC 332)
Ph.D., University of Wisconsin Milwaukee

Doug Brinkman (ECON 105)
J.D., Gonzaga University

Twange Kasoma (COMS 104)
Ph.D., University of Oregon

Kimberly E. Herbert (COMS 114)
M.A., American University

Matthew Reuben Turner (COMS 146)
Ph.D., Ohio University

James Collier (COMS 173)

Leigh A. Kelley (COMS 204)
M.A., Hollins College

Lisa E. Baker (COMS 225)
Ph.D., Bowling Green State University

Leigh A. Kelley (COMS 236)
M.A., Hollins College

Kimberly E. Herbert (COMS 240)
M.A., American University

Betty L. Kannan (COMS 250)
M.A., West Texas A&M University

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Sports Administration Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



Appendix F – Employment Demand

Job announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. A list of job announcements is not needed for the cover page. When printing job announcements, adjust print size for readability. SCHEV will not count announcements that have small font and/or text that appears smeared/smudged.

Appendix G – Survey to Determine Student Demand

Radford University is developing a Bachelor of Science in Sport Management for implementation in Fall, 2018. The sport administration concentration is designed for students intending to pursue careers of leadership in the sport industry. After completing this program, students should be able to:

- demonstrate the ability to communicate in the written form
- demonstrate the ability to communicate orally
- demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting
- demonstrate managerial competencies in a sport related activity

Faculty have prepared the survey below to gauge student interest in the program. 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 abarfield@radford.edu if you would like more information about the proposed program.

Thank you.

1. Have you heard of the proposed BS degree in Sport Management?

Yes No (If no, please go to Question 3)

2. If “Yes” for Q1, from where did you hear about the Sport Management Program?

Colleagues/Friends

Faculty

Alumni / Student

Information Session

Other (please specify):

3. What is your attitude towards a BS degree in Sport Management?

Very Negative Negative Neutral Positive Very Positive

4. Are you in favor of Radford University establishing a BS degree in Sport Management?

Yes No

5. “If Radford University offered this program, would you enroll?”

Yes No

6. Do you think that a sport management program will be beneficial for the development of sport in your community?

Yes No

If no, please explain:

SECTION II: DEMOGRAPHIC INFORMATION

7. College rank: _____

8. Age: _____

9. Gender: _____

10. Other Comments - Using the space below, please tell us what you think about Radford University getting a BS degree in Sport Management. We would love to hear from you!

Thank you for your participation!

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Allied Health Sciences</p>	<p>4. CIP code: 51.1199</p>
<p>5. Degree/certificate designation Bachelor of Science</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u>Department of Health & Human Performance</u> School(s) or college(s) of <u>College of Education</u> Campus(es) or off-campus site(s) <u>Main Campus</u> Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____</p>	

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. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Allied Health Sciences to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The curriculum is designed as a Health/Medical Preparatory Program (CIP 51.1199); therefore, the purpose of the program is to prepare students for continued training in graduate or professional school. Graduates are expected to apply to graduate schools in the following post-graduate, professional allied health programs:

Degree Program	Degree Level	CIP Code
Athletic Training	Master's ¹	51.0913
Chiropractic	Doctoral	51.0101
Occupational Therapy	Master's or Doctoral	51.2306
Physical Therapy	Doctoral	51.2308
Physician Assistant	Master's	51.0912

Allied health professionals support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health. Population growth in the United States, coupled with an aging “baby-boomer” population, is causing demand for allied health professionals to outpace supply, resulting in workforce shortages across the Commonwealth and the nation.² As a result, it is vital that a sufficient allied healthcare workforce is developed to meet societal demands. The current program is providing students the knowledge and skills to enter graduate licensure programs in allied health through relevant courses such as therapeutic exercise, kinesiology, principles of strength and conditioning, physical activity and aging, exercise physiology and prescription of exercise. In addition, the program will ensure students complete pre-requisite courses necessary for their intended professional school such as physics, anatomy and physiology, psychology, and statistics. As a result, graduates can enter professional allied health schools of choice to become licensed therapists, physician assistants, athletic trainers, and chiropractors among other professionals.

Because each graduate/professional licensure program in allied health has unique prerequisites for entry, the proposed program incorporates guided electives so that the curriculum is flexible enough for students to complete unique prerequisites for their chosen professional program. For instance, prerequisite courses for physical therapy differ from prerequisite courses required for occupational therapy. The current program will allow students to develop the therapeutic exercise and therapeutic intervention skills necessary for each professional allied health program (e.g., occupational therapy) while simultaneously allowing students to complete prerequisites

¹ Licensure in Athletic Training is currently offered through an undergraduate degree program but will require a graduate degree for licensure starting in 2020.

² Institute of Medicine. 2008. Retooling for an Aging America: Building the Health Care Workforce. <http://nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx>

that are profession specific (e.g., psychology). This unique program also integrates in-clinic observation or practicum experiences so that students gain required clinical experiences for professional school.

Historically, allied health professions such as physical therapy were offered through undergraduate degree programs. However, in the past two decades, the majority of these programs have moved to licensure requirements that require graduate education without a corresponding replacement at the undergraduate level. As a result, there is a disconnect between K-12 graduates and professional allied health education. Currently, high school students can and do take allied health courses either as elective courses or as dual-enrollment courses through community colleges. Unfortunately, once these students enter undergraduate education, there is no standard pathway to graduate/professional allied health degree programs. In essence, there are no undergraduate majors in physical therapy, occupational therapy, chiropractic, or physician assistant despite the very strict prerequisites required for professional school. In the Commonwealth, only one institution currently offers an undergraduate major that tracks to professional allied health programs (B.S. in Rehabilitation Sciences, George Mason University). The proposed major in Allied Health Sciences will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path. Following the blueprint of George Mason University, Radford University is providing an overdue opportunity for students by linking the pipeline from high school to graduate education through a structured, meaningful, and necessary undergraduate degree program.

Mission

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

The Allied Health Sciences program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for allied health professional and form the backbone of the program’s academic mission. The program develops these skills through a series of research (Research Methods, Research Project) and project-based (Kinesiology, Exercise Physiology, Exercise Prescription, Therapeutic Interventions) courses.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required
 - Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- academic transcripts,
- the strengths of an applicant's high school curriculum,
- standardized testing,
- letters of recommendation, and
- all other materials submitted.

In addition, admission to the Allied Health Science program requires the following:

- An overall 3.0 GPA
- An overall 3.0 math/science GPA
- A grade of B or better in the following courses
 - MATH 137 OR 138
 - BIOL 105
 - BIOL 310
 - PSYC 121
 - STAT 200
 - HLTH 200
- A formal application to the program (typically submitted January of sophomore year).

Transfer credit is accepted for the program and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Allied Health Science degree. Students interested in transferring to the Allied Health Sciences program from a Virginia Community College are strongly encouraged to complete an Associate of Arts, Associate of Science or Associate of Arts and Science including the following courses:

- MATH 137 (MTH 158)
- BIOL 105 (BIO 101)
- PSYC 121 (PSY 200)
- STAT 200 (MTH 157, 240 OR 241)
- HLTH 200 (HLT 116)
- BIOL 310 & 311 (BIO 141 & 142)
- CHEM 101 & 102 (CHM 111 & 112)

Target Population

The Department of Health and Human Performance will target high school and community college students interested in wellness, healthcare, and the treatment of disease. This interest may be developed through course experience, family exposure (e.g., parents in the field), or general healthcare knowledge. The proposed program targets students who are planning to continue their education at the graduate level and, because admission into graduate/professional allied health programs are competitive, we are targeting students who are academically strong. The entrance requirements reflect the academic aptitude students will need to pursue graduate and professional study in the field.

Curriculum

The proposed Bachelor of Science in Allied Health Sciences program is 120 credit hours. The program enables students to complete professional school prerequisites within a meaningful undergraduate curriculum.

The curriculum provides four important areas of study: 1) core classes, 2) guided electives, 3) research coursework, and 4) practicum experiences. The strong major “core” exposes students to important job-related knowledge and skills (e.g., assessment of athletic injuries, physical activity and aging, therapeutic interventions, exercise physiology & prescription). Guided electives are chosen, in conjunction with an advisor, to meet school-specific prerequisites for graduate schools of interest (e.g., biochemistry, physics). Guided electives, rather than restricted electives, are needed for this program because there is variation in prerequisite coursework among professional programs, even within the same discipline (e.g., different requirements for different occupational therapy programs). The curriculum also includes research coursework, a necessity due to the abbreviated time frame of professional programs. Whereas most doctoral students complete 6 years post-undergrad, most professional degrees matriculate students in 2 to 3 years.

The program includes practicum work that integrates observation experiences into the curriculum. These observational experiences provide ideal experiential learning opportunities. The department has entered into site agreements with health care service providers to ensure that students obtain sufficient shadowing in clinical settings before applying for graduate programs (e.g., physical therapy schools typically require >75 hours of clinical shadowing or observation as an application pre-requisite). Students who shadow without guidance or supervision find that they are applying to professional school without sufficient observational experiences in the field. As a result, many students are not competitive for professional school immediately after graduation and may have to reapply for professional school one to two years following graduation. The proposed major integrates observational experiences into the curriculum (Practicum I, II, and III) so that students complete required observations in the field before applying to professional school (conclusion of the junior year), thereby making their applications more competitive.

Bachelor of Science in Allied Health Sciences

General Education Requirements: 43-44 Credit Hours

Major Core Requirements: 48 Hours

CHEM 101	General Chemistry (4)
CHEM 102/3	General Chemistry (4)
BIOL 310	Human Structure & Function I (4)
BIOL 311	Human Structure & Function II (4)
PSYC 230	Lifespan Development (3), OR
	PSYC 439 Abnormal Psychology (3)
ESHE 201	Introduction to Athletic Injuries (3)
ESHE 205	Introduction to Allied Health Sciences (1)
ESHE 305	Principles & Practice of Strength & Conditioning (3)
ESHE 315	Physical Activity & Aging
ATTR 323	Assessment of Athletic Injuries (3)
ESHE 390	Kinesiology (3)
ESHE 392	Exercise Physiology (3)
ESHE 396	Assessment & Prescription (3)
ESHE 450	Research Methods (3)
ESHE 465	Therapeutic Interventions (4)
HLTH 465	Exercise, Performance & Nutrition (3)

Guided Electives: 16 Hours

These courses include typical prerequisites for specific disciplines. Individual schools have unique requirements; therefore, students have flexibility in meeting school-specific prerequisites. Students may switch disciplines of interest while enrolled in the program. Students are required to complete 16 total hours for graduation but do not have to complete all 16 from one discipline (prevents a student from taking multiple guided electives in one area and having to complete 16 additional hours in a second area).

Occupational Therapy

PHIL 112	Introduction to Ethics & Society (3)
PHIL 113	Introduction to Reasoning & Argument (3)
APST 200	Introducing Appalachia (3)
SOCI 121	Understanding Cultures (3)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
HLTH 475	Health Behavior Change (3)
ESHE 451	Research Project (3)

Physical Therapy

PHYS 111	General Physics (4)
PHYS 112	General Physics (4)
BIOL 104	Human Biology (4)
BIOL 334	Microbiology (4)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 475	Health Behavior Change (3)

Alternative Allied Health Disciplines (e.g., Physician Assistant)

CHEM 301	Organic Chemistry (4)
CHEM 302	Organic Chemistry II (4)
BIOL 334	Microbiology (4)
BIOL 471	Biochemistry (4)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 451	Drug Use & Drug Abuse Education (3)
HLTH 453	Human Sexuality
HLTH 460	International Health (3)
HLTH 475	Health Behavior Change (3)

Practicum Courses: 3 Hours

ESHE 225	Allied Health Sciences Practicum I (1)
EHSE 250	Allied Health Sciences Practicum II (1)
ESHE 325	Allied Health Sciences Practicum III (1)

Free Electives: 6-7 Hours

Total Credit Hours: 120

Appendix A provides a Sample Plan of Study for fulltime students.
Appendix B provides Course Descriptions.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. The Department of Health and Human Performance has an advising day each semester so that students meet with faculty advisors to discuss degree progress and professional interests. Radford University instructors have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all allied health science courses through the Learning Assistance Resource Center (LARC). Additionally, an Introduction to Allied Health Sciences course is part of the program, allowing faculty to address retention and matriculation early in the degree program. Progress is also monitored at the conclusion of each semester by the program director.

Faculty

The Department of Health and Human Performance supports seventeen full-time tenure track lines and two of these lines are dedicated to teach core Allied Health Sciences courses. Both these faculty members have doctoral training in an allied health field (i.e., exercise science). Collectively, these faculty have published multiple articles on student recruitment into allied health and have presented on undergraduate student research. As the degree program grows, new faculty recruitment will target persons with expertise in other areas of professional allied health.

Five other faculty members within the Department of Health and Human Performance teach courses required for Allied Health Sciences students. The majority of these faculty also have

training in allied health (i.e., Athletic Training). In addition, licensed allied health professionals will teach 1-2 courses within the program as adjunct instructors and experts in alternative fields teach guided elective courses (e.g., Chemistry, Biology). This spread of faculty usage ensures that qualified instructors teach students throughout the curriculum. Appendix C includes a sample abbreviated faculty appendix.

Program Administration

The proposed Bachelor of Science in Allied Health Sciences will have a program administrator. The administrator will be responsible for teaching in the program, reviewing student applications to the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment initiatives (new and transfer students), and advising in the program. A full-time, tenure-track faculty member will serve as administrator of the program.

Advisory Board

The program has an advisory board made up of professional allied health school leaders across the state. The board consists of full-time faculty and administrators at professional schools in occupational therapy, physical therapy, and physician assistant. The board also consists of Radford University alumni from the Sports Medicine concentration (precursor to the proposed program). Each board member has an indefinite appointment and provides feedback on the curriculum via annual conference calls. See Appendix D for a list of advisory board members.

Student Assessment

Every student who completes a Bachelor of Science degree in Allied Health Sciences will have mastered a set of skills that are needed for accepted into graduate/professional allied health programs.

Students will be assessed via written exams, oral exams, written papers, and exercise prescriptions for specific populations. Additionally, students will complete reflection logs during practicum experiences to link course content to observed practice skills. The majority of student assessments occur during a culminating senior experience (ESHE 396 – Exercise Testing & Prescription).

The learning outcomes for the Bachelor of Science in Allied Health Sciences are specific to undergraduate knowledge, skills, and abilities that students should acquire in the proposed program. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures (Appendix E).

Learning Outcomes:

Allied Health Sciences Students will be able to:

- communicate effectively and sensitively with clients and colleagues in oral and written forms,
- develop exercise prescriptions for clients in fitness and clinical settings,
- perform and interpret assessments of health and physical fitness, and
- identify acute and chronic physiological changes that occur in the body in response to exercise stress.

Curriculum Map for Bachelor of Science in Allied Health Sciences

Learning Outcome	Course of Assessment	Measures
Communicate effectively and sensitively with clients and colleagues in oral and written forms.	ESHE 225 ESHE 250 ESHE 325	Reflection journals Observation logs
Develop exercise prescriptions for clients in fitness and clinical settings.	ESHE 396	Classroom Project Final Exam
Perform and interpret assessments of health and physical fitness.	ESHE 396	Practical Exam
Identify acute and chronic physiological changes that occur in the body in response to exercise stress.	ESHE 396	Written Exam

Employment Skills/Workplace Competencies

Graduates in Allied Health Sciences will be able to:

- Assist a primary therapist in the treatment and care of patients,
- Prepare equipment for patient treatments as ordered by a primary therapist,
- Perform routine cleaning and maintenance of therapy areas and corresponding equipment,
- Perform clerical duties such as ordering supplies, tracking inventory, and answering phones, and
- Assist patients with therapeutic exercises and training.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment (2018-2019). The department will administer annual assessments of student learning outcomes beginning in 2019, in accordance with the Office of Academic Assessment's university-wide reporting requirements. The Department will also review Allied Health Sciences faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Also, the Allied Health Sciences program faculty will seek feedback twice a year from the external advisory board regarding curriculum and post-graduate outcomes. Finally, senior students in the program will complete an annual program evaluation regarding strengths, weaknesses, and opportunities.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Offices of Academic Assessment and Institutional Research, will use institutional data, student and alumni surveys, and learning

outcome assessments to write a program review report that describes how program goals and learning outcomes have been achieved. The program is schedule to submit its first five-year review in 2023.

Benchmarks of Success

The benchmarks of success for the Allied Health Sciences program include:

1. 6-year graduation rate of 80% among students accepted into the program.
2. 60% acceptance rate into graduate/professional school within 2 years of graduation.
3. An average 4.0 score on Allied Health Sciences course evaluations.
4. An average 4.0 score on Allied Health Sciences faculty evaluations.
5. 75% employment rate within 1 year of graduation.
6. 85% of program seniors will report being satisfied or very satisfied with the program.

Physical therapy acceptance rates are documented annually. Although the rate varies by school, approximately 42% of applicants are accepted by at least one professional physical therapy program each academic year.³ Acceptance rates for occupational therapy and physician assistant programs are not published annually but seem to be as, if not more, restrictive than physical therapy. For example, the Physician Assistant program at Jefferson College of Health Sciences typically enrolls one student for every 20 applicants⁴. If initial benchmarks are not met within the first two graduation cohorts, the unit will seek program improvement through direct feedback from:

- the program advisory board (currently twice per year),
- professional program directors as to limitations in Radford University applications,
- program leaders at public SCHEV institutions serving similar students, and
- accreditation associations of professional programs.

Expansion of Existing Programs

This proposal is an expansion of an existing program, namely the Allied Health Sciences concentration within the Exercise, Sport, and Health Education (ESHE) major. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue options other than teaching upon graduation. However, students are now seeking a pre-professional degree program at the onset of their undergraduate career. Currently, it is difficult to market a concentration to prospective students that students understand will track to professional school. In essence, students interested in pre-professional allied health education are unlikely to understand that a major in Exercise, Sport, and Health Education leads to graduate opportunities in allied health. The current proposal seeks a stand-alone major so that prospective students can effectively identify a structured, effective pipeline from K-12 to graduate allied health education. Approval of the current program will result in elimination of the Allied Health Sciences concentration from the ESHE major. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Allied Health Sciences is not similar or related to any existing degree program at Radford University.

³ <http://www.apta.org/AnnualReports/>

⁴ <http://www.jchs.edu/degree/master-science-physician-assistant>

Compromising Existing Programs

No degree programs outside the Department of Health and Human Performance will be compromised or closed as a result of the initiation and operation of the proposed degree program. The transition to a major in Allied Health Sciences will coincide with the closure of the concentration by the same name in the Exercise, Sport, and Health Education major. The concentration will be closed within a two-year period of the proposal initiation (i.e., 2020-2021) so that current students can continue in their academic program to graduation. Students will also have the choice to switch to the Bachelor of Science in Allied Health Sciences without losing any progress toward degree completion.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Trend in the Field

With the population in the U.S expected to increase to 400 million by 2050, it will be vital that work forces are identified for allied health positions to meet the societal demands.⁵ Coupled with a population increase, an aging “baby-boomer” population is one of the factors causing demand for Allied Health Sciences professionals to outpace supply, resulting in workforce shortages.^{6,7} Because Allied Health Sciences professionals have specific education and associated licensure requirements, the onus to identify prospective students falls squarely on institutions of higher education.

The growth in the field is almost exclusively societal based. The baby boomer population, the largest generational cohort in the United States, is now comprised of older adults, driving the demand for increased healthcare services.⁹ Research is clear that as age increases, risk of disease and disability increases. In essence, the baby boomer population is retiring (leaving jobs in healthcare), experiencing greater impact of disability due to age (requiring more healthcare), and

⁵ <https://www.census.gov/population/projections/data/national/2014.html>

⁶ Guion, W., Mishoe, S., Taft, A., & Campbell, C. (2006). Connecting allied health students to rural communities. *Journal of Rural Health, 22*, 260-263. Doi:10.1111/j.1748-0361.2006.00042.x

⁷ Institute of Medicine. (2008). *Retooling for an Aging America: Building the Health Care Workforce*. Available at <http://www.iom.edu>. Accessed September 3, 2009.

⁸ Kilpatrick, S., Johns, S., Millar, P., Le, Q., & Routley, G. (2007). Skill shortages in health: innovative solutions using vocational education and training. *Rural Remote Health, 7*, 623. Retrieved from http://eprints.utas.edu.au/1349/1/article_print_623.pdf.

⁹ Canizare, M. et al. (2016). Do baby boomers use more healthcare services than other generations? Longitudinal trajectories of physician service use across five birth cohorts. *BMJ Open, 6*. doi: [10.1136/bmjopen-2016-013276](https://doi.org/10.1136/bmjopen-2016-013276)

in need of allied health professionals as part of their healthcare regimen (i.e., licensed therapists). As a result, the allied health science field is projected to be one of the fastest growing job markets over the next decade.¹⁰ To meet this demand, the number of graduate/professional allied health programs is increasing. The job growth and median salaries in allied health professions are very high relative to other degree programs; therefore, the interest in these opportunities continues to increase among undergraduates. High schools now offer courses in allied health and students' awareness and exposure to these opportunities has, and will continue, to increase the number of students wanting a model pathway into professional allied health education (e.g., occupational therapy). Because a vacuum still exists at the undergraduate level about how to matriculate students to professional programs in allied health, Radford University is proposing an undergraduate degree program to meet the need of professional schools in the region as well as to establish a reliable and successful academic pipeline to professional allied health that other institutions, in the state and beyond, can model.

Evidence for Degree Program

Undergraduate majors in Allied Health Sciences programs have recently become highly demanded four-year academic curricula.¹¹ Undergraduate students have multiple degree program pathways into professional school (e.g., biology pre-professional program) and Departments of Health & Human Performance (HHP) usually house several of these degree paths.¹² Over the past decade, HHP departments have started to target Allied Health Sciences students to enhance academic program options within traditional teacher education units.¹³ As a result, the most common HHP concentrations following teacher preparation are now Allied Health Sciences education programs, namely athletic training, exercise science and pre-physical therapy. The expansion of Allied Health Sciences education options has been driven by student interest as demonstrated by continued student growth.^{14,15} Hence, HHP departments have a vested interest in preparing professionals for the allied health field and in order to meet the anticipated workforce shortage.

Commonwealth Need

Consistent with national trends, the demand for allied healthcare workers (e.g., physical therapists, physician assistants) is greater than the supply in southwest Virginia. Therefore, it is imperative that Radford University recruits and matriculates students interested in these professions. Radford University is not only serving an important state/national need but is also

¹⁰ <https://www.bls.gov/ooh/healthcare/home.htm>

¹¹ California Postsecondary Education Commission. (2007). *Public higher education performance accountability framework report: Goal – contributions to economic, civic, and social development measure: Workforce preparation – degrees awarded in selected areas of projected workforce demand.* (ERIC Document Reproduction Service No. ED 499 260)

¹² Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Factors associated with enrollment in allied health education: Development of a predictive scale. *Journal of Allied Health, 40*, 77-84.

¹³ Bulger, S. M., Housner, L. D., & Lee, A. M. (2008). Curriculum alignment: A view from physical education teacher education. *Journal of Physical Education, Recreation, & Dance, 79*(7), 44-49.

¹⁴ Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Development of a scale to determine enrollment barriers into allied health education programs. *Measurement in Physical Education and Exercise Science, 15*, 47-66.

¹⁵ Rich, V., Kedrowski, J., & Richter, S. (2008). Institutional profiles of CAATE accredited entry-level athletic training education programs in the United States. *Athletic Training Education Journal, 3*(Jul-Sep), 108-114.

supplying a very important workforce component to the region it serves. Currently, Radford University offers a doctoral program of physical therapy and masters of occupational therapy. To meet this demand, there must be an effective pathway for students to track from K-12 to graduate work in the preferred academic field of study.

When one considers the drastic increase of professional programs in the region over the past five years (e.g., Lynchburg College, Radford University, Emory & Henry College), undergraduate institutions must have an effective academic program to propel undergraduates toward these meaningful career opportunities. Radford University proposes a model pipeline program that will bring attention from within and outside the state. The proposed model establishes an academic pipeline for future professionals across the collegiate career. When one considers that almost all masters and doctoral programs offer undergraduate training in the same field, it is only a matter of time before institutions start to stratify K-12 into doctoral experiences within this field. Radford University is in an excellent position to leverage our geography in the state (dramatic expansion of professional programs) to establish a model program upon which SCHEV institutions, as well as those outside the state, can incorporate to provide a primary academic vehicle for students into professional allied health programs. A stand-alone degree will also enable better marketing of allied health to prospective first-year students, transfer students and undeclared majors. Radford University is able to implement this transition because of the previous research in the area by current HHP faculty.¹⁶

How the Future was Created

The demand for undergraduate majors was driven by the transition of allied health education from undergraduate degree programs to professional graduate study *without* the concomitant replacement of the undergraduate degree. In essence, when traditional undergraduate programs in physical therapy and occupational therapy moved exclusively to graduate education, a tremendous vacuum was created at the undergraduate level without a pipeline into these graduate programs and, ultimately, to the workforce. In response, institutions have tried a number of options to prepare and place undergraduate students into these professional opportunities including:

- pre-professional advising (e.g., Christopher Newport, Old Dominion University),
- pre-professional concentrations in existing majors (e.g., William & Mary, James Madison University), and
- stand-alone majors that include preparation in allied health science (Rehabilitation Science at George Mason University).

In total, there are 32 academic “pathways” across public SCHEV institutions that are designed to prepare undergraduate students for professional allied health education. This total reflects the fact that individual universities offer 2 to 3 different tracks which ultimately causes a great deal of variability and lack of clarity as to how students are educated and prepared for professional school. There is clearly a need to streamline the educational process for these students and Radford University’s proposed model undergraduate degree program is a response to this need.

¹⁶ Barfield, J., Cobler, D., Lam, E., Zhang, J., & Chitiyo, G. (2012). Differences between African American and Caucasian students on allied health enrollment influences and barriers. *Advances in Physiology Education*, 36, 164-169. DOI: 10.1152/advan.00129.2011

Employment Demand

Job opportunities in healthcare professions, including Allied Health Sciences, are expected to increase over the next decade. The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be much higher than average for allied health professions. The table below documents employment demand for specific programs of most interest to prospective graduates. Employment numbers are not available for rehabilitation technician or aide professions.

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Athletic Training	\$45,000	21% ¹⁷	Much faster than average
Chiropractic	\$64,000	17% ¹⁸	Much faster than average
Occupational Therapy	\$80,000	27% ¹⁹	Much faster than average
Physical Therapy	\$84,000	34% ²⁰	Much faster than average
Physician Assistant	\$98,000	30% ²¹	Much faster than average

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents employment demand specific programs of most interest to prospective graduates.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Decade Growth	Supply/Demand
Athletic Training	\$34,000-56,000	21%	.42 candidates/job opening ²²
Chiropractic	\$51,000-107,000	17%	.16 candidates/job opening ²³
Occupational Therapy	\$62,000-100,000	27%	.01 candidates/job opening ²⁴
Physical Therapy	\$64,000-98,000	34%	<.01 candidates/opening ²⁵

¹⁷ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

¹⁸ <https://www.bls.gov/ooh/healthcare/chiropractors.htm>

¹⁹ <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

²⁰ <https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

²¹ <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

²²

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws o4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbmSndttekYNkaez8ERCdje0=>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws o4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbpbeyIzMHmC/b4XzugerGpZ8=>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws o4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbhJzx94sIatcFCMfhXQ2psQ=>

²⁵

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws o4rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbtliSfMcMvqw+dfCvVHQppY=>

Physician Assistant	\$63,000-104,000	30%	.04 candidates/job opening ²⁶
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For students not accepted into professional school, program graduates will be able to pursue employment as exercise physiologists, rehabilitation technicians, and rehabilitation aides. Program graduates will have the required knowledge, skills, and abilities to seek employment in these areas immediately upon graduation from Radford University. These professionals “develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.”²⁷ The median salary for exercise physiologists is \$42,000 and job growth is expected to be faster than average. Exercise physiologists work in a variety of settings including fitness centers, rehabilitation facilities, and corporate wellness centers. The median salary for rehabilitation aides and technicians is \$43,000-54,000 for physical and occupational therapy respectively and job growth (40%) is expected to be much faster than average.

See Appendix F for sample job descriptions.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

During the 2016-2017 academic year, the Allied Health Sciences faculty, in conjunction with the advisory board discussed changing the degree program from a concentration to a major in Allied Health Sciences. Following discussions with the HHP faculty, a student interest survey was forwarded to all Allied Health Sciences students. The feedback below is from all submitted surveys ($N = 89$):

- 85% of students enrolled in the Allied Health Sciences concentration indicated that they would want to enroll in an Allied Health Sciences major
- 93% indicated that they would likely apply to graduate or professional school after graduating from an Allied Health Sciences major
- 82% of students reported that their chances of professional school acceptance would be better upon completing an Allied Health Sciences major compared to a concentration.

Based on this feedback, the Department of HHP faculty voted to replace the concentration with a revised curriculum named Allied Health Sciences with the intention of moving the program to a major by 2018-2019. The new concentration was approved by the University Curriculum Committee in Spring, 2017. The survey is reported in Appendix H.

Enrollment Data

These survey data are supported by enrollment in the *Sports Medicine/Allied Health Sciences* concentrations over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., physical therapy, occupational therapy). The demand for an Allied Health Sciences major is already established in

²⁶

<https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlDg0vD+0W4tTq7S7ZbZdQRQZIWds6Rmx7I99lxur2NjgdTtDrC2YAtaTvH3D0>

²⁷ <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>

the department and, based on the projected job growth; the student demand for this program will remain high. The HHP department enrolled 102 students interested in professional schools in 2004 and has experienced significant growth since that time.

Allied Health Science Concentration Enrollment, Department of HHP

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Allied Health Science						29
Sports Medicine	227	266	261	236	198	176
Health & Human Performance	766	833	865	852	775	699

Sports Medicine Graduates, Department of HHP

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Sports Medicine	36	41	43	47	56

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
215		225		236		247				259	

*These estimates are based on student growth in the Allied Health Sciences concentration since 2015 (3% increase).

Assumptions:

Retention percentage: 65%

Full-time students: 236 / Part-time students: 0

Full-time students average credit hours per semester: 16

Full-time students graduate in 4 years

Duplication

The proposed degree program is very similar to the major in Rehabilitation Science offered by George Mason University (51.2134). Both degree programs prepare individuals for graduate or professional study in Allied Health (e.g., physical therapy). As a result, the curricula are similar and require:

- Anatomy & Physiology I & II
- Chemistry I & II
- Exercise Physiology
- Exercise Prescription
- Kinesiology/Movement Science
- Physics
- Research Methods/Research Project
- Statistics, and
- Introduction to Allied Health/Rehabilitation Sciences.

Each program serves a different geographical region in the Commonwealth but incorporates a similar strategy to prepare students for professional programs in allied health.

Distinctions also exist between the proposed program and the program offered through George Mason University. The Rehabilitation Science program at George Mason prepares students for Ph.D. programs in rehabilitation whereas the Radford University proposal focus on preparing students for professional school (not necessarily doctoral programs). It is not surprising, because of the additional rigor required for undergraduates to enroll in doctoral programs, that the headcount for Rehabilitation Sciences was 11 students at George Mason University in Fall, 2016. The degree program was initiated in 2016; therefore, no prior year data or degrees awarded are available. Regardless, one can clearly see that Radford University's program is rooted in a sound curricular base for students wanting to pursue professional training in Allied Health.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the fall 2018 semester through the target year 2022 – 2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: student FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 20 FTE to launch increasing to 2.0 FTE by the target year of 2020 – 2021.

Full-time Faculty - Additional full-time faculty lines are not needed at this point (the current Allied Health Sciences concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed. Current student enrollment in the concentration has steadied. This reduction in growth is due to the academic requirements of professional schools. As graduate programs have become more restrictive, the

academic standards in the department have increased to remain consistent and therefore reduced the number of students who are accepted into the program. Because students now need to graduate with a GPA over 3.5 to be competitive, the increased enrollment requirements of the program (now 3.0) have resulted in fewer accepted students. This GPA requirement is necessary to ensure our graduates have the ability to pursue competitive programs upon completion of the undergraduate degree. Because the enrollment rates have varied with the changes in professional school acceptances, it is necessary to monitor student growth over the next five years to determine future full-time faculty needs.

Part-time Faculty – Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty – Because the restricted elective courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants – Graduate assistants are not needed to support the program.

Classified Positions – The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

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

Equipment (including computers) – The department has recently purchased two major pieces of equipment to support the program. A metabolic cart and a portable metabolic cart have both been purchased in the last two year to support this proposed program along with other programs in the department. The Allied Health Sciences program will integrate both metabolic carts into the curriculum because they are typical equipment pieces for professional employees. Annual equipment purchases (e.g., replacement batteries for current equipment) will be maintained through the department's budget and a separate equipment budget is not necessary to support the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space - The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – The proposed program requires no other resources to launch or sustain the proposed program.

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 _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

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

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

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

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

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

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

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

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

**Appendix A –Sample Plan of Study
Suggested Allied Health Sciences Course Progression**

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

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3
ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

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

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

Appendix B – Course Descriptions

Description of Required Common Core Courses

Core Foundations

CORE 101: Essentials of Written and Oral Communication

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.

CORE 102: Advanced Written and Oral Communication

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. This course will reinforce and develop basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations.

CORE 103: Written and Oral Communication – Honors

Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication.

CORE 201: Topics in Critical Inquiry

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.

CORE 202: Topics in Critical Inquiry

Further development in students' skills in critical thinking, information literacy, and written and oral communication. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively solve ethical problems or dilemmas.

Core Skills & Knowledge

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

BIOL 105: Biology for Health Sciences

An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans: cellular structures and functions, mechanisms of inheritance, and mechanisms of adaptation. Applications are made to genetic technologies, human disorders, and bioethics.

PSYC 121 – Introduction to Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, emotion, cognition, learning, personality, social behavior, abnormal psychology, the methods used to generate psychological knowledge, and application of this knowledge in a variety of settings.

Supporting Skills and Knowledge

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Social/Behavioral Science or Health & Wellness

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

Description of Allied Health Sciences Major Courses

ATTR 323: Assessment of Athletic Injuries I – The Extremities

Laboratory and clinical experiences in the recognition and evaluation of athletic injuries occurring to the hand, wrist, forearm, elbow, shoulder, ankle, shin, knee, thigh and hip.

CHEM 101: General Chemistry

Introduction to principles and applications of chemistry. Includes measurements, stoichiometry, atomic and molecular structure, chemical bonding, gases, and solutions.

CHEM 102: General Chemistry

Introduction to principles and applications of chemistry. Includes additional chemical bonding topics, crystal lattices, kinetics, chemical equilibria, acid-base chemistry, electrochemistry, and radiochemistry.

BIOL 310: Human Structure and Function 1

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

BIOL 311: Human Structure and Function II

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

ESHE 201: Introduction to Athletic Injuries

Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers. Common sports-related injuries and illnesses will be discussed with an emphasis on the proper methods for prevention, recognition, and immediate care and rehabilitation of those conditions.

ESHE 205: Introduction to Allied Health Sciences

Introduction to educational and professional opportunities through the Allied Health Science program. The course provides an overview of practicum experiences and academic requirements for entry into professional allied health programs of study (e.g., Physical Therapy).

ESHE 305: Principles and Practices of Strength & Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise

movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 315: Physical Activity & Aging

Provides the student the opportunity to study the many individual facets of exercise, fitness and the aging process. Given the rapid increase in the number of elderly persons in our society, the student of the 21st century should be able to relate to and understand the many factors that affect the elderly from the health and fitness point of view.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 392: Exercise Physiology

Provides understanding of exercise physiology and its ramifications. Includes study of immediate and long-range effects physical exertion and training have on organic functions of the body.

ESHE 396: Assessment and Prescription in Exercise, Sport, and Health Education

Designed to examine the techniques of assessing physical fitness and provide practice assessing physical fitness components. This information will be interpreted and developed into an exercise prescription. Advanced techniques of assessment will be used in this class.

ESHE 450: Research Methods

The purpose of this course is to introduce descriptive, correlational, and experimental research designs. The course will require students to critically analyze empirical articles and to analyze/evaluate data. APA formatting will be used throughout the course.

ESHE 465: Therapeutic Interventions

Application of therapeutic exercises and therapeutic modalities in injury rehabilitation.

HLTH 465: Exercise, Performance and Nutrition

Designed to examine the relationships of exercise, physical activity and performance, as they relate to nutrition. It includes basic information on human energy systems, weight control, sports nutrition and proper diet.

PSYC 230: Lifespan Developmental Psychology OR PSYC 439: Abnormal Psychology

230. Will contribute to an understanding of the physical, social, emotional, and intellectual development of people throughout the lifespan. Areas of development that will be covered include motoric and perceptual skill development, social/emotional and personality development, linguistic and intellectual development from conception through old age.

PSYC 439. Study of abnormal psychology that emphasizes the history, major perspectives and Diagnostic and Statistical Manual III-R categories. Fulfills one of the Social Sciences core requirements for the psychology major and minor

Description of Field Work Courses**ESHE 225: Allied Health Sciences Practicum I**

Clinical experiences designed to provide students with an appreciation of the various duties of allied health professionals. This course requires the completion of 30 hours of clinical experience.

ESHE 250: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225. This course requires the completion of 30 hours of clinical experience.

ESHE 325: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225 and ESHE 250. This course requires the completion of 30 hours of clinical experience.

Description of Guided Elective Courses

Occupational Therapy

APST 200: Introducing Appalachia

This course introduces the Appalachian Mountain region through a survey of its geography, history, cultures, lifestyles, and the arts. Readings, discussions, and multi-media presentations on the above topics will be supplemented by library and field research. The class is designed to create and overall awareness and appreciation of life in Appalachia. *Required for Appalachian Studies minor.*

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHIL 112: Introduction. Ethics and Society

This course introduces students to philosophy through the study of ethics. Readings from major philosophers focus questions about value in human life and action. Topics covered may include the nature of ethical reasoning and moral obligation, the value of morality to the individual and society, how ethics helps us understand our place in the universe, and how ethical ideas clarify moral problems facing society. This course has been approved for the General Education credit in the Humanities Area of the curriculum.

PHIL 113: Introduction. Reasoning and Argument

This course introduces students to basic principles of reasoning and argumentation. Students learn to distinguish between valid and invalid reasoning, to recognize patterns of deductive and inductive arguments, to understand the way evidence is used in reasoning, to construct deductive proofs, and to evaluate the soundness of arguments both in everyday contexts and in writings of some major philosophers. This course has been approved for General Education credit in the Humanities Area of the curriculum.

SOCY 121: Understanding Cultures

Introduction to the ways anthropologists view human behavior and the methods they use. Cultures past and present and around the world explored to study diverse adaptations humans have made. This course has been approved for credit in the Social/Behavioral Studies Area or in the Global Perspectives Area of the Core Curriculum.

Physical Therapy

BIOL 104: Human Biology

For students who are not Biology majors. An introduction to the basic principles of biology, with emphasis on human beings as biological organism. Humans will be considered as products of evolution, as physiological systems, as reproducing entities, as members of their ecosystem, and as biological engineers able to change other organisms. The nature of scientific investigation will be stressed and current applications to biological technology and its effect on society will be

considered. BIOL 104 is *not* a prerequisite for upper level study in Biology. Biology majors should take BIOL 131. Students who are not Biology majors but need to take upper level Biology courses should take BIOL 105. This course has been approved for credit in the Natural Sciences Area of the Core Curriculum.

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health & Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHYS 111: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

PHYS 112: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

Physician Assistant/Other Pre-Health Disciplines

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

BIOL 471: Biochemistry

Study of the main classes of biomolecules, cellular organization, enzyme action, bioenergetics, and the flow of genetic information.

CHEM 301: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

CHEM 302: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health and Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 451: Drug Use and Drug Abuse Education

Provides students with a background of the history of drug use and abuse in the United States. Students will compare drugs according to classification, physiological effects of the drugs, and potential for misuse and dependence. Students will research the impact of abuse and dependence on society.

HLTH 453: Human Sexuality

A study of information, education and communication about human sexuality as it relates to people in our society. This course may be used to meet requirements for the minor in Women's Studies.

HLTH 460: International Health

Analysis of public and international health issues as they relate to the individual, community, and society.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

J.P. Barfield, D.A., 2000, Middle Tennessee State University, Associate Professor of Exercise Science, Specialization: Allied Health Sciences

Laura Newsome, Ph.D., 2012. Virginia Tech University, Assistant Professor of Exercise Science. Specialization: Allied Health Sciences.

Abbreviated CVs for Guided Elective Course Faculty

Dr. Joseph Wirgau, Ph.D., Duke, 2003. Specialization: Chemistry.

Dr. Francis Webster, Ph.D., Virginia Tech, 1992. Specialization: Chemistry.

Dr. Kimberly Lane, Ph.D., Duke University, 2005, Specialization: Chemistry.

Dr. Justin Anderson, Ph.D., 2004. University of Notre Dame. Specialization: General Biology

Dr. Matthew Close, Ph.D., 2012. Lehigh University. Specialization: General Biology

Dr. Sarah Redmond, Ph.D., 2010. Iowa State University. Specialization: General Biology

Dr. Orion Rogers, Ph.D., North Carolina State University. Specialization: Anatomy and Physiology

Dr. Shawn Huston, Ph.D., North Carolina State University. Specialization: Physics

Dr. Rhett Herman, Ph.D., Montana State University. Specialization: Physics

Abbreviated CVs for Focus Area Course Faculty

Angela Mickle, Ph.D., 2002. New Mexico State University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Michael Moore, Ph.D., 2005. Virginia Tech University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Ellen Payne, Ph.D., 2010. University of Nevada. Assistant Professor of Athletic Training. Specialization: Emergency Medicine.

George Philippi, Ph.D., 2017. Texas Women’s University. Assistant Professor of Exercise, Sport, & Health Education. Specialization: Fitness, Strength, & Conditioning.

David Sallee, Ed D., 2002. Virginia Tech University. Associate Professor of Exercise, Sport, & Health Education. Specialization: Athletic Training; Fitness, Strength & Conditioning.

Appendix D – Advisory Board Members

Dr. Twylla Kirchen, Graduate Program Director, Occupational Therapy
James Madison University

Dr. Kristen Jagger, Chairperson, Doctoral of Physical Therapy Program
Radford University

Ms. Kimberly K. Dempsey, MPA, PA-C, Associate Program Director & Associate Professor
Eastern Virginia Medical School, Master of Physician Assistant Program

Ms. Chelsey Meyers, Doctor of Physical Therapy
Radford University Alumnus

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Allied Health Sciences Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



**Appendix F – Job Descriptions
To be Provided for Formal Review**

Appendix G – Employment Demand

Appendix H – Student Demand

Student Survey

Radford University is developing a Bachelor of Science degree in Allied Health Sciences for implementation in Fall, 2018. The program is intended to prepare students for professional study in a variety of allied health fields including occupational therapy, physical therapy, and physician assistant among others. After completing this program, students should be able to apply to a professional allied health school of choice.

Faculty have prepared the survey below to gauge student interest in the program. 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 abarfield@radford.edu or lnewsome@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a major in Allied Health Sciences were offered in the Department of Health and Human Performance, how likely are you to enroll?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
2. If you enrolled in the new major, Allied Health Sciences, how likely would you be to apply to professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
3. Do you feel this would increase your chances of being accepted into a professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
4. What is your academic class at Radford University?

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End of Materials