



VCU

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

9:20 A.M.**

MARCH 22, 2018

**JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA**

DRAFT AGENDA

- 1. CALL TO ORDER** Dr. Carol Shapiro, *Chair*

- 2. APPROVAL OF AGENDA** Dr. Carol Shapiro, *Chair*

- 3. APPROVAL OF MINUTES** Dr. Carol Shapiro, *Chair*
(Dec. 8, 2017)

- 4. ACTION ITEMS:** Dr. Carol Shapiro, *Chair*
 - a. Proposal to Modify the Criminal Justice, M.S.
 - b. Proposal to Offer a Graduate Certificate in Sustainability Planning
 - c. Proposal to Modify the M.Ed. in Counselor Education
 - d. Proposal to Change the Degree Designation of the Master of Education (M.Ed.) in Sport Leadership to the Master of Sport Leadership (M.S.L.) in Sport Leadership
 - e. Proposal to Create a New Post-Baccalaureate Certificate in Cybersecurity
 - f. Proposal to Create a New Post-Baccalaureate Certificate in Data Science

- 5. REPORT FROM PROVOST** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
 - a. Review of Committee Dashboard
 - i. *Financial Aid Report*

- 6. STRATEGIC PLAN UPDATE** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*

Dr. Marsha Rappley, *Vice President for Health Sciences and CEO, VCU Health*

7. REPORT FROM FACULTY REPRESENTATIVE

Ms. Holly Alford, *Faculty Senate Board of Visitors Representative*

Dr. Scott Street, *alternate and president, VCU Faculty Senate*

8. REPORT FROM STAFF REPRESENTATIVE

Ms. Lauren Katchuk, *Staff Senate Board of Visitors Representative and president, VCU Staff Senate*

Mr. Nick Fetzer, *alternate, Staff Senate*

9. REPORT FROM STUDENT REPRESENTATIVES

Katherine Pumphrey, *Graduate Student Representative*

Sarah Izabel, *Undergraduate Student Representative*

10. CLOSED SESSION

Freedom of Information Act Section 2.2-3711.A.2-
Selection of Board of Visitors Award Recipient which
requires disclosure of scholastic records

Dr. Carol Shapiro, *Chair*

**11. RETURN TO OPEN SESSION AND
CERTIFICATION**

Approval of Committee Action on matters discussed
in closed session, if necessary

Dr. Carol Shapiro, *Chair*

12. OTHER BUSINESS

Dr. Carol Shapiro, *Chair*

13. ADJOURNMENT

Dr. Carol Shapiro, *Chair*

****The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**



VCU

DRAFT

**BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

9:20 A.M.

December 8, 2017

**JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA**

COMMITTEE MEMBERS PRESENT

Dr. Carol S. Shapiro, Chair
Dr. Robert D. Holsworth, vice chair
Mr. H. Benson Dendy III
Mr. William M. Ginther
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

COMMITTEE MEMBER NOT PRESENT

Mr. Tyrone Nelson

OTHERS PRESENT

Dr. Gail Hackett, Provost and Vice President for Academic Affairs
Ms. Stephanie Hamlett, University Counsel
Dr. Francis Macrina, Vice President for Research and Innovation
Dr. Marsha Rappley, Vice President for Health Sciences and CEO VCU Health
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost
Staff and students from VCU and VCUHS

CALL TO ORDER

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:25 a.m.

APPROVAL OF MINUTES

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **September 14, 2017**. A copy of the minutes can be found on the VCU website at the following webpage

<http://www.president.vcu.edu/board/committeeminutes.html>.

ACTION ITEMS

On motion made and seconded, the Academic and Health Affairs Committee recommended that the Board approve the following three academic program proposals:

- Proposal to change the name of the School of Allied Health Professions to the College of Health Professions
- Proposal to change the name of the School of Engineering to the College of Engineering
- Proposal to create a new graduate certificate in public history

REPORTS

Dr. Hackett provided an update on the committee dashboard. The dashboard included updated financial aid data, which showed that VCU students continue to have significant unmet need. VCU Development and Alumni Relations works to help close this gap. Nearly \$60 million in philanthropic scholarship funds have been raised since 2010 to fund more than 500 philanthropic scholarship accounts.

Dr. Hackett and Dr. Rappley provided an update on the progress toward the new strategic plan, which will be called *Quest 2025: Together we Transform*. Preliminary goals for the new strategic plan were reviewed. Several committee members recommended that the steering committee ensure that the plan clearly addresses the university of the future as well as the challenges of both the cost and value of higher education.

Dr. Monica Orozco, executive director of Online@VCU, presented a preliminary strategy for moving forward in online academic programming, which includes a thorough review of vendors that can provide an infrastructure that is flexible for supporting our courses.

Mr. Ed McLaughlin, vice president and director of athletics, noted in his annual report about the status of student athletics that VCU has been diligent over the last five years with building an NCAA compliance culture to avoid issues that are often headlines for other universities.

Ms. Holly Alford, the faculty representative, updated the committee on faculty matters. The Faculty Senate will be sponsoring a symposium on academic freedom and freedom of speech in early April. The tentative title of the symposium is "Academic Freedom vs. Freedom of Speech: How do we think about it? How do we live it?"

Ms. Lauren Katchuk, the staff representation, updated the committee on staff matters. One crucial objective is surrounding bylaws updates and conceptualizing what the Staff Senate will look like in the newly designed HR model, through which many of the current administrative and professional faculty will become Staff Senate constituents. Their goal is to continue focusing on fostering inclusivity to ensure that Staff Senate is an organization that will embrace new university and academic professionals and ensure that those employees who choose to remain classified staff will continue to have a place where their voices are heard.

Ms. Katie Pumphrey, a student representative, reported on the work of the students and provided an overview of several areas including the Qatar Leadership Exchange, in which a group of VCU students travel to the Qatar campus and are hosted by VCU Qatar students and later the Qatar students are hosted by the VCU students in Richmond. She also discussed the Mini-Medical Family Day, which engages community members with medical professionals to help reduce anxiety during medical visits.

CLOSED SESSION

On motion made and seconded, the meeting of the Academic and Health Affairs Committee convened into closed session pursuant to **Section 2.2-3711 (A) (1)** of the Freedom of Information Act personnel matters, more specifically relating to the performance evaluation, and evaluation of performance of certain Departments within the University and **Section 2.2-**

3711(A)(7) to discuss potential litigation with University Counsel; and **Section 2.2-3711(A)(29)** to discuss the award of a public contract involving the expenditure of public funds, including discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body, specifically related to requests for proposals issued in connection with OnLine Education at VCU.

RECONVENED SESSION

Following the closed session, the public was invited to return to the meeting. Dr. Shapiro, Chair, called the meeting to order. On motion duly made and seconded the following resolution of certification was approved by a roll call vote:

Resolution of Certification

BE IT RESOLVED, that the Academic and Health 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.

| <u>Vote</u> | <u>Ayes</u> | <u>Nays</u> |
|-------------------------------------|--------------------|--------------------|
| Dr. Carol S. Shapiro, Chair | X | |
| Dr. Robert D. Holsworth, vice chair | X | |
| Mr. H. Benson Dendy III | X | |
| Mr. William M. Ginther | X | |
| Dr. Shantaram Talegaonkar | X | |
| Mr. G. Richard Wagoner, Jr. | X | |

All members responding affirmatively, the resolution of certification was unanimously adopted.

Dr. Shapiro asked for a motion to recommend to the full Board approval of the academic program item discussed in closed session and to authorize the Provost and/or her designee to negotiate and execute a contract on the terms discussed in closed session. After motion duly made and seconded, the Committee approved the motion to recommend to the full Board approval of the academic program item discussed in closed session and to authorize the Provost and/or her designee to negotiate and execute a contract on the terms discussed in closed session .

ADJOURNMENT

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 10:57 a.m.

Virginia Commonwealth University
Proposed Program Modification Brief
Proposal to Modify the Criminal Justice, M.S.

Overview

The Criminal Justice, M.S. is offered by the L. Douglas Wilder School of Government and Public Affairs. The proposed modification to the degree program is a six credit hour change and a core curriculum change:

1. Reduce the total credit hours required for the degree from 36 credit hours to 30 credit hours. The 6 credit hour reduction will be from elective courses, reducing electives from 18 to 12 credit hours.
2. Replace two existing core courses: CRJS641 Jurisprudence and CRJS616 Justice Policy & Administration (6 credit hours) with two new core courses: CRJS 617 - Law and Criminal Justice Policy and CRJS 690 Capstone: Criminal Justice Policy Analysis. (6 credit hours).

The modifications are based on year-long discussions among criminal justice faculty, a review of 75 M.S. programs in criminal justice across the United States, and a review of the Academy of Criminal Justice Sciences certification standards. The VCU program expects to pursue certification in the future, once experience with the new curriculum provides feedback from students and professionals in the field.

Method of Delivery

All courses are taught in the traditional face-to-face delivery format.

Target Implementation Date

Fall 2018

Demand and Workforce Need

Graduates serve the public in law enforcement, juvenile justice, courts, corrections, probation, and parole settings as well as in planning, research, and evaluation capacities. In the contemporary era where criminal justice policy and practice is increasingly called into question (e.g., stop and frisk, arrest, bail, sentencing, handling of non-serious cases, corruption, treatment of offenders, and offender reintegration into the community) exposure to and analysis of these issues, and alternatives, is more important than ever. The total number of students graduating with the Criminal Justice, M.S. between academic years 2014-15 and 2016-17 was 26.

External Competition

There are criminal justice master's degree programs at four other public universities in the Commonwealth of Virginia: George Mason University, Radford University, Virginia State University, and Norfolk State University. Only Radford University has both face-to-face and online delivery programs at this time.

Of 75 of graduate programs in the United States, more than a third require only 30 credits for the master's degree and only 25 percent require 36 credits for the master's degree. Further, the Academy of Criminal Justice Sciences set 30 semester hours as the minimum for criminal justice/criminology programs seeking certification.

The new courses distinguish the VCU program from the majority of the programs in the U.S. The survey of 75 other M.S. Criminal Justice programs, found that only 32 percent have a required criminal justice policy course.

Target Population

The purpose of the Criminal Justice, M.S. modified degree program is to provide advanced education for students employed in criminal justice professions and to prepare students for supervisory roles.

Impact on Existing Programs

This change will not impact other degree programs at VCU. The alignment with the public policy emphasis of the Wilder School is accomplished with the substitution of the two new core courses. The new courses align with the public policy emphasis of the Wilder School.

Impact on Faculty

Existing faculty within the Wilder School will teach the two new courses. No adjunct faculty will be needed.

Funding

The proposed modifications require no additional funding. No state funding will be required to initiate or sustain the modifications.

Benefit to University

The proposed modifications align the program with national trends on program length and create a niche policy emphasis on program focus, while also bringing the program into alignment with the Wilder School focus on policy.

Next Steps

| | |
|---------------------|-----------------------|
| University Council | December 7 - Approved |
| President's Cabinet | December 11 or TBD |
| Board of Visitors | March 22, 2018 |

Full Proposal

The full proposal for the modification of the Criminal Justice, M.S. is attached.

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Description of Proposed Modified Background

Modification Background

Virginia Commonwealth University requests approval for a substantial modification of its current M.S. in Criminal Justice. The program resides in the L. Douglas Wilder School of Government & Public Affairs (Wilder School). The target initiation date is Fall 2018.

The proposed modification is a six credit hour change and a core curriculum change:

1. Reduce the total credit hours required for the degree from 36 credit hours to 30 credit hours.
2. Replace two existing core courses (6 credit hours) with two new core courses (6 credit hours).

The purposes of the program modifications are twofold:

1. Bring the total number of credit hours into alignment with national trends.
2. Bring the core curriculum into alignment with the Wilder School's public policy curricular emphasis.

The purpose of the Criminal Justice, M.S. modified degree program is to provide advanced education for students employed in criminal justice professions and to prepare students for supervisory roles. The focus of the program is on the theory, methods, and use of best practices in criminal justice. Graduates serve the public in law enforcement, juvenile justice, courts, corrections, probation, and parole settings as well as in planning, research, and evaluation capacities. Graduates of the program will be able to: 1) deliver services informed by research and policy in criminal justice contexts, 2) evaluate alternative courses of professional conduct based on ethical standards, theory, and research, 3) evaluate current and proposed policies using sound principles of criminal justice theory and practice, and 4) apply legal principles, research and evaluation findings to emerging problems in crime, justice, and the administration of justice agencies.

The proposed modifications to the program are based on year-long discussion among criminal justice faculty, a review of 75 M.S. programs in criminal justice across the United States, and a review of the Academy of Criminal Justice Sciences certification standards. The Wilder School's Curriculum Committee approved the proposed changes in [insert], the University Graduate Council approved the changes in [insert], and the Board of Visitors approved the changes in [insert].

Modification to the Degree Program Curriculum

The current Criminal Justice, M.S. degree program is modified in two ways. First, there is a reduction of six credit hours overall which reduces the total credit hours required from 36 to 30. Second, two new core courses replace two existing core courses. The alignment with the Wilder School public policy emphasis is accomplished with the substitution of two new core courses.

The reduction to 30 credit hours required for the degree is achieved by reducing the number of elective courses required from six courses (18 credit hours) to four courses (12 credit hours). All elective courses are three credit hours each.

The two new core courses proposed are CRJS 617 Law and Criminal Justice Policy (3 credit hours) and CRJS 690 Capstone: Criminal Justice Policy Analysis (3 credit hours). These courses replace the following two core courses: CRJS 641 Jurisprudence (3 credit hours) and CRJS 616 Justice Policy & Administration (3 credit hours).

The table below shows the current and modified curriculum:

| Current Curriculum | | Modified Curriculum | |
|---|----|---|----|
| Core Courses (6 courses) | | Core Courses (6 courses) | |
| CRJS501 Principles of Criminal Justice | 3 | CRJS501 Principles of Criminal Justice | 3 |
| CRJS550 Professional Ethics and Liability | 3 | CRJS550 Professional Ethics and Liability | 3 |
| CRJS620 Seminar in Criminology | 3 | CRJS620 Seminar in Criminology | 3 |
| CRJS/GVPA623 Research Methods | 3 | CRJS/GVPA623 Research Methods | 3 |
| CRJS641 Jurisprudence | 3 | CRJS617 Law and Criminal Justice Policy | 3 |
| CRJS616 Justice Policy & Administration | 3 | CRJS690 Capstone: Criminal Justice Policy Analysis | 3 |
| Subtotal | 18 | Subtotal | 18 |
| Electives (6 courses) | 18 | Electives (4 courses) | 12 |
| (Selection from a list of 15 courses) | | Electives are selected from criminal justice, urban studies, homeland security, or public administration and approved by advisor. | |
| Total | 36 | Total | 30 |

Curriculum

The proposed degree program requires 30 credit hours. Time to degree completion will be somewhat shortened under the modified program with a reduction of overall credits required. A full-time student can complete the program in 4 semesters and a part-time student can complete the program in 6 semesters.

The curriculum is structured with six core and four elective courses. These six courses address the basic elements needed for advanced students in criminal justice and aspiring professionals in the field: survey of the field, ethics, theory, methods, law and policy, and a capstone lecture course. The two new courses are law and policy (CRJS 617) and the capstone (CRJS 690).

In CRJS 617 - Law and Criminal Justice Policy the issues of race, class, gender and power will be explored in the passage and implementation of laws with a view toward developing more effective strategies in the planning and development of law and crime policy. In CRJS 690 Capstone: Criminal Justice Policy Analysis students will formulate a research question that addresses a policy issue area, integrating their knowledge of theory, methodology, and policy.

Students are able to take four elective courses from a wide variety of graduate courses offered by the Wilder School in criminal justice, homeland security and emergency preparedness, urban planning, and public administration. There are eighteen courses to choose from, depending on student's substantive and career interests. The graduate coordinator has the authority to approve a substitution if there is another graduate-level course, within the four named disciplines above, that is a good fit for an elective in the student's plan of study.

Courses with asterisks are new.

Core Courses – 18 credit hours

| | |
|--|---|
| CRJS 501 Principles of Criminal Justice | 3 |
| CRJS 550 Professional Ethics and Liability | 3 |
| CRJS 620 Seminar in Criminology | 3 |
| CRJS/GVPA 623 Research Methods | 3 |
| CRJS 617 Law and Criminal Justice Policy* | 3 |
| CRJS 690 Capstone: Criminal Justice Policy Analysis* | 3 |

Elective Courses – 12 credit hours (approved by advisor)

Appendix A: Sample Plans of Study

Appendix B: Course Descriptions

Student Assessment

Student learning outcomes include specific knowledge and skills. Knowledge of major criminal justice issues, the foundations of professional ethics, theories of crime causation, research methodology, the foundations of law and its relation to public policy. The skills to be achieved by students include critical thinking, analysis, and application. Critical thinking skills provide a method to approach problems thoughtfully, holistically, analytically, and with an understanding of history. Analysis skills will be taught in their methods (CRJS 623) and capstone (CRJS 690) courses to understand how quality research and evaluation is conducted, and how to maintain reliability and validity in assessing public policy. Application skills will be developed in professional ethics (CRJS 550), criminology theory (CRJS 620), and law and public policy (CRJS 617) courses. In these classes, assignments are aimed to develop the ability to apply theory and principles to fact situations (from actual cases), in order to apply accumulated knowledge to new fact situations. Written work products are used to demonstrate mastery of knowledge and skills.

The assessment of student knowledge and skills will continue with the blind review of student papers by program faculty. Prior to graduation, students are required to submit sample papers

from their M.S. courses for blind review by faculty. Written work products are used to demonstrate mastery of knowledge and skills. The new CRJS 690 capstone course will become a primary source to evaluate student written work, because it is directed toward applying accumulated knowledge to a new problem, so it evaluates both knowledge and skills. These reviews are carried out when a student enters his or her final semester of work in the M.S. program.

Learning Outcomes

- Apply the principles of criminal justice: landmark laws, principles of justice, structured decision-making, and review of policies, procedures, and decisions to dilemmas in the field of criminal justice.
- Apply the principles of ethical thought to dilemmas in the field, involving law, police, courts, and corrections, taken from past court cases and classic literature.
- Review and analyze the theories of criminology to develop approaches to crime prevention programs.
- Use research methodology to construct, design, and evaluate policies and programs in criminal justice.
- Assess current implementation of criminal justice policies, laws and procedures in the creation of laws, their enforcement, and application by the courts as race, class, and gender affect them.
- Integrate knowledge of criminological theory, law and methodology to pose and solve questions of crime and justice.

Curriculum Map

| Learning Outcomes | Key courses (R = required) |
|--|---|
| Apply the principles of criminal justice: landmark laws, principles of justice, structured decision-making, and review of policies, procedures, and decisions to dilemmas in the field of criminal justice | CRJS 501 Principles of Criminal Justice (R) CRJS 612 Criminal Justice Politics and Planning |
| Apply the principles of ethical thought to dilemmas in the field, involving law, police, courts, and correction, taken from past court cases and classic literature. | CRJS 550 Professional Ethics & Liability (R) CRJS 631 Criminal Justice Management and Leadership |
| Review and analyze the theories of criminology to develop approaches to crime prevention programs. | CRJS 620 Seminar in Criminology (R) CRJS 680 Forensic Psychiatry |
| Use research methodology to construct, design, and evaluate policies and programs in criminal justice. | CRJS/GVPA 623 Research Methods (R) |

| Learning Outcomes | Key courses (R = required) |
|---|---|
| Assess current implementation of criminal justice policies, laws and procedures in the creation of laws, their enforcement, and application by the courts as race, class, and gender affect them. | CRJS 617 Law and Criminal Justice Policy (R) CRJS 622 Comparative Criminal Justice Systems |
| Students will be able to integrate knowledge of criminological theory, law and methodology to pose and solve questions of crime and justice. | CRJS 690 Capstone: Criminal Justice Policy Analysis (R) CRJS 693 Internship |

Employment Skills/Workplace Competencies

Graduates will possess the competencies and skills to work in the criminal justice field and at a supervisory level to:

- 1) Deliver law enforcement, probation, juvenile justice, corrections, or planning, evaluation or analytical services in criminal justice agencies in an informed manner, understanding the history, current problems and policy issues, and what research and policy offer in understanding the delivery of criminal justice services in the community.
- 2) Understand how to apply principles of ethics, theory, and research methods in practice in order to evaluate alternate courses of conduct with knowledge and skill.
- 3) Evaluate current policy and new policy proposals with an understanding of the analysis required for sound policy decisions and evaluations of that policy.
- 4) Apply legal principles and past research and evaluation efforts to inform current and emerging problems in crime, justice, and the administration of justice agencies.

Justification for Proposed Modified Degree Program

Rationale for the Program

Criminal justice careers perform a crucial community service, and these jobs (including law enforcement, courts, corrections, planning, evaluation, leadership, education, and training) are becoming more difficult with changes in law, procedure, and practice. It is fundamentally important to remain current in the field and improve one's knowledge and skills in order to perform at a high level in these public service professions.

Current events in criminal justice show a clear need for better understanding of community needs and community input, the enforcement of law in the community, the treatment of offenders, and the integration of former offenders into society. Issues of gang membership, police practices in local communities, the operation and management of the adjudication process in the courts, the nature of correctional treatment of offenders, and crime prevention in the community all remain current and compelling issues for which the well-trained and educated professionals are required to address with effectiveness. Stop and frisk tactics, the use of bail, sentencing of offenders, the imposition of fines, and gang cessation methods are examples of the kinds of issues that require informed and well-trained professionals in the field to manage.

The proposed changes in this program modification are in response to trends in the field of criminal justice and the full incorporation of the criminal justice program into the independent Wilder School of Government & Public Affairs and its policy emphasis. The proposed changes bring the program into alignment with other criminal justice programs and into alignment with the direction of the Wilder School.

Credit Hour Alignment

In reviewing the curriculum of 75 master's programs in criminal justice nationwide, it was found that many programs in criminal justice now require fewer total credits. Of 75 of graduate programs in the United States, more than a third require only 30 credits for the master's degree and only 25 percent require 36 credits for the master's degree.

Further, the Academy of Criminal Justice Sciences set 30 semester hours as the minimum for criminal justice/criminology programs seeking certification.

B.10 A master's level criminal justice program requires a minimum of 30 semester hours or the equivalent in graduate level criminal justice and related cognate credits.¹

The VCU program expects to pursue certification in the future, once experience with the new curriculum provides feedback from students and professionals in the field.

Appendix C: Research Summary of 75 U.S. Programs

Curriculum Revisions and Alignment

The alignment with the public policy emphasis of the Wilder School is accomplished with the substitution of the two new core courses. These courses replace the following two core courses: CRJS 641 Jurisprudence and CRJS 616 Justice Policy & Administration. The two new core courses -- CRJS 617 - Law and Criminal Justice Policy and CRJS 690 Capstone: Criminal Justice Policy Analysis -- align with the public policy emphasis of the Wilder School and distinguish the VCU program from the majority of the programs in the U.S. The survey of 75 other M.S. Criminal Justice programs, found that only 32 percent have a required criminal justice policy course. In the contemporary era where criminal justice policy and practice is increasingly called into question (e.g., stop and frisk, arrest, bail, sentencing, handling of non-serious cases, corruption, treatment of offenders, and offender reintegration into the community) exposure to and analysis of these issues, and alternatives, is more important than ever.

Student Demand

The total number of students graduating with the Criminal Justice, M.S. between academic years 2014-15 and 2016-17 was 26. Program enrollment in the fall semesters for the last three years is indicated in the table below. The data indicate an average fall headcount of 19 students during this three year period.

¹ See Standard B.10 at http://c.ymcdn.com/sites/www.acjs.org/resource/resmgr/certification/ACJS_Certification_-_Master'.pdf.

| Fall Semester | Enrollment |
|----------------|------------|
| 2014 | 18 |
| 2015 | 18 |
| 2016 | 20 |
| 2014-2016 ave. | 19 |

This history is taken as a baseline from which the revised program will build, as indicated in the projected enrollments for 2018 to 2022.

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

Projected enrollment:

| Year 1 | | Year 2 | | Year 3 | | Year 4 Target Year (2-year institutions) | | | Year 5 Target Year (4-year institutions) | | |
|-----------------------------|-----------|-----------------------------|-----------|-----------------------------|-----------|--|-----------|-------------|--|-----------|-----------|
| 20 <u>18</u> - 20 <u>19</u> | | 20 <u>19</u> - 20 <u>20</u> | | 20 <u>20</u> - 20 <u>21</u> | | 20 <u>21</u> - 20 <u>22</u> | | | 20 <u>22</u> - 20 <u>23</u> | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD | HDCT | FTES | GRAD |
| <u>20</u> | <u>14</u> | <u>22</u> | <u>16</u> | <u>24</u> | <u>18</u> | <u>25</u> | <u>19</u> | <u> </u> | <u>26</u> | <u>20</u> | <u>10</u> |

Assumptions:

1. Graduate student retention (95%).
2. Part-time students (80%), Full-time students (20%).
3. Expected time to graduation (in years) for full-time students (1.5 years), part-time students (2.5 years).
4. Number of credit hours per semester for full-time (9 credits) and part-time students (6 credits).

Duplication

In the Commonwealth of Virginia, there are four public institutions with master's degree programs in criminal justice. Of these programs, all have a traditional face-to-face delivery format and one institution (Radford University) has both a traditional format and a web-based delivery format.

| Institution | Program |
|---------------------------|--------------------------------|
| George Mason University | M.A. Criminology, Law, Society |
| Radford University | M.A., M.S. Criminal Justice |
| Virginia State University | M.S. Criminal Justice |
| Norfolk State University | M.A. Criminal Justice |

George Mason University's M.A. in Criminology, Law, and Society requires 30 credit hours and the primary curriculum difference is that it does not require a professional ethics course. GMU has a thesis and non-thesis option; the latter has a capstone practicum that concludes with a policy white paper.

Radford University has both an M.A. and an M.S. in Criminal Justice that require 36 credit hours. The M.A. requires a thesis and the M.S. requires written and oral exams for graduation. The M.A. and M.S. programs of study are the same except for the thesis versus exam requirements. Neither requires a professional ethics course nor a capstone policy analysis course.

Virginia State University's M.S. in Criminal Justice is a 36 credit hour program with thesis and non-thesis options. The non-thesis option is a comprehensive exam and an oral defense. Neither option has a required law and criminal justice policy course.

Norfolk State University's M.A. in Criminal Justice is a 36 credit hour program that requires either passing a comprehensive exam or writing a thesis. There are two concentrations from which to select. The core includes an ethics course and a policy analysis course; there is a legal course in one of the two concentrations.

Projected Resources for the Proposed Modified Program

Resource Needs

The proposed changes will not require any additional resources. VCU's L. Douglas Wilder School of Government and Public Affairs possesses adequate resources to initiate and operate the proposed degree program. No additional funding from VCU or other sources is needed. Additional equipment or infrastructure is not required to initiate or operate the program. Specific resource needs are described in the following tables.

Full-time Faculty – No full-time faculty will teach exclusively in this proposed degree program. All faculty have split loads with the undergraduate program. The program will require 10 total courses taught each academic year (including summer).

Part-time Faculty – No part-time faculty teach in the M.S. program. Full-time faculty only.

Adjunct Faculty – Adjunct faculty are not needed to launch or sustain the modified program.

Graduate Assistants – Graduate assistants are not needed to launch or sustain the modified program.

Classified Positions – None are dedicated to this program. Classified work is done centrally in the Wilder School. There will be no change for this 6-credit program change.

Targeted Financial Aid – No targeted financial aid is projected to launch or sustain the proposed modified program.

Equipment, (including computers) – No additional resources are required to launch or sustain the proposed modified program.

Library – No new resources are needed to initiate or sustain the proposed degree program. The library resources, such as books, journals, and online access are sufficient to support all courses and sustain program operation.

Telecommunications – No additional resources are required to launch or sustain the proposed modified program. All courses have been reviewed by VCU's Technology Services Department, and do not represent new technology or expanded use requiring additional resources.

Space – The current facilities are sufficient to initiate and sustain the proposed degree program. Some of the courses will be offered on-line, based upon student needs and preferences. All faculty have access (or already possess) laptop computers.

Other Resources (specify) – No other resources are needed.

Resource Needs: Parts A-D

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has the institution submitted or will it 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 2018- 2019 | | Expected by Target Enrollment Year 2021- 2022 | |
|-------------------------------|---------------------------------------|----------------|---|------------------------|
| | On-going and reallocated | Added (New) | Added (New)*** | Total FTE positions |
| Full-time faculty FTE* | 2.50 | 0.00 | 0.00 | 2.50 |
| Part-time faculty FTE** | 0.00 | 0.00 | 0.00 | 0.00 |
| Adjunct faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| Graduate assistants (HDCT) | 2.00 | 0.00 | 0.00 | 2.00 |
| Classified positions | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL | 2.50 | 0.00 | 0.00 | 2.50 |

*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 | | Expected by Target Enrollment Year | |
|--|--------------------------------|------------|---|------------------|
| | 2018__ - 2019__ | | 2022__ - 2023__ | |
| Full-time faculty | 2.50 | 0.00 | 0.00 | 2.50 |
| salaries | \$164,722 | | | \$164,722 |
| fringe benefits | \$62,925 | | | \$62,925 |
| Part-time faculty (faculty FTE split with unit(s)) | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Adjunct faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Graduate assistants | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Classified Positions | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Personnel cost | | | | |
| salaries | \$164,722 | \$0 | \$0 | \$164,722 |
| fringe benefits | \$62,925 | \$0 | \$0 | \$62,925 |
| Total personnel cost | \$227,647 | \$0 | \$0 | \$227,647 |
| Equipment | | | | \$0 |
| Library | | | | \$0 |
| Telecommunication costs | | | | \$0 |
| Other costs | | | | \$0 |
| TOTAL | \$227,647 | \$0 | \$0 | \$227,647 |

Part D: Resources and Certification Statement

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

| | | |
|-------|-----|-------------------------------------|
| _____ | Yes | Signature of Chief Academic Officer |
| _X_ | 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 <u>2018-2019</u> | Target enrollment year <u>2022-2023</u> |
|---|---|--|
| Reallocation within the department <i>(Note below the impact this will have within the department.)</i> | \$227,647.00 | \$227,647.00 |
| Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i> | | |
| 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> | | |

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

Reallocation within the department

The resources for this program will come from the existing assets within the School already devoted to the current M.S. program.

3. Secondary Certification.

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

 x Agree

Signature of Chief Academic Officer

_____ Disagree

Signature of Chief Academic Officer

Appendices

Appendix A: Sample Plans of Study

All courses are 3 credit hours.

| Semester | Full-time | Part-time |
|------------------------|---|---|
| Fall 2018 | CRJS 501 Principles of Criminal Justice CRJS 617 Law & Criminal Justice Policy CRJS/GVPA 623 Research Methods | CRJS 501 – Principles of Criminal Justice CRJS 617 Law & Criminal Justice Policy |
| Spring 2019 | CRJS 550 Professional Ethics and Liability CRJS 620 Seminar in Criminology Elective #1 | CRJS 550 Professional Ethics and Liability CRJS 620 Seminar in Criminology |
| Summer 2019 (optional) | Elective #2 | Elective #1 |
| Fall 2019 | CRJS 690 Capstone in Criminal Justice Policy Analysis Elective #3 Elective #4 | CRJS/GVPA 623 Research Methods Elective #2 |
| Spring 2020 | | Elective #3 Elective #4 |
| Fall 2020 | | CRJS 690 Capstone in Criminal Justice Policy Analysis |
| | Total = 30 credit hours | Total = 30 credit hours |

Appendix B: Course Descriptions

Two new required courses are asterisked.

Required Courses (18 credit hours)

CRJS 501. Principles of Criminal Justice. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Survey of the American criminal justice system, and the relationships among crime, law, police, courts and corrections. Review of contemporary criminal justice literature.

CRJS 550. Professional Ethics and Liability. 3 Hours.

Semester course; 3 lecture hours. 3 credits. The ethical basis for decision-making in criminal justice. How ethical considerations affect every important decision in criminal justice, especially as they involve the liberty interests of others. These decisions include: police stop and arrest decisions, prosecutor charging decision, defendant plea decisions, defense strategy decisions, judicial evidentiary rulings, sentencing decisions, among others. The consequences of unethical decisions on management ability, civil and criminal liability faced by criminal justice professionals.

CRJS 620. Seminar in Criminology. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Examination and analysis of social, psychological, and economic theories and correlates of criminal behavior. Typologies of offenders.

CRJS 623. Research Methods for Government and Public Affairs. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Introduction to the scope and methods of applied research for the public sector. Focuses on problem structuring through logical methods, exploring problems through observation and other methods of data collection, analyzing and summarizing findings using both qualitative and quantitative methods. Crosslisted as: GVPA 623/PADM 623/URSP 623.

***CRJS 617. Law & Criminal Justice Policy.** 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to graduate students. Analysis of intergovernmental relations and civil society in the forming and implementing of criminal justice policies, laws and procedures. The bases for the creation of laws, how they are enforced, applied by the courts and sanctioned will each be examined to evaluate the proficiency of law and the justice process as instruments of social control. The issues of race, class, gender and power will be explored in the passage and implementation of laws with a view toward developing more effective strategies in the planning and development of law and crime policy.

***CRJS 690. Capstone: Criminal Justice Policy Analysis.** 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to graduate students. Integration of knowledge of criminological theory and justice policy with the research skills acquired while working toward completion of the graduate degree. Successful completion of this course requires the formulation of a research question that addresses a problem of criminal justice policy, the conceptualization of the scope of the answer to the research question and the submission of an in-depth analysis of the question with reference to theory, methodology and policy.

Appendix C: Research Summary of 75 U.S. Programs

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|----------------------|-----------------|-----------------|---------------|---|
| American University | 33 | 12 | 21 | | http://www.american.edu/spa/jlc/degrees/upload/JLC-Handbook_Masters_F |
| Arizona State [Online] | 33 | 12 | 18 | | https://ccj.asu.edu/sites/default/files/%5Bterm%3Aname%5D/%5Bnode%3Aym%5D/ma_online_handbook_070113.pdf |
| Arizona State [Thesis] | 30 | 15 | 9 | | https://ccj.asu.edu/degree-programs/Graduate-1/ms |
| Bowling Green State University | 33 | 15 | 15 to 18 | R | http://www.bgsu.edu/health-and-human-services/programs/department-of-hservices/criminal-justice/graduate-program.html |
| CUNY - John Jay College | 36 | 15 | 15 to 21 | R | http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20142015.pdf |
| East Tennessee State University [Non-Thesis] | 36 | 18 | 18 | | http://www.etsu.edu/cas/cj/graduate_nonthesis.php |
| East Tennessee State | 33 | 18 | 12 | | http://www.etsu.edu/cas/cj/graduate_thesis.php |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|----------------------|-----------------|-----------------|---------------|---|
| University [Thesis] | | | | | |
| Faulkner University | 30 | 30 | 0 | | https://www.faulkner.edu/online/academics/master-justice-administration/ |
| Florida International University | 36 | 15 | 21 | R | http://cj.fiu.edu/degree-programs/ms-in-criminal-justice/ |
| Florida State [Area Paper] | 33 | 15 | 12 | | http://criminology.fsu.edu/wp-content/uploads/13-14-Grad-Handbook.pdf |
| Florida State [Courses Only] | 33 | 15 | 18 | | http://criminology.fsu.edu/wp-content/uploads/13-14-Grad-Handbook.pdf |
| Florida State [Online] | 36 | 15 | 21 | | http://criminology.fsu.edu/wp-content/uploads/14-15-Distance-Learning-Handbook.pdf |
| Florida State [Thesis] | 30 | 15 | 9 | | http://criminology.fsu.edu/wp-content/uploads/13-14-Grad-Handbook.pdf |
| George Mason University [Non-Thesis] | 30 | 18 | 9 | R | http://cls.gmu.edu/programs/la-ma-cls/requirements/ |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|----------------------|-----------------|-----------------|---------------|---|
| George Mason University [Thesis] | 30 | 21 | 3 to 6 | R | http://cls.gmu.edu/programs/la-ma-cls/requirements/ |
| Indiana University | 36 | 15 | 15 to 21 | | http://www.indiana.edu/~crimjust/graduate_handbook_10_11.pdf |
| Indiana University of Pennsylvania | 30 | 21 | 3 to 6 | | http://www.iup.edu/criminology/grad/criminology-ma-online/about/ |
| Jacksonville State University | 30 | 15 | 9 to 15 | | http://www.jsu.edu/criminaljustice/graduate.html#grad |
| Michigan State University | 30 | 15 | 9 to 12 | | http://cj.msu.edu/assets/Handbook-CJMS.pdf |
| Michigan State University [Online] | 30 | 15 | 15 | | http://cj.msu.edu/assets/Handbook-CJMSOnline.pdf |
| Middle Tennessee State University | 36 | 15 | 15 to 18 | | http://catalog.mtsu.edu/preview_program.php?catoid=19&poid=5792&retu |
| New Charter University | 36 | 36 | 0 | | http://www.new.edu/master-of-science-in-criminal-justice/ |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|----------------------|-----------------|-----------------|---------------|--|
| Norfolk State University | 36 | 24 | 6 to 12 | R | https://www.nsu.edu/liberal-arts/macj/curriculum |
| North Dakota State University | 30 | 18 | 6 | R | https://www.ndsu.edu/fileadmin/cjps/CJPS_Webpage_Downloadable_Files_revisions_9.15.14.pdf |
| Northeastern University | 32 | 14 | 12 to 15 | | http://www.northeastern.edu/cssh/sccj/wp-content/uploads/sites/4/2014/07/02015-2016.pdf |
| Northeastern University [Online] (Qtr) | | | 18 | R | http://www.northeastern.edu/online/degrees/masters-criminal-justice/curricu |
| Northern Arizona University | 36 | 18 | 3 to 18 | | http://catalog.nau.edu/Catalog/details?plan=APCRMS&catalogYear=1516 |
| Pennsylvania State University - University Park | 37 | 19 | 12 | | http://sociology.la.psu.edu/graduate/criminology-handbook/at_download/fil |
| Radford University | 36 | 18 | 12 | R | http://www.radford.edu/content/chbs/home/criminal-justice/programs/gradu requirements.html |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|--|-----------|----------|----------|--------|---|
| Rutgers, The State University of New Jersey - Newark | 30 | 15 | 15 | R | http://rscj.newark.rutgers.edu/prospective-students/masters/ |
| Sam Houston State University | 36 | 15 | 15 | | http://www.shsu.edu/graduate-catalog/2013-2015/criminal-justice/master-of-justice-and-criminology.html#courses |
| Sam Houston State University [Online] | 36 | 21 | 15 | | http://graduate-catalog-2015-2016.shsu.edu/home/criminal-justice-and-crim-science-in-criminal-justice.html |
| Seattle University (quarters) | | | 12 to 15 | | http://www.seattleu.edu/artsci/criminal-graduate/macj/degree-requirement/ |
| Temple University | 30 | 9 | 15 to 21 | | http://www.cla.temple.edu/cj/files/2015/10/Criminal-Justice-Graduate-Stud-Handbook_March-2015.pdf |
| Texas Southern University | 36 | 18 | 12 | | http://bjmlspa.tsu.edu/departments/administration-of-justice/degrees/ |
| Troy University [Non-Thesis] | 30 | 15 | 12 | | http://www.troy.edu/catalogs/1516graduate/html/3G-cas.html#masterofscie |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|------------------|-----------------|-----------------|---------------|---|
| Troy University [Thesis] | 36 | 15 | 15 | | http://www.troy.edu/catalogs/1516graduate/html/3G-cas.html#masterofscie |
| University of Alaska - Fairbanks | 30 | 18 | 6 | R | http://www.uaf.edu/catalog/current/programs/pdf/graduate/justice-admin.pdf |
| University at Albany - SUNY | 30 | 12 | 18 | | http://www.albany.edu/scj/files/Graduate_Handbook.pdf |
| University of Alabama - Birmingham [Non-Thesis] | 36 | 21 | 12 | R | https://www.uab.edu/students/images/documents/academics/2014-2015-Graduate-Student-Handbook.pdf |
| University of Alabama - Birmingham [Thesis] | 30 | 18 | 6 | R | https://www.uab.edu/students/images/documents/academics/2014-2015-Graduate-Student-Handbook.pdf |
| University of Alabama [Non-Thesis] | 33 | 9 | 24 | | http://cj.ua.edu/wp-content/uploads/2015/06/CJ-Graduate-Student-Handbook-2015.pdf |
| University of Alabama [Thesis] | 30 | 9 | 15 | | http://cj.ua.edu/wp-content/uploads/2015/06/CJ-Graduate-Student-Handbook-2015.pdf |
| University of Arkansas - Little Rock [Non-Thesis] | 36 | 21 | 15 | R | http://ualr.edu/criminaljustice/files/2006/08/CRJU-Graduate-Student-Handbook.pdf |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|-----------|----------|----------|--------|---|
| University of Arkansas - Little Rock [Thesis] | 36 | 24 | 6 | | http://ualr.edu/criminaljustice/files/2006/08/CRJU-Graduate-Student-Handb |
| University of California - Irvine 52/44 qtr hrs | | | 8 | R | http://clsma.socceco.uci.edu/pages/mas-program-overview |
| University of Central Florida [Professional] | 36 | 21 | 15 | R | http://www.handbooks.graduate.ucf.edu/hb/handbook.aspx?id=1144&hid=3inal%20Justice%20MS |
| University of Central Florida [Research] | 30 | 21 | 9 | | http://www.handbooks.graduate.ucf.edu/hb/handbook.aspx?id=1144&hid=3inal%20Justice%20MS |
| University of Cincinnati | 30 | 12 | 15 to 18 | | http://cech.uc.edu/content/dam/cech/School%20of%20Criminal%20Justice/C%20SchoolCrimJust%20GRAD%20HANDBOOK%202014-15.pdf |
| University of Colorado-Denver | 36 | 15 | 18 | | http://www.ucdenver.edu/academics/colleges/SPA/Academics/programs/Cr/Documents/MCJ%20Handbook%20rev%2002242015.pdf |
| University of Delaware [Non-Thesis] | 30 | 12 | 18 | | http://www.udel.edu/soc/grad/gradhandbook2015.htm |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|--|----------------------|-----------------|-----------------|---------------|---|
| University of Delaware [Thesis] | 30 | 12 | 12 | | http://www.udel.edu/soc/grad/gradhandbook2015.htm |
| University of Illinois - Chicago (Qtrs) | | | 12 | | http://catalog.uic.edu/gcat/colleges-schools/liberal-arts-sciences/clj/ma/ |
| University of Louisville [Professional Paper] | 36 | 15 | 18 | | https://louisville.edu/justice/pdfs/graduate-student-handbook |
| University of Louisville [Thesis] | 36 | 15 | 15 | | https://louisville.edu/justice/pdfs/graduate-student-handbook |
| University of Maryland | 30 | 15 | 9 | | http://apps.gradschool.umd.edu/catalog/programs/crim.htm |
| University of Memphis | 33 | 15 | 18 | R | http://www.memphis.edu/cjustice/graduate/pdfs/cjustice-graduate-handbook |
| University of Missouri - St. Louis | 33 | 21 | 12 | | http://www.umsl.edu/ccj/Prospective%20Students/masters.html |
| University of Nebraska - Omaha [Non-Thesis] | 36 | 12 | 21 to 24 | | http://www.unomaha.edu/college-of-public-affairs-and-community-service/criminal-justice/files/documents/masters-handbook-2015-16%20revised.pdf |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|--|-----------|----------|----------|--------|---|
| University of Nebraska - Omaha [Thesis] | 30 | 12 | 12 | | http://www.unomaha.edu/college-of-public-affairs-and-community-service/criminal-justice/files/documents/masters-handbook-2015-16%20revised.pdf |
| University of Nevada-Reno [Non-Thesis] | 33 | 18 | 15 | R | http://catalog.unr.edu/preview_program.php?catoid=12&pooid=5551&return |
| University of Nevada-Reno [Thesis] | 33 | 24 | 9 | R | http://catalog.unr.edu/preview_program.php?catoid=12&pooid=5551&return |
| University of North Alabama | 30 | 9 | 21 | | https://www.una.edu/criminaljustice/CJ-graduate-program.html |
| University of North Florida | 33 | 21 | 12 | | http://www.unf.edu/graduateschool/student_resources/Graduate Student Handbook/justice.aspx |
| University of Pennsylvania (8 courses req) | | | 1 Course | | https://crim.sas.upenn.edu/graduate/master-science-criminology/course-requirements |
| University of South Carolina [Non-Thesis] | 30 | 15 | 15 | | http://artsandsciences.sc.edu/crju/sites/sc.edu.crju/files/attachments/Graduate_Handbook.pdf |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---------------------------------------|-----------|----------|--------------------------|--------|---|
| University of South Carolina [Thesis] | 30 | 15 | 9 | | http://artsandsciences.sc.edu/crju/sites/sc.edu.crju/files/attachments/Graduate |
| University of South Florida | 33 | 18 | 9 to 15 | R | http://www.usf.edu/cbcs/documents/criminology_docs/grad_handbook 201 |
| University of Southern Mississippi | 33 | 24 | 3 to 9 | R | https://www.usm.edu/sites/default/files/groups/school-criminal-justice/pdf/mastershandbook_2015-16.pdf |
| University of Tennessee - Chattanooga | 36 | 15 | 15 to 21 | | http://catalog.utc.edu/preview_program.php?catoid=15&poid=2281 |
| University of Texas - Dallas | 36 | 15 | 15 to 21 | R | https://www.utdallas.edu/epps/criminology/dl/Grad%20Handbook%20Final |
| Virginia Commonwealth University | 36 | 18 | 18 | R | http://bulletin.vcu.edu/graduate/school-government-public-affairs/criminal- |
| Virginia State University | 36 | 18 | 18 [12 in concentration] | R | http://www.sola.vsu.edu/files/docs/ms-criminal-justice-handbook.pdf |
| Washington State University | 31 | 19 | 12 | | https://crmj.wsu.edu/wp-content/uploads/sites/208/2014/09/Grad-Handbook |

| University [Program Type] | Total Hrs | Required | Elective | Policy | Graduate Handbook/Bulletin |
|---|--------------|----------|----------|------------|---|
| Washington State University [Certificate] | 34 | 25 | 9 | R | https://crmj.wsu.edu/wp-content/uploads/sites/208/2014/09/Grad-Handbook |
| Wayne State University [Essay OR Capstone] | 32 | 19 | 10 | | http://bulletins.wayne.edu/gbk-output/index.html |
| Wayne State University [Thesis] | 32 | 19 | 7 | | http://bulletins.wayne.edu/gbk-output/index.html |
| | | ~17 | ~12 | 32% | |

Virginia Commonwealth University
Proposed Certificate Program Brief
Proposal to Offer Graduate Certificate in Sustainability Planning

Overview

The L. Douglas Wilder School of Government and Public Affairs requests approval to offer a Graduate Certificate in Sustainability Planning. Sustainability planning is an emerging and cutting-edge arena that draws from knowledge in a variety of disciplines (e.g., physical and social sciences, business and economics, engineering, and architecture) and is broadly applicable to a variety of fields in the government, non-profit, and private business sectors.

The purpose of the Sustainability Planning graduate certificate is to provide students with a better understanding of our society's land use and natural resource systems, with a particular emphasis on the factors that contribute to, or constrain, the level of sustainability.

Method of Delivery

All courses are taught in the traditional face-to-face delivery format.

Target Implementation Date

Fall 2018

Demand and Workforce Need

Students in the graduate certificate program will acquire the analytical and professional skills needed to: 1) identify and address barriers to sustainability, and 2) formulate strategies to develop more sustainable lifestyles, systems, and institutions. They will be prepared for careers in a variety of sustainability-related fields, where there is significant need for workers who understand environmental policy and sustainability principles, and who have technical skills in professional writing, data analysis, and/or Geographic Information Systems. The Virginia Employment Commission's¹ data portal for Industry and Occupational Projections shows an increase in employment for the 2014-24 projection period in occupations where students with this certificate are likely to find employment. For example, occupation as an urban and regional planner is projected to increase by 13.2 percent, conservation scientists by 15.02 percent, and the social scientists and related worker field is projected to increase by 12.78 percent. Potential employers include federal, state, and local government agencies (e.g., the U.S. Environmental Protection Agency, Virginia Department of Conservation and Recreation, or City of Richmond Office of Sustainability), nonprofit environmental organizations (e.g., the Sierra Club or Virginia Conservation Network), and various types of environmental consulting firms.

External Competition

There is no other graduate certificate in sustainability planning offered in the state at this time. There is an undergraduate certificate in Sustainability and Environmental Studies at Radford University.

Target Population

The target audience for the proposed program are those pursuing careers in fields directly related to sustainability (e.g., with a city's Office of Sustainability or a non-profit advocacy group dedicated to sustainability causes), rather than a more traditional urban planning job (e.g., in a city's Office of Planning and Development). Students will come from a variety of backgrounds including engineering, environmental and social sciences, and business.

¹Virginia Employment Commission (<https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=indproj>)

Impact on Existing Programs

No potential impacts on existing programs have been identified.

Impact on Faculty

No new faculty will be hired to support this program. Three existing full-time faculty, with research expertise and teaching experience in the specific topics in Urban and Regional Studies and Planning will teach all three of the core courses, and the remaining courses will also be taught by existing full-time faculty or adjunct instructors.

Funding

All courses are existing courses and no new faculty will be hired to support the program. The Wilder School has sufficient resources to initiate and sustain this certificate program.

Benefit to University

VCU has a longstanding commitment to sustainability initiatives. One of the Guiding Principles of the VCU Quest for Distinction was that “VCU is committed to the core concepts of sustainability and will infuse those concepts in the stewardship of the university’s resources, in research endeavors and in curricular offerings related to sustainability and environmental ethics.” This certificate further illustrates this commitment.

Next Steps

| | |
|---------------------|-----------------------------|
| University Council | December 7, 2017 - Approved |
| President’s Cabinet | December 11, 2017 or TBD |
| Board of Visitors | March 22, 2018 |

Full Proposal

The full proposal for establishing the Graduate Certificate in Sustainability Planning is attached.

Virginia Commonwealth University
Graduate Certificate

Name of Certificate: Sustainability Planning

CIP Code: 30.3301

Initiation Date: Fall 2018

Description of Certificate:

The purpose of the Sustainability Planning graduate certificate is to provide students with a better understanding of our society's land use and natural resource systems, with a particular emphasis on the factors that contribute to, or constrain, the level of sustainability. Students in the certificate program will acquire the analytical and professional skills needed to: 1) identify and address barriers to sustainability, and 2) formulate strategies to develop more sustainable lifestyles, systems, and institutions. These skills will prepare them for a variety of potential employment positions with local, regional, or state government agencies, research or planning consultancies, or non-profit organizations.

Sustainability planning is an emerging and cutting-edge arena that draws from knowledge in a variety of disciplines (e.g., physical and social sciences, business and economics, engineering, and architecture) and is broadly applicable to a variety of fields in the government, non-profit, and private business sectors. Sustainability planning addresses the need to balance environmental, economic, and social equity concerns in order to meet the needs of present generations without compromising the needs of future generations.

Target Audience:

The target audience for the proposed program are those pursuing careers in fields directly related to sustainability (e.g., with a city's Office of Sustainability or a non-profit advocacy group dedicated to sustainability causes), rather than a more traditional urban planning job (e.g., in a city's Office of Planning and Development). Students will come from a variety of backgrounds including engineering, environmental and social sciences, and business.

Time to Complete:

Full-time students will be able to complete the 18 credit hour program in one academic year, at 9 credit hours per term. Part-time students will be able to complete the program in 1.5 academic years, assuming 6 credit hours per term, or in three academic years at 3 credit hours per term.

Admission Criteria:

The admission requirements outlined below will apply to all students.

All applicants to graduate certificate programs are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application fee
- Application form
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

Up to six equivalent, graduate-level transfer credit hours at the 500-level or higher may count toward the certificate (if they are not applied to another awarded degree), but the certificate program coordinator can make the final decision on total credit transfer. The transfer credits are evaluated on a case-by-case basis to determine course equivalency.

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

Curriculum Requirements:

Students will be required to take three core courses that cover sustainable community development, natural resources and environmental planning, and environmental policy and planning. Students must take one course that focuses on socioeconomic sustainability, from a list of four. For their remaining two courses, students can select from among five courses to further focus on GIS skills and/or particular sustainability topics.

Total Number of Credit Hours: 18 graduate credit hours

All courses are existing courses; no courses are new.

Core Courses – 9 credits

URSP 637 – Sustainable Community Development (3 credits)

URSP 650 – Natural Resources and Environmental Planning (3 credits)

URSP 655 – Environmental Policy and Planning (3 credits)

Restricted electives – 3 credits selected from the courses below:

- URSP 622 – Community Socioeconomic Analysis Using GIS (3 credits)
- URSP 641 – Citizen Participation and Negotiation (3 credits)
- URSP 643 – Housing Policy (3 credits)
- URSP 639 – Race, Gender, and Ethnicity in Planning (3 credits)

Open electives – 6 credits selected from the courses below:

- URSP 621 – Introduction to Geographic Information Systems (3 credits)
- URSP 628 – Land Use Planning (3 credits)
- URSP 645 – Energy Planning (3 credits)
- URSP 672 – Food Systems, Rural Development, and Landscape Conservation (3 credits)
- URSP 681 – International Urban Policy and Planning (3 credits)

With approval from the certificate program coordinator, other 600-level graduate-level courses offered within and beyond the L. Douglas Wilder School of Government and Public Affairs can be selected. Any substitutions will be reviewed by the certificate coordinator to maintain a commitment to the specialization and general intent of the certificate.

Faculty:

No new faculty will be hired to support this program. Three existing full-time faculty, with research expertise and teaching experience in the specific topics in Urban and Regional Studies and Planning will teach all three of the core courses, and the remaining courses will also be taught by existing full-time faculty or adjunct instructors. The three existing faculty hold doctoral degrees, with their fields of study in: 1) city and regional planning, 2) geography, and 3) planning, governance, and globalization. If adjunct instructors are employed, they must have a master's degree in urban planning or related fields (i.e., public policy, environmental planning), and demonstrated experience in planning.

Course Delivery Format:

All courses in the program will be taught in the traditional face-to-face format.

Resources:

Resources required to support the certificate include existing resources to support current programs such as student support services (e.g., advising, enrollment, help desk, library, computer labs); faculty support services (e.g., copying, contracts), and general administration (e.g., budgeting and forecasting, enrollment management). Three (3) full-time faculty in the Urban and Regional Studies and Planning (URSP) program will be the primary instructors in the proposed program. Up to one course per semester from the proposed curriculum will be part of the faculty's normal four-course load. Thus, no new positions will be created to initiate and sustain this certificate program. The university has sufficient resources to offer and sustain this certificate program.

Gainful Employment:

This certificate program will be a Gainful Employment program and come under Gainful Employment regulations.

Course Descriptions:

All courses are existing courses, and their course descriptions are as follows:

URSP 621. Introduction to Geographic Information Systems. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours 3 credits. Introduces the components, capabilities, and functionalities of Geographic Information Systems. In addition to the concepts upon which GIS is based, how it works and what it does, this course introduces cartographic techniques necessary to design and construct effective maps with an emphasis on thematic mapping. It also examines the processing, compilation and symbolization of spatial data and the application of related analytical techniques. Laboratory work emphasizes practical applications and uses of ArcGIS and the spatial analyst extension.

URSP 622. Community Socioeconomic Analysis Using GIS. 3 Hours.

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Introduces students to data sources and database management for community analysis using geographic information systems. Includes an overview of database structures, public domain software and data resources, descriptive statistical analysis, population projection, graphic presentation of data, and principles of cartographic design. Laboratory exercises using GIS software and public domain data to describe communities and identify planning issues. Laboratory work emphasizes practical applications and uses of ArcGIS.

URSP 628. Land Use Planning. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Introduces students to the context, substance, practical skills, and implementation of land use planning. Covers such topics as land capacity, land use system and design, land use controls, state and regional growth management, resource land preservation, rural growth management, urban containment, and facility planning.

URSP 637. Sustainable Community Development. 3 Hours.

Semester course; 3 lecture hours. 3 credits. This course includes both theoretical and practical aspects of sustainable development and its relationship to land-use planning. Through examination of the literature, class discussion, focused exercises and guest speakers, students will develop the skills needed to evaluate and propose activities to plan for sustainable development. The course begins with an overview of the origins and definitions of sustainability and developing operational principles of sustainable development. The three "Es" of sustainability (environment, equity and economics) are then explored and connected to the role of the planner in influencing the balance between these dimensions in practice. A variety of tools and initiatives for sustainable practices are introduced, followed by examination of standards for measuring progress toward sustainable goals. Finally, through the evaluation of case studies and construction of policy recommendations, students will propose guidance for adapting local government function and modifying regulations and policies for implementing and governing sustainable communities.

URSP 639. Race, Gender, and Ethnicity in Planning. 3 Hours.
Semester course; 3 credits. This course explores the notions and incorporation of social inclusion and insurgent citizenship in sustainability planning through the lens of gender, race and ethnicity.

URSP 641. Citizen Participation and Negotiation. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Studying the theory and practice of citizen participation and negotiation, planners learn to work with citizens in a democratic process while practicing respect for differing views.

URSP 643. Housing Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines federal, state, and local housing policy. Discusses the issues of affordable housing, homelessness, and the private sector's contribution to housing.

URSP 645. Sustainable Energy Planning and Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Discusses current energy production and consumption trends and related economic, environmental and social issues. Reviews energy planning and policy approaches from the international to local levels. Analyzes and evaluates different types of energy systems and existing and proposed energy policies.

URSP 650. Natural Resources and Environmental Planning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines key problems and challenges linked to the use and abuse of natural resources, both nationally and globally, through urbanization, agriculture, coastal zone development, waste generation and other human activity. Students explore these problems in terms of the biophysical processes to which they relate, as well as their underlying political-economic and sociocultural causes. Also studied are policy and planning strategies aimed at more efficient and sustainable use of natural resources and the environment.

URSP 655. Environmental Policy and Planning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Investigates the environmental protection role of urban and regional planning, including the ways in which local planning implements and enforces state- and federal-level environmental policies. Explores the role of planners in environmental assessment, i.e. evaluating the environmental impacts of public and private sector development.

URSP 672. Food Systems, Rural Development and Landscape Conservation. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An interdisciplinary analysis of the socioeconomic and environmental issues facing rural regions, mainly of the United States, and their relationship to the modern food system and other factors. Also examines policy and planning strategies that can help improve rural economic conditions, conserve rural resources and landscapes and achieve food system sustainability.

URSP 681. International Urban Policy and Planning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Offers a comparative analysis of planning practices and policies in both developing and developed countries. Covers such topics as local implications of globalization, regional development strategies, urban governance and management, urban economic policies, sustainable development and urban infrastructure and shelter delivery.

**Virginia Commonwealth University
Proposed Program Brief**

Proposal to Modify the M.Ed. in Counselor Education

Overview

This proposal seeks approval to add 12 credit hours to the current 48-credit hour M.Ed. in Counselor Education program to create a 60-credit hour program.

The proposed change will allow VCU's Counselor Education program to comply with the 2016 CACREP (Council for Accreditation of Counseling & Related Educational Programs) standards. In March 2015, the Virginia Board of Counseling approved a proposal requiring that counseling professionals must graduate from a CACREP or CACREP affiliated program in order to be eligible for state licensure. In addition, the Virginia General Assemblies passed legislation in 2017 mandating that school counselors be trained to recognize mental disorders and behavioral distress.

Method of Delivery

One course, CLED 640 Marriage, Couples, and Family Counseling, is offered in an online format only. All other courses are delivered in a traditional, face-to-face modality.

Target Implementation Date

Fall 2018

Demand and Workforce Development

According to the Occupational Employment Statistics, the projected increase nationally for school and career counselors is 11% between 2016 and 2026.¹ The Virginia Employment Commission projects a 14% increase by 2024 in demand for secondary counselors.² Student demand for this degree, based on historical data, is projected to remain the same: approximately 90 students enrolled annually in the program with approximately 39 graduating each spring.³

External Competition

Virginia Commonwealth University is one of five public institutions in the Virginia that offer an M.Ed., in Counselor Education. Of the four institutions, each offers an M.Ed. with a School Counseling concentration and one offers an M.Ed. with a College Counseling concentration. All of these institutions are accredited by CACREP and offer a traditional learning format.

Target Population

¹ <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6> Accessed on November 9, 2017.

² <https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj> Accessed on November 9, 2017.

³ Enrollment projections based on enrollment data from Enterprise Analytics and Advanced Research, Office of Planning and Decision Support. November 9, 2017.

The target population for the M.Ed. in Counselor Education is for students seeking placement as a counselor in elementary, middle, and high schools, as well as postsecondary educational institutions in Virginia and throughout the nation.

Impact on Existing Programs/Policies

No existing program will be impacted by the modification to the M.Ed. in Counselor Education.

Impact on Faculty

Faculty teaching in the existing Counselor Education M.Ed. program will remain the same for the proposed modified degree program. Student enrollment in the modified program will remain at a level appropriate to faculty resources.

Funding

The Department of Counseling and Special Education will reallocate all existing resources from the current M.Ed. in Counselor Education program into the modified program. Funding for adjunct faculty is currently in the budget for the existing Master of Education program and will be reallocated to the proposed modified degree program. The reallocation of resources will not negatively impact existing academic programs.

Benefit to the university

VCU has a long standing reputation in the Commonwealth of preparing school counselors, ready for licensure, and from an accredited program. This modification will enable VCU to continue to maintain this reputation.

Next Steps

| | |
|-------------|--|
| November 14 | Graduate Curriculum Committee – Approved |
| November 30 | University Council Academic Affairs and University Policies – Approved |
| December 7 | University Council – Approved |
| TBD | President’s Cabinet |
| March 22 | Board of Visitors |

Full Proposal

See attached.

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Background

Virginia Commonwealth University (VCU) seeks approval for a substantial modification of the existing Master of Education (M.Ed.) Counselor Education program. The proposed modified program will reside in the School of Education, Department of Counseling and Special Education. The target start date is Fall 2018. If approved, the program will continue to be offered through a face-to-face format.

VCU seeks approval to add 12 credit hours to the current 48-credit hour M.Ed. in Counselor Education program to create a 60-credit hour program.

The proposed change will allow VCU's Counselor Education program to comply with the 2016 CACREP (Council for Accreditation of Counseling & Related Educational Programs) standards. In March 2015, the Virginia Board of Counseling approved a proposal requiring that counseling professionals must graduate from a CACREP or CACREP affiliated program in order to be eligible for state licensure. In addition, the Virginia General Assemblies passed legislation in 2017 that mandates that school counselors be trained to recognize mental disorders and behavioral distress.

The purpose of the modified degree program is to provide students with research-based professional and clinical experiences necessary for effective counseling, supervision, teaching, advocacy and leadership in elementary, middle, and high schools, as well as postsecondary educational institutions in the Commonwealth of Virginia and throughout the nation. Graduates will be prepared with the specialized knowledge and skills required for placement as a counselor in elementary, middle, and high schools, as well as postsecondary educational institutions in the Commonwealth of Virginia and throughout the nation. Additionally, the modified program will prepare students to assess, diagnose, and plan treatments for those with behavioral and/or mental health issues.

The VCU Counselor Education program trains school counselors and college student development counselors. School counselors create comprehensive counseling programs in the K-12 school setting to address the academic, career, and personal/social/emotional needs of children. They deliver this program through individual counseling, group counseling, classroom guidance, and consultation with parents, teachers, and relevant community professionals. On the other hand, college student development counselors work in higher education settings in student related service offices and in college counseling centers. Individual and small-group counseling is often specific to academic advising and individual planning, but knowledge of mental health disorders, addiction issues, and family issues are relevant due to the population being served. Program planning and consultation is also often needed for student services and specific needs and goals of the higher education setting.

Accreditation

The existing M.Ed. in Counselor Education is currently accredited by CACREP under the 2016 CACREP standards with the exception of the 60 credit hour requirement. Beginning July 1,

2020, all entry-level degree programs require a minimum of 60 semester credit hours to be CACREP accredited.

See Appendix A: 2016 CACREP Accreditation Standards (excerpt)

Advisory Board

The VCU M.Ed. in Counselor Education has standing advisory committees for program evaluation. The committees meet regularly to review and evaluate these programs as is deemed necessary from faculty, professionals in the field, and student input. A community advisory board consisting of area school division counseling leaders meets four times a year to discuss the direction of all program areas and more specifically the school counseling program. In addition, program feedback on the program’s mission, goals, and student learning outcomes are solicited on a regular basis from current students, alumni, and adjunct faculty members.

See Appendix B: Advisory Board Members

Modified Degree Program

The requested modification comprises the addition of an approved elective (3 credits) and three new courses (9 credits) to the core of the curriculum of the M.Ed. in Counselor Education. An asterisk indicates a new course.

| M.Ed. in Counselor Education 48 credits | M.Ed. in Counselor Education 60 Credits |
|--|--|
| Core Courses - 24 credits | Core Courses - 33 credits |
| CLED 600. Professional Orientation and Ethical Practice in Counseling (3 cr) | CLED 600. Professional Orientation and Ethical Practice in Counseling (3 cr) |
| CLED 601. Theories of Counseling (3 cr) | CLED 601. Theories of Counseling (3 cr) |
| CLED 602. Techniques of Counseling (3 cr) | CLED 602. Techniques of Counseling (3 cr) |
| CLED 603. Group Procedures in Counseling (3 cr) | CLED 603. Group Procedures in Counseling (3 cr) |
| CLED 605. Career Information and Exploration (3 cr) | CLED 605. Career Information and Exploration (3 cr) |
| CLED 606. Assessment Techniques for Counselors (3 cr) | CLED 606. Assessment Techniques for Counselors (3 cr) |
| CLED 607. Multicultural Counseling in Education (3 cr) | CLED 607. Multicultural Counseling in Education (3 cr) |
| CLED 612. Seminar in Counseling (3 cr) | CLED 612. Seminar in Counseling (3 cr) |
| | *CLED 640. Marriage, Couples, and Family Counseling (3 cr) |
| | *CLED 650. Addiction Counseling (3 cr) |
| | *CLED 660. Mental Disorders, Diagnosis, and Treatment Planning (3 cr) |
| Foundations of Education Courses - 6 credits | Foundations of Education Courses - 6 credits |

| | |
|--|---|
| CLED/EDUS 615. Lifespan Development: A Gender Perspective (3 cr) | CLED/EDUS 615. Lifespan Development: A Gender Perspective (3 cr) |
| EDUS 660. Research Methods in Education (3 cr) | EDUS 660. Research Methods in Education (3 cr) |
| | Elective – 3 credits |
| | Approved Elective (3 cr) |
| Concentration Courses – 18 credits Select One | Concentration Courses – 18 credits Select One |
| <u>School Counseling</u> CLED 604. Practicum - School Counseling (3 cr) CLED 613. Data Driven Comprehensive School Counseling (3 cr) CLED 622. School Counseling Services (3cr) CLED 672. Internship: PK-12 School Counseling (6 cr) Restricted Elective (choose one): EDUS 670. Philosophy of Education (3 cr) EDUS 610. Social Foundations of Education (3 cr) EDUS 612. Education and the World’s Future (3 cr) EDUS 614. Contemporary Educational Thought (3 cr) EDUS 673. Seminar on Educational Issues, Ethics and Policy (3 cr) | <u>School Counseling</u> CLED 604. Practicum - School Counseling (3 cr) CLED 613. Data Driven Comprehensive School Counseling (3 cr) CLED 622. School Counseling Services (3 cr) CLED 672. Internship: PK-12 School Counseling (6 cr) EDUS 673. Seminar on Educational Issues, Ethics and Policy (3 cr) |
| <u>College Student Development and Counseling</u> CLED 608. Practicum: College Student Development and Counseling (3 cr) CLED 620. Student Development Services in Higher Education (3 cr) EDUS/CLED 631. American Colleges and Universities (3 cr) Approved Elective (3 cr) CLED 672. Internship: College Student Development and Counseling (6 cr) | <u>College Student Development and Counseling</u> CLED 608. Practicum: College Student Development and Counseling (3 cr) CLED 620. Student Development Services in Higher Education (3 cr) EDUS/CLED 631. American Colleges and Universities (3 cr) Approved Elective (3 cr) CLED 672. Internship: College Student Development and Counseling (6 cr) |
| Total Credits: 48 | Total Credits: 60 |

Curriculum

The modified M.Ed. in Counselor Education program will consist of 60 credit hours: 33 credits of core program coursework, 6 credits of Foundations of Education coursework, 18 credits in a

concentration area, and 3 credits of approved elective.

The proposed modified program has been designed to meet the 2016 standards set by CACREP for entry-level, specialty area programs in School Counseling and in College Counseling and Student Affairs. 2016 CACREP Standards require a curriculum in foundations, contextual dimensions, and practice cognates in these entry-level specialty areas. The M.Ed. in Counselor Education curriculum includes coursework to address the eight (8) common core areas for entry-level professional counseling: professional counseling and ethics; social and cultural diversity; human growth and development; career development; counseling and helping relationships; group counseling and group work; assessment and testing; research and program evaluation. The modified curriculum includes three courses focused on mental health, addiction, and family counseling. The practice experience consists of a 100-hour clinical practicum and a 600-hour clinical internship.

The following describes the curriculum for the modified degree program. An asterisk indicates a new course.

Program Requirements

Core Courses (33 Credits)

- CLED 600. Professional Orientation & Ethical Practice in Counseling (3 cr)
- CLED 601. Theories of Counseling (3 cr)
- CLED 602. Techniques for Counseling (3 cr)
- CLED 603. Group Procedures in Counseling (3 cr)
- CLED 605. Career Information and Exploration (3 cr)
- CLED 606. Assessment Techniques for Counselors (3 cr)
- CLED 607. Multicultural Counseling (3 cr)
- CLED 612. Seminar in Counseling - Wellness (3 cr)
- *CLED 640. Marriage, Couples, and Family Counseling (3 cr)
- *CLED 650. Addiction Counseling (3 cr)
- *CLED 660. Mental Disorders, Diagnosis, and Treatment Planning (3 cr)

Foundations of Education Courses (6 credits)

- CLED/EDUS 615. Lifespan Development: A Gender Perspective (3 cr)
- EDUS 660. Research Methods in Education (3 cr)

Approved Elective (3 credits)

Concentration Specific Courses (18 credits)

School Counseling

- CLED 604. Practicum: School Counseling (3 cr)
- CLED 613. Data Driven Comprehensive School Counseling (3 cr)
- CLED 622. School Counseling Services (3 cr)
- CLED 672. Internship: pk-12 School Counseling (6 cr)
- EDUS 673. Seminar on Educational Issues, Ethics, & Policy (3 cr)

College Student Development and Counseling

CLED 608. Practicum: College Student Development Counseling (3 cr)

CLED 620. Student Development Services in Higher Education (3 cr)

EDUS/CLED 631. American Colleges and Universities (3 cr)

CLED 672. Internship: College Student Development/Counseling (6 cr)

Approved Elective (3 cr)

Descriptions of Clinical Experiences

CLED 604. Clinical Practicum: School Counseling or CLED 608. Practicum: College Student Development and Counseling

The practicum occurs over an academic semester that is a minimum of 16 weeks. Weekly supervision is required with a site supervisor or a faculty supervisor and 1½ hours of group supervision is required weekly. The practicum includes 40 clock hours of direct service experience.

CLED 672. Clinical Internship

The clinical internship requires 600 clinical hours to be completed over one and/or two academic semesters. Weekly supervision is required with a site supervisor or a faculty supervisor and 1½ hours of group supervision is required weekly throughout the semester. The internship requires 240 hours to be direct counseling experience.

Description of Elective Courses

Electives are chosen with approval of advisor and must relate to the program. Possible elective courses topics include Trauma/Crisis Counseling; Grief, Loss, and Dying; Advanced Family Counseling.

See Appendix C – Sample Plan of Study

See Appendix D – Course Descriptions

Online Delivery

CLED 640. Marriage, Couples, and Family Counseling is offered in an online format only. All other courses are offered face to face only. Management software includes but is not limited to Blackboard. VCU offers resources to students taking an online course, including instructional and technological support. All faculty are trained in online teaching by the Academic Learning Transformation laboratory which is VCU's online training center. VCU has the resources to continue supporting students and faculty working in an online course.

Student Assessment

The learning outcomes for the M.Ed. in Counselor Education address the 2016 CACREP core areas and the specialty areas of school counseling and college counseling and student affairs.

Learning Outcomes

Below are the learning outcomes for graduates of the M.Ed. in Counselor Education.

Theoretical Knowledge

Students will demonstrate knowledge of:

- a. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- b. Theories of individual and family development across the lifespan
- c. Theories of learning
- d. Theories and models of career development, counseling, and decision-making
- e. Theories and models of counseling
- f. Theories, models, and strategies for understanding and practicing consultation
- g. Theoretical foundations of group counseling and group work

Skills

Students will demonstrate knowledge and use of:

- a. Approaches for assessing the conditions of the work environment on clients' life
- b. experiences
- c. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- d. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- e. Theories, models, and strategies for understanding and practicing consultation
- f. Suicide prevention models and strategies
- g. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- h. Assessments for diagnostic and intervention planning purposes
- i. Reliability and validity in the use of assessments
- j. Assessments relevant to academic/educational, career, personal, and social development
- k. Environmental assessments and systematic behavioral observations
- l. Symptom checklists, and personality and psychological testing
- m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Research

Students will demonstrate knowledge in:

- a. Identification of evidence-based counseling practices
- b. Evaluation of counseling interventions and programs
- c. Qualitative, quantitative, and mixed research methods
- d. Designs used in research and program evaluation
- e. Analysis and use of data in counseling
- f. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Advocacy and Leadership

Students will demonstrate knowledge of:

- a. The role and process of the professional counselor advocating on behalf of the

- profession
- b. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - c. Biological, neurological, and physiological factors that affect human development, functioning, and behavior

Ethical/Professional Behavior

Students will demonstrate knowledge and/or behavior related to:

- a. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- b. Strategies for personal and professional self-evaluation and implications for practice
- c. Multicultural counseling competencies
- d. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- e. Ethical and culturally relevant strategies for addressing career development
- f. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- g. Counselor characteristics and behaviors that influence the counseling process
- h. Ethical and culturally relevant strategies for designing and facilitating groups
- i. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

The assessment plan for the M.Ed. Counselor Education uses direct and indirect evidence of student learning over at least two points in time, using different types of measures to determine competencies, knowledge, and dispositions. Furthermore, the assessment plan delineates where assessment will occur; the means by which assessment will occur; the assessment measures and formats used; processes by which remediation occur; the means by which data will be collected, analyzed, and utilized for curriculum and program improvement, and the associated persons responsible for the various assessment tasks.

See Appendix E - Curriculum and Assessment Map

Employment Skills and Workplace Competencies

The proposed modified program will prepare graduates with the following professional skills and competencies

- Use counseling theory with individuals, and in small/large group settings.
- Use multicultural and social justice counseling competencies with individuals, and in small/large group settings.
- Empower counseling clients and advocate with/for those clients and communities.
- Engage in on-going scholarly inquiry by using evidence-based counseling practices and conducting research for counseling practice and program improvement.
- Evaluate counseling interventions.

- Engage in continuous professional development.
- Consult with families, administrators, and community professionals, per setting.
- Make appropriate referrals with/for clients.
- Create programs appropriate to meet needs of clients, per setting.
- Assess needs of clients and implement appropriate evidence-based interventions.

Rationale for Proposed Modified Degree Program

The reasons for the proposed modification to the M.Ed. program in Counselor Education include 1.) meeting CACREP's requirement that 48 credit hour programs expand to 60 credits, and 2.) complying with Virginia counseling licensure endorsement standards.

CACREP 2016 Standards

As part of CACREP's 2016 Standards, programs are required to expand from 48 to 60 credits by July 1, 2020. Beginning July 1, 2020, entry level Career Counseling, College Counseling and Student Affairs, and School Counseling specialty must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students¹ (see item J, page 7).

A primary benefit from maintaining CACREP accreditation is the guaranteed portability of licensure from state to state which federal regulations and professional counseling organizations have recently emphasized. The conditions for licensure portability entail uniform licensure standards which is called parity. Parity ensures that the curriculum of accredited counseling preparation programs (mental health, rehabilitation, school, career, marriage and family and transition specialists) address the same content, curriculum, standards and professional competencies so that counselors may be credentialed from state to state. CACREP accreditation, as set forth in the "2017 Joint Statement on a National Counselor Licensure Endorsement Process," is necessary for licenses to be portable. 2

Virginia Counseling Standards

In 2015, the Virginia Board of Counseling submitted a Notice of Regulatory Action "requiring graduation from a CACREP or CACREP affiliated program" in order to be eligible for licensure as a professional counselor in Virginia³ (see Brief Summary). In March 2015, the state legislature approved and forwarded the recommendation to the Governor for approval. The public comments period ended on July 19, 2017, and final approval from the Governor is pending the Board identifying "possible alternative methods for demonstrating competency for those who might not attend CACREP-accredited programs."⁴ Additionally, the Virginia General Assembly passed SB 117 which requires training for school counselors in recognizing mental

¹ <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

² <http://www.amhca.org/portability2017>

³ http://townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\25\4259\7390\AgencyStatement_DHP_7390_v3.pdf

⁴ <http://townhall.virginia.gov/L/ViewMemo.cfm?stageid=7390&office=Gov>

disorders and behavioral distress.⁵

Student Demand

Student enrollment in the modified existing M.Ed. in Counselor Education Program is expected to remain the same as student enrollment in the existing program. Faculty teaching in the existing degree program will remain the same for the proposed modified degree program. It is expected that student enrollment in the modified program will remain at a level appropriate to faculty resources.

To determine student interest in the modified M.Ed. in Counselor Education Program, in July 2016 VCU conducted a survey of current students and recent graduates of the M.Ed. in Counselor Education Program. Of 53 respondents, 31 indicated that they would have attended the program if it was 60 credit hours including the courses necessary for licensure as a professional counselor.

⁵ <https://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB1117>

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

Projected enrollment:

| Year 1 | | Year 2 | | Year 3 | | Year 4 Target Year (2-year institutions) | | | Year 5 Target Year (4-year institutions) | | |
|-------------|------|-------------|------|-------------|------|--|------|------|--|------|------|
| 2018 - 2019 | | 2019 - 2020 | | 2020 - 2021 | | 2021 - 2022 | | | 2022 - 2023 | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD | HDCT | FTES | GRAD |
| 90 | 47 | 90 | 47 | 90 | 47 | 90 | 47 | | 90 | 47 | 39 |

Assumptions:

Retention percentage: 93%

Full-time students 52% Part-time students 48%

Full-time students credit hours per semester: 10

Part-time students credit hours per semester: 6

Full-time students graduate in 2.75 years Part-time students graduate in 3.5 years

See Appendix F – Student Demand

Duplication

Virginia Commonwealth University is one of five public institutions in the Virginia that offer an M.Ed., in Counselor Education. Of the four institutions, each offers an M.Ed. with a School Counseling concentration and one offers an M.Ed. with a College Counseling concentration. All of these institutions are accredited by CACREP and offer a traditional learning format. This information was sourced from the CACREP website in June 2017.⁶

| School | Program Type/Credits | Accreditation Expires | Format |
|-----------------------------|----------------------------|----------------------------|-------------|
| College of William and Mary | School Counseling (60 cr) | CACREP October 31, 2022 | Traditional |
| James Madison University | School Counseling (48 cr). | CACREP March 31, 2020 | Traditional |
| Old Dominion University | School Counseling (60 cr) | CACREP | Traditional |

⁶ <http://www.cacrep.org/directory/>

| | | | |
|------------------------|----------------------------|----------------------------|-------------|
| | College Counseling (60 cr) | March 31, 2020 | |
| University of Virginia | School Counseling (61 Cr) | CACREP October 31, 2019 | Traditional |

Projected Resource Needs

Virginia Commonwealth University has all of the faculty, classified support staff, equipment, library and other resources necessary to off the modified M.Ed. in Counselor Education. The following categories detail the resources required to operate the program through the target year. Assessments of the need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 7 Faculty FTE of enrollment requires one FTE faculty for instruction.

Full-time Faculty - No current faculty in the Department of Counseling and Special Education devote 100% of their time to working directly with the proposed program. Instead, all faculty have research, teaching and/or service work that is outside of the program. No full-time faculty will teach exclusively in this proposed degree program. All faculty teach across degree programs at graduate levels.

Part-time Faculty - The proposal lists 1.45 part-time faculty, which reflects the proportion of time that six faculty in the Department of Counseling and Special Education devote to teaching in the program.

Adjunct Faculty - VCU anticipates that up to 4 adjuncts annually (1.0 FTE) may be hired. Adjunct faculty members are paid within the range of \$3,000 to \$5,000.00 per course commensurate with experience. The budget contains \$20,000 in contingent funds to support the hiring of adjunct faculty. Benefits are not awarded to adjunct faculty.

Graduate Assistants - One graduate assistant at 0.5 FTE supports this program.

Classified Positions – Classified support is provided by an administrative assistant and an education program coordinator. The combined effort between the two classified employees will be 0.5 FTE. These are both ongoing positions.

Equipment (including computers) - All faculty members and graduate assistants have offices and appropriate technology (e.g., computers, software) to conduct their work. The equipment resources are sufficient to initiate and sustain this degree program modification.

Library - No new library resources will be required to initiate and sustain the proposed modified program. The library has sufficient and appropriate journals, books, on-line journals to support the proposed modified degree program. The library resources are sufficient to initiate and sustain this degree program.

Telecommunications - Offices and graduate student desks are equipped with conference-call capable telephones. In addition, most computer workstations have video cameras and SKYPE

software programs to provide additional avenues for connecting with others in research and/or teaching. The telecommunication resources are sufficient to initiate and sustain this degree program.

Space - Faculty members have office space available for their work, and to meet individually with doctoral mentees. There is dedicated space in the School of Education's Oliver Hall for graduate assistants. A limited number of workstations are also available to support part-time students who are working on campus after hours. The space resources are sufficient to initiate and sustain this degree program.

Targeted Financial Aid - VCU will not offer any targeted financial aid to initiate and sustain the proposed modified degree program.

Other Resources (specify) – No additional resources are needed for this program.

RESOURCE NEEDS

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has the institution submitted or will it 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 2018 - 2019 | | Expected by Target Enrollment Year 2022 - 2023 | |
|----------------------------|--|----------------|--|------------------------|
| | On-going and reallocated | Added (New) | Added (New)*** | Total FTE positions |
| Full-time faculty FTE* | 0 | 0 | 0 | 0.00 |
| Part-time faculty FTE** | 1.45 | 0 | 0 | 1.45 |
| Adjunct faculty | 0.5 | 0 | 0 | 0.50 |
| Graduate assistants (HDCT) | 0.5 | 0 | 0 | 0.50 |
| Classified positions | 0.5 | 0 | 0 | 0.50 |
| TOTAL | 2.95 | 0.00 | 0.00 | 2.95 |

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

Part C: Estimated resources to initiate and operate the program

| | Program Initiation Year 2018 - 2019 | | Expected by Target Enrollment Year 2022 - 2023 | |
|---|--|------|--|-----------|
| | Full-time faculty | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Part-time faculty (faculty FTE split with unit(s)) | 1.45 | 0.00 | 0.00 | 1.45 |
| salaries | \$108,398 | | | \$108,398 |
| fringe benefits | \$40,107 | | | \$40,107 |
| Adjunct faculty | 0.50 | 0.00 | 0.00 | 0.50 |
| salaries | \$1,500 | | | \$1,500 |
| fringe benefits | | | | \$0 |
| Graduate assistants | 0.50 | 0.00 | 0.00 | 0.50 |
| salaries | \$16,500 | | | \$16,500 |
| fringe benefits | | | | \$0 |
| Classified Positions | 0.50 | 0.00 | 0.00 | 0.50 |
| salaries | \$12,752 | | | \$12,752 |
| fringe benefits | \$4,718 | | | \$4,718 |

| | | | | |
|-------------------------|------------------|------------|------------|------------------|
| Personnel cost | | | | |
| salaries | \$139,150 | \$0 | \$0 | \$139,150 |
| fringe benefits | \$44,825 | \$0 | \$0 | \$44,825 |
| Total personnel cost | \$183,975 | \$0 | \$0 | \$183,975 |
| Equipment | | | | \$0 |
| Library | | | | \$0 |
| Telecommunication costs | | | | \$0 |
| Other costs | | | | \$0 |
| TOTAL | \$183,975 | \$0 | \$0 | \$183,975 |

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 2022 - 2023 |
|---|---|---|
| Reallocation within the department <i>(Note below the impact this will have within the department.)</i> | \$108,398.00+\$40,107 fringe (1.45 FTE faculty will be needed to offer the courses, moving from the current program to the modified program). We also have funding in the budget for part-time (0.5) clerical support (\$12,752.00+\$4718.00 fringe) to the department; this will be used to support the program. | The target enrollment year will not call for reallocation of funds within the department. |
| Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i> | The program initiation year will not call for any reallocation of funds within the school. | The target enrollment year will not call for reallocation of funds within the department. |
| Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i> | \$16,500.00 will be reallocated to support 0.5 graduate assistants | \$16,500.00. It is not expected that the program will support more than 0.5 Graduate Assistants at this time. No new funding will be needed for the target enrollment year. |
| Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i> | No additional funding sources for initiation year | No additional funding sources for the target enrollment year. |

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

Reallocation within the department

The department of Counseling and Special Education will reallocate all existing resources from the current M.Ed. in Counselor Education program into the modified program. Faculty effort will be used to support the proposed modified degree program. Funding for adjunct faculty is currently in the budget for the existing Master of Education program and will be reallocated to the proposed modified degree program. The reallocation of resources will not negatively impact existing academic programs.

Reallocation within the School

The program will not call for any reallocation within the school.

Reallocation within the Institution

The program anticipates one graduate assistant with 0.5 FTE devoted to the program from the Graduate School.

Other funding sources

No additional 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 2016 CACREP Accreditation Standards

2016 CACREP Standards



This document includes the final version of the 2016 CACREP Standards that were adopted by the CACREP Board. CACREP is providing this document so that counseling program faculty, administrators, and other agency personnel can plan for their future implementation on July 1, 2016.

Please note that programs planning to seek CACREP accreditation under the 2016 Standards should not consider this a stand-alone document. Over the next several months, CACREP will release additional documents that include updated policies, application procedures, and a description of review processes. It is anticipated that these additional documents will be posted by mid-July 2015. All applications submitted under the 2016 Standards will be held to the forthcoming policies, procedures, and review processes.

While counseling programs will be allowed to apply using the 2016 Standards once all documents are posted, any application for accreditation postmarked after June 30, 2016, **MUST** address the 2016 Standards.

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INTRODUCTION TO THE 2016 CACREP STANDARDS

CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.

The 2016 CACREP Standards were written with the intention to simplify and clarify the accreditation requirements. An intentional effort was made to avoid redundancy and confusing language. The lack of multiple references to any particular content area was not meant to discount the importance of any of those content areas. At minimum, programs must address all required content, but they may choose the level of emphasis placed on each content area.

The 2016 CACREP Standards were also written with the intent to promote a unified counseling profession. Requirements are meant to ensure that students graduate with a strong professional counselor identity and with opportunities for specialization in one or more areas. The Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions.

Although the 2016 CACREP Standards delineate accreditation requirements, they do not dictate the manner in which programs may choose to meet standards. Program innovation is encouraged in meeting both the intent and spirit of the 2016 CACREP Standards. Program faculty and reviewers should understand that counselor education programs can meet the accreditation requirements in a variety of ways. Providing evidence of meeting or exceeding the standards is the responsibility of the program.

Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners, and for respective credentials (e.g., licensure, certification) in their specialty area. Doctoral-level graduates are prepared for counselor education, supervision, and practice.

The 2016 CACREP Standards are organized into six sections. Section 1, The Learning Environment, includes standards pertaining to the institution, the academic unit, and program faculty and staff. Section 2, Professional Counseling Identity, includes foundational standards and the counseling curriculum, comprising the eight required core content areas. Section 3, Professional Practice, refers to standards required for entry-level practice, practicum, internship, supervisor qualifications, and practicum and internship course loads. Section 4, Evaluation in the Program, provides standards relevant to evaluation of the program, assessment of students, and evaluation of faculty and site supervisors. Section 5, Entry-Level Specialty Areas, provides standards relevant to specialty areas offered by the program. These include addictions; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage,

couple, and family; school counseling; and rehabilitation counseling. For each specialty area, standards pertaining to foundations, contextual dimensions and practice are provided. Section 6 contains the Doctoral Standards for Counselor Education and Supervision, including learning environment, professional identity, and doctoral-level practicum and internship requirements. In addition to the 2016 Standards, a Glossary, defining key terms within the 2016 CACREP Standards document is available.

SECTION 1: THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

THE INSTITUTION

- A. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.
- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.
- C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.
- D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.
- E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.
- F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.
- G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.
- H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.
- I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

THE ACADEMIC UNIT

- J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.
- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
- L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.
- M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
- N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.
- O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.
- P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.
- Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.
- R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who

Appendix B Advisory Board Members

Brian Carr, Instructional Specialist for School Counseling, Chesterfield County Public Schools

Regina Brown, Director of School Counseling, Henrico County Public Schools

Karla Allen, Coordinator of Counseling Services, Hanover County Public Schools

Beverly Mountain, Instructional Specialist for School Counseling, Richmond City Public Schools

Appendix C Sample Plans of Study

Sample Plan of Study- Full-Time Students

| Year | Summer Semester | Fall Semester | Spring Semester |
|-------------|---------------------------------------|--|---|
| YR 1 | CLED 600 Intro (3) | CLED 602 Techniques (3) | CLED 604 Practicum (School) (3) |
| | CLED 601 Theories (3) | CLED 603 Group (3) | CLED 605 Career (3) |
| | EDUS 660 (3) | CLED 607 Multicultural (3) | CLED 606 Assessment (3) |
| | | CLED 613/620 (School/CSDV) (3) | CLED 622/631 (School/CSDV) (3) |
| | | | Elective 1 (everyone) (3) |
| YR 2 | CLED 650 Addictions (3) | CLED 608 Practicum (CSDV) (3) | CLED 672 Internship II (School Counseling (3 cr) |
| | CLED 660 Diagnosis & Treatment (3) | CLED 672 Internship I (School Counseling) (3) | CLED 672 Internship (CSDV) (6) |
| | CLED 640 MCFC (3) | CLED 615 Gender Development (3) | EDUS 673 (School Counseling) (3) |
| | | CLED 612 Wellness Seminar (3) | Elective (CSDV) (3) |

TOTAL CREDIT HOURS 60 *Full-time students are required to take classes during the summer

Sample Plan of Study Part Time

| Year | Summer Semester* | Fall Semester | Spring Semester |
|-------------|---------------------------------------|--|---|
| YR 1 | CLED 600 Intro (3) | CLED 602 Techniques (3) | CLED 605 Career (3) |
| | CLED 601 Theories (3) | CLED 613/620 (School CSDV) (3) | CLED 607 Multicultural (3) |
| | | | CLED 622/631 (School/CSDV) (3) |
| YR 2 | CLED 640 Marriage (3) | CLED 603 Groups (3) | CLED 604 Practicum (School Only) (3) |
| | EDUS 660 Research Methods (3) | CLED 606 Assessment (3) | Elective (CSDV Only) (3) |
| | | | CLED 612 Wellness Counseling (3) |
| YR 3 | CLED 650 Addictions (3) | CLED 608 Practicum (CSDV Only) (3) | CLED 672 Internship II (School only) (3) |
| | CLED 660 Diagnosis & Treatment (3) | CLED 672 Internship I (School Only) (3) | CLED 672 Internship (CSDV Only) (6) |
| | | CLED 615 Gender/Development (3) | EDUS 673 (School Only) (3) |
| | | Elective (3) | |

TOTAL CREDIT HOURS 60

*Part-time students are required to take summer classes.

Appendix D Course Descriptions

Core Courses

CLED 600. Professional Orientation and Ethical Practice in Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. An introductory course for all students in counselor education that provides an overview of the counseling profession and explores ethical and legal standards in the counseling field. The course focuses on ethical standards of professional organizations, federal and state legal mandates and the application of ethical and legal considerations in counseling practice.

CLED 601. Theories of Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. Selected theories upon which counseling is based, with particular attention placed on the research underlying the theories. Primary focus on providing students with a theoretical foundation upon which to base their personal counseling approaches.

CLED 602. Techniques of Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment requires admission to counselor education program or permission of instructor. Theory and practice of counseling with emphasis on skill development.

CLED 603. Group Procedures in Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 600, CLED 601 and CLED 602. Analyzes the theories and practice of group work, the relationship of group activities to counseling, and specific skills in group techniques.

CLED 605. Career Information and Exploration. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. Designed to provide the potential counselor with an understanding of theoretical approaches to career development in grades K-adult. Emphasis will be given to the relationship between counselor and student(s) in the career development process. A review of occupational, educational and personal/social information resources will be made.

CLED 606. Assessment Techniques for Counselors. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. Principles and techniques involved in selecting, scoring and interpreting standardized and nonstandardized assessment instruments used by counselors.

CLED 607. Multicultural Counseling in Educational Settings. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: instructor approval. A study of personal, social, political, affective and behavioral considerations of diversity. Multicultural competencies including awareness, knowledge and skills in counseling are emphasized. Efforts will be made to provide school counselors and postsecondary student affairs professionals with practical skills,

strategies and techniques for use when working with students and families from a variety of cultural backgrounds.

CLED 612. Seminar in Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. A survey course that introduces various theories and strategies that support wellness and development. Topics include counselor and client wellness, supervision, psychopathology, crisis intervention, suicide prevention and theories on addictions.

CLED 615. Lifespan Development: A Gender Perspective. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Overview of human development theories and the impact of cultural gender messages on the developmental process. Cross Listed as: EDUS 615.

CLED 640. Marriage, Couples and Family Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and CLED 601. This course provides students with an overview of the processes and theories involved with counseling couples and families. The focus is on preparing students to think systemically and to learn about family concepts, development, dynamics, theories, assessments and techniques. Counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

CLED 650. Addiction Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. This course is an entry-level graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers and student assignments.

CLED 660. Mental Disorders, Diagnosis and Treatment Planning. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 603. The course examines the history, paradigms, theory and practice of mental health diagnosis, with primary emphasis on the identification of issues related to thinking (cognition), feeling (affect) and acting (behavior) upon which diagnoses are based. The purpose of this course is for students to become familiar with the study of mental disorders and learn the system of classification of mental disorders, the DSM-5.

EDUS 660. Research Methods in Education. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and

processes appropriate for use in basic, applied and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.

CLED 672. Internship. 1-6 Hours.

Semester course; variable hours. 1-6 credits. Must be repeated for a total of at least six credit hours. Enrollment requires completion of all other CLED courses required for program. Seminar and supervised field instruction experience for counselors in K-12 settings or professionals in postsecondary settings. Designed to extend professional competencies under supervision of an approved licensed professional school counselor (K-12 settings) or approved student services professional (postsecondary settings). A total of 600 clock hours is required.

Concentration Specific Courses

CLED 604. Practicum: School Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603; and CLED 613 or CLED 622. Seminar and supervised field experience in individual and group counseling and classroom group guidance. **(School Counseling Track Only)**

CLED 608. Practicum: College Student Development and Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603, CLED 605 and CLED 660; and CLED 620 or CLED 631. Seminar and supervised field experience in student services in postsecondary educational settings.

CLED 613. Data-driven Comprehensive School Counseling Programs. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Considers the history of the profession, current issues and future trends. Addresses professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment. **(School Counseling Track Only)**

CLED 620. Student Development Services in Higher Education. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 600 and CLED 601 or by permission of instructor. An overview of the organization and management of student services in postsecondary institutions. Areas such as admissions, career services, academic advising, residential life, financial aid, student development services, student union programming and management, and student activities are reviewed. **(College Counseling and Student Affairs Track Only)**

CLED 622. School Counseling Services. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Focuses on the organization, administration and delivery of school counseling services in pre-K-12 schools. **(School Counseling Track Only)**

CLED 631. American College and University. 3 Hours.

3 credits. Examines historical and contemporary foundations of American higher education through the study of leading developments and of contemporary issues relating to the curriculum, aims and objectives and current directions of American colleges, universities and other institutional settings of higher education. Cross listed as: EDUS 631. **(College Counseling and Student Affairs Track Only)**

EDUS 673. Seminar on Educational Issues, Ethics and Policy. 3 Hours.

Semester course; 3 lecture hours. 3 credits. An analysis of the ethical dimensions of educational policies and practices. Examines aspects of selected educational policies and practices, drawn in part from practical issues encountered in clinical settings. Investigates how educational policies and practices reflect ethical values and how those values are grounded. **(School Counseling Track Only)**

Appendix E Curriculum and Assessment Map

Table 1. 2016 Student Learning Objectives (Core)

| <p>IV.C. Evidence of student learning in core areas. Counselor education programs provide evidence, gathered at multiple points and using multiple measures, of student learning for each of the eight core curricular areas in Section II.F.</p> | | | | | |
|---|-----------------|--------------------------|----------------------|------------------------------|------------------|
| <p>Standards in Section II.F – knowledge & skills throughout in differing standards</p> | | | | | |
| | Courses | Assessment | Measure | Evaluators | Timing |
| <p>1. Professional Counseling Orientation & Prof Practice Key Assessments: 600 Interview (Rubric) & Clinical Continuum</p> <p>b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p> | CLED 600 | Interview | CLED 600 RubricE | Instructor | Year 1, Summer 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | | | | | |
| <p>c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 600 | Interview | CLED 600 RubricE | Instructor | Year 2, Spring 2 |
| | CLED 601 | Reflection Papers | CLED 601 RubricA | Instructor | Year 2, Summer 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Summer 1 |
| | | | | | |

Table 1. 2016 Student Learning Objectives (Core)

| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------------------------|
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| 2. Social & Cultural Diversity | Courses | Assessment | Measure | Evaluators | Timing |
| Key Assessments: Film Analysis (Rubric) & Clinical Continuum | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | CLED 607 | Film Analysis | CLED 607 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| c. multicultural counseling competencies | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |

Table 1. 2016 Student Learning Objectives (Core)

| CLED 607 | Film Analysis | CLED 607 RubricA | Instructor | Year 1, Spring 1 |
|---|--------------------------|----------------------|------------------------------|------------------|
| CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| Courses | Assessment | Measure | Evaluators | Timing |
| 3. Human Growth & Dev | | | | |
| Key Assessments: 615 Gender Messages (Rubric) & Clinical Continuum | | | | |
| e. biological, neurological, and physiological factors that affect human development, functioning, and behavior | | | | |
| CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| CLED 615 | Gender Messages | CLED 615 RubricA | Instructor | Year 2, Fall 2 |
| CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| f. systemic and environmental factors that affect human development, functioning, and | | | | |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|---|-----------------|--------------------------|----------------------|------------------------------|------------------------------------|
| behavior | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 615 | Gender Messages | CLED 615 RubricA | Instructor | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| 4. Career Development | Courses | Assessment | Measure | Evaluators | Timing |
| e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | | | | | |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 605 | Self-Assessment | CLED 605 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Site and Faculty Supervisors | Year 2, Fall 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| i. methods of identifying and | CLED 604 | SC Clinical | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|---|-----------------|---------------------------------------|----------------------|--|------------------------------------|
| utilizing assessment tools and techniques relevant to career planning and decision making | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Site Supervisors Site and Faculty Supervisors | Year 2, Fall 2 |
| | CLED 605 | Self-Assessment | CLED 605 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| 5. Helping Relationships | Courses | Assessment | Measure | Evaluators | Timing |
| a. theories and models of counseling | | | | | |
| | CLED 601 | Reflection Paper | CLED 601 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 602 | Skills Presentation/ Demonstration | CLED 602 Rubric A | Instructor | Year 1, Fall 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Site and Faculty Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|--|-----------------|------------------------------------|----------------------|------------------------------|------------------|
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| g. essential interviewing, counseling, and case conceptualization skills | CLED 601 | Reflection Papers | CLED 601 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 602 | Skills Presentation/ Demonstration | CLED 602 RubricA | Instructor | Year 1, Fall 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| i. development of measurable outcomes for clients | CLED 602 | Skills Presentation/ Demonstration | CLED 602 RubricA | Instructor | Year 1, Fall 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|--|-----------------|---|----------------------|------------------------------|------------------------------------|
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| j. evidence-based counseling strategies and techniques for prevention and intervention | CLED 601 | Personal Theoretical Model Paper | CLED 601 RubricB | Instructor | Year 1, Summer 1 |
| | CLED 602 | Skills Presentation/ Demonstration | CLED 602 RubricA | Instructor | Year 1, Fall 1 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| 6. Group Work | Courses | Assessment | Measure | Evaluators | Timing |
| | | Key Assessments: Leader Analysis (Rubric) & Clinical Continuum | | | |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | | |
|--|--|--------------------------|------------------------|------------------------------|------------------------------|------------------|
| d. characteristics and functions of effective group leaders | CLED 603 | Group Leader Analysis | CLED 603 RubricA | Instructor | Year 1, Fall 1 | |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 | |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 | |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 | |
| | | | | | Year 2, Spring 2 | |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 | |
| | | | | | Year 2, Spring 2 | |
| | e. approaches to group formation, including recruiting, screening, and selecting members | CLED 603 | Group Leader Analysis | CLED 603 RubricA | Instructor | Year 1, Fall 1 |
| | | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | | | | | | Year 2, Fall 2 |
| CLED 608 | | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 | |
| | | | | | Year 2, Fall 2 | |
| CLED 672 (SC) | | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 | |
| | | | | | Year 2, Spring 2 | |
| CLED 672 (CCSA) | | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 | |
| | | | | | Year 2, Spring 2 | |
| 7. Assessment & Testing | | Courses | Assessment | Measure | Evaluators | Timing |
| Key Assessments: Research Prop. (Rubric) & Clinical Continuum | | | | | | |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------|
| j. use of environmental assessments and systematic behavioral observations | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| 8. Research & Program Evaluation | Courses | Assessment | Measure | Evaluators | Timing |
| c. needs assessments | | | | | |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |

Table 1. 2016 Student Learning Objectives (Core)

| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------|
| d. development of outcome measures for counseling programs | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 2, Fall 2 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 1, Summer 1 |
| e. evaluation of counseling interventions and programs | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | | | | | Instructor |
| | | | | Faculty and Site Supervisors | Year 2, Spring 2 |

Table 1. 2016 Student Learning Objectives (Core)

| | | | | | |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------------------------|
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| g. designs used in research and program evaluation | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| i. analysis and use of data in counseling | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | EDUS 660 | Research Proposal | EDUS 660 RubricA | Instructor | Year 1, Summer 1 |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 Year 2, Spring 2 |

Table 1. 2016 Student Learning Objectives (Core)

| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------|
| | | | | | |

Table 2. 2016 Student Learning Objectives (College Counseling and Student Affairs)

COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty area. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.

| Standards | | Key Assessments: 620 Reflection (Rubric) & Project (Rubric) & Clinical Continuum – knowledge & skills | | | | |
|---|---|---|--------------------------|----------------------|------------------------------|------------------|
| | | Courses | Assessment | Measure | Evaluators | Timing |
| 1. Foundations | b. student development theories relevant to student learning and personal, career, and identity development | CLED 608 | Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| 2. Contextual Dimensions | c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and post secondary transitions | Courses | Assessment | Measure | Evaluators | Timing |
| | | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | | CLED 620 | Personal Reflection | CLED 620 RubricA | Instructor | Year 1, Fall 1 |
| | | | Functional Area Project | CLED 620 RubricC | Instructor | Year 1, Fall 1 |
| p. legal and ethical considerations specific to higher education environments | | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| | | CLED 672 (CCSA) | | | Instructor | Year 2, Spring 2 |
| | | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |

Table 2. 2016 Student Learning Objectives (College Counseling and Student Affairs)

| | | | | | |
|--|-----------------|--------------------------|----------------------|------------------------------|------------------|
| | CLED 620 | Functional Area Project | CLED 620 RubricC | Instructor | Year 1, Fall 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| 3. Practice | Courses | Assessment | Measure | Evaluators | Timing |
| a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 620 | Personal Reflection | CLED 620 RubricA | Instructor | Year 1, Fall 1 |
| | | Functional Area Project | CLED 620 RubricC | Instructor | Year 1, Fall 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |
| b. strategies to assist individuals in higher education settings with personal/social development | CLED 608 | CCSA Clinical Evaluation | CLED 608 EvaluationA | Faculty and Site Supervisors | Year 2, Fall 2 |
| | CLED 620 | Personal Reflection | CLED 620 RubricA | Instructor | Year 1, Fall 1 |
| | | Functional Area Project | CLED 620 RubricC | Instructor | Year 1, Fall 1 |
| | CLED 672 (CCSA) | CCSA Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Spring 2 |

Table 3. 2016 Student Learning Objectives (School Counseling)

SCHOOL COUNSELING. Evidence of student learning in specialty area. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).

| Key Assessments: 622 Project (Rubrics A&B) & Continuum | | | | | | |
|---|----------------|-----------------------------|----------------------|------------------------------|-------------------------|--|
| Standards | Courses | Assessment | Measure | Evaluators | Timing | |
| 1. Foundations c. models of P-12 comprehensive career development | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisor | Year 1, Spring 1 | |
| | CLED 622 | Program Design and Delivery | CLED 622 RubricA | Instructor | Year 1, Spring 1 | |
| | CLED 672 (SC) | SC Clinical Evaluation | CLED 672 EvaluationA | Field and Site Supervisor | Year 2, Fall & Spring 2 | |
| 2. Contextual Dimensions f. competencies to advocate for school counseling roles | Courses | Assessment | Measure | Evaluators | Timing | |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 | |
| | CLED 672 | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 | |
| k. community resources and referral sources | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 | |
| | CLED 622 | Special Populations Project | CLED 622 RubricB | Instructor | Year 1, Spring 1 | |
| | CLED 672 | SC Clinical | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 | |

Table 3. 2016 Student Learning Objectives (School Counseling)

| | | | | | |
|--|----------------|---|----------------------|--|-------------------------|
| 1. professional organizations, preparation standards, and credentials relevant to the practice of school counseling | CLED 604 | Evaluation Liability Insurance evidence through professional organization | CLED 604 EvaluationA | Site Supervisors Faculty Supervisor | Year 1, Spring 1 |
| | CLED 672 | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 |
| 3. Practice | Courses | Assessment | Measure | Evaluators | Timing |
| b. design and evaluation of school counseling programs | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 622 | Program Design & Delivery | CLED 622 RubricA | Instructor | Year 1, Spring 1 |
| c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | CLED 672 | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 |
| | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 622 | Program Design & Delivery | CLED 622 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 672 | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 |

Table 3. 2016 Student Learning Objectives (School Counseling)

| | | | | | |
|--|----------|---------------------------|----------------------|------------------------------|-------------------------|
| f. techniques of personal/social counseling in school settings | CLED 604 | SC Clinical Evaluation | CLED 604 EvaluationA | Faculty and Site Supervisors | Year 1, Spring 1 |
| | CLED 622 | Program Design & Delivery | CLED 622 RubricA | Instructor | Year 1, Spring 1 |
| | CLED 672 | SC Clinical Evaluation | CLED 672 EvaluationA | Faculty and Site Supervisors | Year 2, Fall & Spring 2 |

Appendix F Student Demand Survey Data

Survey of Counselor Education M.Ed. Program

Initial Mailing: July 8, 2016

Follow-up Mailing: July 18, 2016

Target: Current students and recent graduates (Fall 2015 and Spring 2016) of the M.Ed. in Counselor Education Program

Population: 103

Respondents: 53

1. What degree program did you graduate from or are planning to graduate from?
 - M.Ed. in School Counseling
 - M.Ed. in College Student Development and Counseling

2. Would you have attended the program if it was 60 credit hours and included the courses required for licensure as a Licensed Professional Counselor (i.e. addiction counseling, marriage, couples, and family counseling, mental disorders, and diagnosis)?
 - Yes
 - No
 - Maybe

3. Although not required, did you take or are you planning to take any of the current elective courses listed in the previous section?
 - Yes
 - No
 - Maybe

4. What Semester/Year did you graduate or are planning to graduate?

**Counselor Education, M.Ed. Program
Student Demand Survey Report
July 18, 2016**

Online Administration: July 8 and July 18 2016

Target: Current students and recent graduates (Fall 2015 and Spring 2016) of the M.Ed. in Counselor Education Program

Population: 103

Respondents: 53

Response Rate: 51%

What degree program did you graduate from or are planning to graduate from?

| | Frequency | Valid Percent |
|---|-----------|---------------|
| M.Ed. in School Counseling | 36 | 67.92% |
| M.Ed. in College Student Development and Counseling | 17 | 32.08% |
| Total | 53 | 100% |

Would you have attended the program if it was 60 credit hours and included the courses required for licensure as a Licensed Professional Counselor (i.e. addiction counseling, marriage, couples, and family counseling, mental disorders, and diagnosis)?

| | Frequency | Valid Percent |
|-------|-----------|---------------|
| Yes | 31 | 58.49% |
| No | 6 | 11.32% |
| Maybe | 16 | 30.19% |
| Total | 53 | 100.00% |

Although not required, did you take or are you planning to take any of the current elective courses listed in the previous section?

| | Frequency | Valid Percent |
|-------|-----------|---------------|
| Yes | 29 | 54.72% |
| No | 13 | 24.53% |
| Maybe | 11 | 20.75% |
| Total | 53 | 100.00% |

What Semester/Year did you graduate or are planning to graduate?

| | Frequency | Valid Percent |
|----------------|-----------|---------------|
| Fall/Spring 15 | 4 | 7.55% |
| Fall/Spring 16 | 19 | 35.85% |
| Fall/Spring 17 | 16 | 30.20% |
| Fall/Spring 18 | 12 | 22.64% |
| Fall/Spring 19 | 1 | 1.88% |
| Fall/Spring 25 | 1 | 1.88% |
| Total | 53 | 100.00% |

**Virginia Commonwealth University
Proposed Degree Designation Change Brief**

**Proposal to Change the Degree Designation of the Master of Education (M.Ed.) in Sport Leadership
to the Master of Sport Leadership (M.S.L.) in Sport Leadership**

Overview

The Center for Sport Leadership (CSL) at VCU requests approval to change the degree designation of the Master of Education (M.Ed.) in Sport Leadership to a Master of Sport Leadership (M.S.L.) in Sport Leadership, effective Fall 2018. The impetus for this request is the change in the academic home of the degree program. In 2015 a collaborative decision between the deans of the respective schools and the provost was to change the home of the degree program from the School of Education to the School of Business. The Center for Sport Leadership that administers the degree will also move from the School of Education to the School of Business.

The degree program prepares students for careers in sport and fitness administration/management, not as educators. A primary concern related to the move was the appropriateness of the degree designation. In the School of Business, the M.Ed. degree designation will cause confusion in student and faculty recruitment and confusion at the time of the actual awarding of the degree at graduation. The School of Business and Center for Sport Leadership faculty and administration determined, after researching options, that a Master of Sport Leadership (M.S.L.) degree designation was best option for this particular degree program.

Method of Delivery

The change in degree designation will not have any impact on the method of delivery of the program's curriculum. The program will continue to be offered in the traditional face-to-face delivery format, with an online synchronous option for students with internet access.

Target Implementation Date

Fall 2018

Demand and Workforce Needs

The program prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. According to the Bureau of Labor Statistics, the projected workforce demand for coaches and scouts is growing faster than the average for all occupations. The percent change in employment projected for 2016 to 2026 is 13% for coaches and scouts, and 7% for all occupations.

External Competition

In 2017, VCU's master's program ranks #12 of the top 40 programs internationally¹, and ranks #8 among the top 15 North American master's programs.² Only one other master's degree program in the field has the degree designation of M.S.L. and that is Northeastern University in Massachusetts. Changing the VCU program's degree designation to M.S.L. will add to its name recognition.

¹ SportBusiness Postgraduate Course Rankings (p.80) at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

² SportBusiness Postgraduate Course Rankings (p. 84) at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

Target Population

Future professionals in the public and private sectors of the sport industry.

Impact on Existing Programs

This degree designation change will not have any impact on existing degree programs or curricula. The current curriculum for the degree program will remain the same.

Impact on Faculty

The degree designation change will not have any impact on existing faculty or faculty resources. The proposed degree will retain the same faculty at the same salaries.

Funding

The cost of the degree designation change will be covered by existing operating expenses in the Center for Sport Leadership. No state funding will be required to initiate or implement this change.

Benefit to University

Changing the degree designation of VCU’s sport leadership degree program to a Master of Sport Leadership will clearly convey to students, parents and faculty that the degree is not from a school of education or preparing students to be educators. Therefore, this change should allow for enrollment growth and increased competitiveness.

Next Steps

| | |
|---------------------|-----------------------|
| University Council | December 7 - Approved |
| President’s Cabinet | December 11 or TBD |
| Board of Visitors | March 22, 2018 |

Full Proposal

The full proposal for the degree designation change is attached.

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Nature of Proposed Change

Virginia Commonwealth University requests approval to change the degree designation of the Master of Education in Sport Leadership (M.Ed.) to a Master of Sport Leadership (M.S.L), effective Fall 2018. The Board of Visitors approved this change on [insert once approved].

Background

The existing M.Ed. in Sport Leadership was established as a stand-alone degree program in the School of Education with an affiliation with VCU's Center for Sport Leadership in 2009. The M.Ed. was created as a spin-off degree program when the School of Education closed two concentrations in the M.S. in Recreation, Parks and Sport Leadership. The Center for Sport Leadership in the School of Education administers the degree program.

At VCU, the conversations and decisions about the degree designation change began in 2015, and involved the faculty and administration in the School of Education, the Center for Sport Leadership, the School of Business, and the Provost and Vice President for Academic Affairs. A decision was made to change the home of the degree program from the School of Education to the School of Business, and to also change the affiliation of the Center for Sport Leadership that administers the degree to the School of Business. This will be effective Fall 2018.

A primary concern related to the move was the appropriateness of the degree designation. In the School of Business, the M.Ed. degree designation will cause confusion in student and faculty recruitment and confusion at the time of the actual awarding of the degree at graduation. The only students graduating from the School of Business with a degree in education will be those who studied Sport Leadership. The School of Business and Center for Sport Leadership faculty and administration determined, after researching options, that a Master of Sport Leadership (M.S.L.) degree designation was best option for this particular degree program.

Rationale for Proposed Change

While the Sport Leadership degree program curriculum prepares students for a variety of positions in the sports industry, it does not prepare them for positions as educators. The CIP Code for VCU's M.Ed. in Sport Leadership is 31.0504 Sport and Fitness Administration/Management:

A program that prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.¹

¹ <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88449>

In the Commonwealth of Virginia, there are sports master's degree programs at three other public higher education institutions. All three have the same CIP Code as VCU's program and are designated as masters' of science degrees; they are located in different schools within their respective institutions and each degree name is different from the other.

- George Mason University; School of Recreation, Health, and Tourism; Master of Science in Sport and Recreation Studies
- James Madison University; School of Hospitality, Sport and Recreation Management, Master of Science in Sport and Recreation Leadership
- Old Dominion University; College of Education; Master of Science in Sport Management

In further researching degree designations for the VCU Sport Leadership program, the faculty consulted the website of the Commission on Sport Management Accreditation which accredits baccalaureate and master's level programs in sports management and also the rankings published by the Sports Business International. A review of the 16 accredited master's programs (Appendix A) and the top 20 ranked programs (Appendix B) shows that there is considerable variation in the academic homes, degree designations, and degree names of the programs.

In comparing across the lists, the variation in degree designations can be summed as follows:

- Master of Science (13)
- Master of Business/Business Administration (7)
- Master of Education (3)
- Master of Arts (2)
- Master of Sport Administration (2)
- Masters of Tourism Administration (1)
- Master of Sport and Entertainment Management (1)
- Master of Sports Business Management (1)
- Master in International Sports Management (1)
- Master of Sports Leadership (1)
- FIFA Master (Management, Law and Humanities of Sport) (1)
- International Master (Strategic Management of Sport Operations, Events and Facilities) (1)

Among the 16 accredited programs, there is one institution with the M.S.L. degree designation. Northeastern University's program has the degree designation Master of Sports Leadership and the CIP Code 31.0504 Sport and Fitness Administration/Management.

Another consideration is the guidance of the Association to Advance Collegiate Schools of Business (AACSB), which accredits the undergraduate and graduate degree programs in VCU's School of Business. The AACSB recommends not using the words "administration" or "management" in the degree designation or degree names for programs in the School that will not be evaluated as part of its accreditation review. This

restriction eliminates options such as Master of Science in Sport Management or Administration, or Master of Sport Management or Administration.

Changing the degree designation of VCU's sport leadership degree program to a Master of Sport Leadership will clearly convey to students, parents and faculty that the degree is not from a school of education or preparing students to be educators. The M.S.L. designation will uniquely set VCU apart from other programs nationally and internationally, a competitive advantage among sport management programs. In 2017, VCU's master's program ranks #12 of the top 40 programs internationally, and ranks #8 among the top 15 North American programs.^{2,3}

Appendix A: Degree Designations and Names of Accredited Master's Programs

Appendix B: Degree Designations and Names of International Top 20 Master's Programs

Curriculum

The 36 credit hour degree program was developed in 2009 and there will be no changes to the curriculum to accomplish the degree designation change.

Appendix C: Current and Planned Curriculum of Sport Leadership, M.S.L.

Resources

There are no miscellaneous costs associated with the degree designation change since program brochures are now digital. Any other minor costs will be covered as part of the move of the degree program and the Center from the School of Education to the School of Business. No additional funds are requested and no new resources will be assigned to the School of Business or the Center for Sport Leadership as a result of this degree designation change.

² See page 80 of the online SportBusiness Postgraduate Course Rankings at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

³ See page 84 of the online SportBusiness Postgraduate Course Rankings at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

Appendices

APPENDIX A: DEGREE DESIGNATION AND NAMES OF ACCREDITED MASTER'S PROGRAMS

| <u>Institution</u> | <u>Unit</u> | <u>Degree Designation/Name</u> |
|-------------------------------------|--|---|
| Arkansas State University | College of Education & Behavioral Science | Master of Science in Sport Administration |
| Bowling Green State University | Education and Human Development | Master of Science in Education |
| Central Michigan University | College of Health Professions | Master of Arts in Sport Administration |
| Endicott College | Van Loan School of Graduate and Professional Studies | Master of Education in Athletic Education |
| Liberty University | School of Education | Master of Science in Sport Management |
| Louisiana State University | College of Human Sciences & Education | Master of Science in Kinesiology |
| Northeastern University | College of Professional Studies | Master of Sports Leadership in Sports Leadership |
| Ohio University | School of Business | Master of Sports Administration/ Master of Science in Athletic Administration |
| Saint Leo University | School of Business | Master of Business Administration with a concentration in Sport Business |
| Southeast Missouri State University | College of Health and Human Services | Master of Business Administration in Sport Management Master of Arts in Higher Education Administration with Athletic Administration focus |

| | | |
|----------------------------|---|---|
| Troy University | School of Hospitality, Sport and Tourism Management | Master of Science in Sport and Fitness Management |
| University of Indianapolis | College of Health Sciences | Master of Science in Sport Management |
| University of Louisville | College of Education and Human Development | Master of Science in Sport Administration |
| Wichita State University | College of Education | Master of Education in Sport Management |
| Wingate University | School of Sport Sciences | Master of Arts in Sport Management |

APPENDIX B: DEGREE DESIGNATION AND NAMES OF INTERNATIONAL TOP 20 MASTER'S PROGRAMS
<https://www.sportbusiness.com/sportbusiness-international/sportbusiness-postgraduate-course-rankings-2017-introduction>

| <u>Institution</u> | <u>Unit</u> | <u>Degree Designation/Name</u> |
|--|---|--|
| 1. Ohio University | College of Business | Master of Sports Administration |
| 2. University of Massachusetts Amherst | School of Management | Master of Science in Sport Management |
| 3. George Washington University | School of Business | Master of Tourism Administration, sport management concentration |
| 4. San Diego State University | College of Business | Sports Master of Business Administration |
| 5. The International Centre for Sports Studies | | FIFA Master: International Master in Management, Law and Humanities of Sport |
| 6. University of Oregon | College of Business | Master of Business Administration in Sports Business |
| 7. Deakin University | School of Business | Master of Business (Sport Management) |
| 8. Columbia University | School of Professional Studies | Master of Science in Sports Management |
| 9. Temple University | School of Sport, Tourism and Hospitality Management | Master of Science in Sport Business |
| 10. Russian International Olympic University | | Master of Sport Administration |

| | | |
|--|---|--|
| 11. University of Parma - University of Republic of San Marino | | International Master in Strategic Management of Sports Organisations, Events and Facilities |
| 12. Virginia Commonwealth University | School of Education | Master of Education in Sport Leadership |
| 13. AMOS Sport Business School | | Master of Business in Sport |
| 14. Ohio State University | College of Education and Human Ecology | Master of Science in Kinesiology, Sport Management |
| 15. University of South Carolina | College of Hospitality, Retail and Sport Management | Master of Sport and Entertainment Management |
| 16. University of Central Florida | College of Business Administration | Master of Science in Sports Business Management |
| 17. Centro de Formacion Fundacion Valencia CF | | Master in International Sports Management |
| 18. University of New Haven | College of Business | Master of Science in Sport Management |
| 19. University of South Florida | College of Business | Master of Business Administration, with concentration in Sport Business, and Master of Science in Sport & Entertainment Management (dual) |
| 20. University of Ulster | Business School | Master of Science in Sport Management |

Appendix C: Current and Planned Curriculum of Sport Leadership, M.S.L.

| | | |
|--|---|-----------|
| Required core | | |
| SPTL 603 | Research Methods in Sport | 3 |
| SPTL 630 | Sociology of Sport | 3 |
| SPTL 632 | Sport Business | 3 |
| SPTL 633 | Marketing of Sport | 3 |
| SPTL 635 | Leadership Models in Sport | 3 |
| SPTL 643 | Sport Law | 3 |
| Core subtotal | | 18 |
| Elective courses (18 credit hours required) | | |
| SPTL/HEMS 591 | Topical Seminar (maximum six) | 1-3 |
| SPTL 604 | Research Practicum ¹ | 3 |
| SPTL 607 | Field Instruction ¹ | 3 |
| SPTL 608 | Sport and Entertainment Event Development | 3 |
| SPTL 610 | Sport and Entertainment Event Development | 3 |
| SPTL 631 | Contemporary Issues in Sport | 3 |
| SPTL 634 | Foundations of Coaching | 3 |
| SPTL 640 | Sport Media and Communications | 3 |
| SPTL 641 | Sports Psychology | 3 |
| SPTL 642 | Sport Ethics | 3 |
| SPTL 644 | NCAA Collegiate Coaching | 3 |
| SPTL 651 | Advanced Coaching Techniques | 3 |
| SPTL 691 | Topics in Sport Leadership | 1-3 |
| SPTL 692 | Independent Study ¹ | 1-3 |
| SPTL 695 | Externship ¹ | 1-6 |
| Any 600-level SPTL course not otherwise required for the major | | |
| Electives subtotal | | 18 |
| Total Hours | | 36 |

¹ These courses are field experiences and may be taken for up to nine of the 18 elective credits.

**Virginia Commonwealth University
Proposed Program Brief**

Proposal to Create a New Post-Baccalaureate Certificate in Cybersecurity

Overview

VCU seeks approval to offer a 12 credit post-baccalaureate certificate in cybersecurity.

The purpose of the Cybersecurity post-baccalaureate certificate is to train students to analyze and respond to threats against the security of computer systems. Students will learn about security of databases, applications, networks, and computer systems and be able to assess security risks and identify vulnerabilities in computer and network systems. The program will prepare graduates for entry into jobs as specialists in cyber defense for industry and the public sector.

Method of Delivery

The program will be taught in the traditional classroom format.

Target Implementation Date

Fall 2018.

Demand and Workforce Development

The primary motivation for the program is a very high state and national demand by employers and potential employees for training opportunities in cybersecurity. The job outlook for 2016-2026, according to the Bureau of Labor Statistics, is projected to see a 28% rate of growth for “information security analysts.” Virginia’s long term occupational projections through 2024 anticipates a 26.6% growth rate with 410 average annual openings.

External Competition

Central Virginia has no institution offering a certificate program with a focus on cybersecurity, according to the State Council for Higher Education in Virginia degree inventory website. The closest certificate program with a similar focus is at the University of Virginia. Given occupational projections for “information security analysts” and the concentration of business and industry in metropolitan Richmond, students completing this certificate can find or improve their employment.

Target Population

The program will target individuals who already have a B.S. degree in Computer Science or a closely related area, and want to further specialize in technical and theoretical aspects of cybersecurity without going through the full M.S. in Computer Science program. Typical candidates are working professionals with experience in broadly-defined computer science, for example in software engineering, and who seek to advance their careers by acquiring new skills and learning about recent developments in systems, algorithms, and tools related to security and privacy of computing systems, networks, and software.

Impact on Existing Programs/Policies

This certificate does not compromise or compete with any other certificate programs at VCU. Courses completed in pursuit of this certificate can be transferred to the M.S. in Computer Science if a student decides to change degree programs.

Impact on Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Computer Science. The minimum requirement for faculty teaching in this certificate program is a graduate degree in Computer Science or a closely related field such as Computer Engineering, Applied Mathematics, Information Systems, or Cybersecurity. No new faculty hires are needed to initiate and sustain the program. No adjunct faculty or graduate assistants will be needed.

Funding

The program will incur no additional expenses. It will be based on existing courses taught by the existing faculty and utilize an administrative structure already in place. The Computer Science Department and the School of Engineering fully support the development of the post-baccalaureate certificate program.

Benefit to the university

In its National Cybersecurity Workforce Framework from April 2013, the National Initiative for Cybersecurity Education, which was established by the National Institute of Standards and Technology, clearly indicated the need for training in cybersecurity: “The ability of academia and public and private employers to prepare, educate, recruit, train, develop, and retain a highly-qualified cybersecurity workforce is vital to our nation’s security and prosperity.” The importance of cybersecurity was echoed at the state level by Governor McAuliffe, who in February 2014 established the Virginia Cyber Security Commission and instructed it, among other things, to “present recommendations for cutting edge science, technology, engineering and math (STEM) educational and training programs for all ages, including K-12, community colleges, universities, in order to foster an improved cyber security workforce pipeline and create cyber security professionals with a wide range of expertise.” In August 2016, Virginia Secretary of Technology Karen Jackson stressed the need for cybersecurity training: “Cybersecurity programs and training are essential to the long-term economic and technological stability of the Commonwealth.”

If approved, this certificate stands as an example of VCU responding to national and state priorities. The proposed program is a means for significantly increasing the pool of workers trained in cybersecurity for the greater Richmond area and the Commonwealth.

Next Steps

| | |
|------------|---|
| January 25 | University Council Academic Affairs and University Policy |
| February 1 | University Council |
| TBD | President’s Cabinet |
| March 22 | Board of Visitors |

Full Proposal

See attached.

| | |
|---|-----|
| Description of the Proposed Program | 1 |
| Target Audience | 1 |
| Time to Complete | 1 |
| Admission | 1 |
| Curriculum Requirements | 2 |
| Certificate Program Requirements..... | 2 |
| Faculty..... | 3 |
| Course Delivery Format..... | 3 |
| Resources | 3 |
| Gainful Employment..... | 4 |
| Course Descriptions | 4 |
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| Appendix A Plan of Study | A-1 |

Name of Certificate: Post-baccalaureate Certificate in Cybersecurity

CIP Code: 11.1003 (Computer and Information Systems Security/Information Assurance)

Initiation Date: Fall 2018

Description of the Proposed Program

The purpose of the Cybersecurity post-baccalaureate certificate is to train students to analyze and respond to threats against the security of computer systems. Students will learn about security of databases, applications, networks, and computer systems and be able to assess security risks and identify vulnerabilities in computer and network systems. The program will prepare graduates for entry into jobs as specialists in cyber defense for industry and the public sector.

Target Audience

The program will target individuals with a B.S. degree in Computer Science or a closely related area who want to further specialize in technical and theoretical aspects of cybersecurity without going through the full M.S. in Computer Science program. Typical students will be working professionals with experience in computer science who want to advance their careers by acquiring new skills and learning about ongoing developments in algorithms and tools for processing and analyzing big data.

Time to Complete

The proposed certificate requires 12 undergraduate and graduate credit hours. Full-time students can complete the certificate in two semesters or one year. Part-time students can complete the certificate in 4 semesters or two years.

See Appendix A Plan of Study.

Admission

All applicants must complete VCU's online application for a post-baccalaureate certificate.

The Department of Computer Science also requires the following additional materials:

- Official undergraduate transcripts from all schools attended,
- A resume stating relevant work experience,
- A statement of purpose outlining career goals,
- Three letters of recommendation, professional and/or academic.

Acceptance of an applicant is based upon the recommendation of the Computer Science graduate committee with approval of its director and the associate dean for graduate studies.

To be considered for admission to the Post-Baccalaureate Certificate in Data Science program, all candidates must satisfy the following requirements:

- Bachelor's degree in computer science or in a closely related discipline is highly preferred;
- An undergraduate GPA of at least a 3.0 and the completion of at least one semester of calculus and discrete mathematics (MATH 211 or equivalent), both with a minimum grade of B.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

Students may transfer up to 3 credits from outside of the program to fulfil the program requirements. The transfer must be approved by the Computer Science graduate committee.

Curriculum Requirements

The focus of the curriculum is on security of databases and applications, security of networks and computer systems, and on blockchain technologies. The curriculum will prepare students to assist software developers and system administrators in identifying and analyzing cybersecurity threats and developing methods and techniques for defending against a range of types of cyber-attacks. The strength of the curriculum is the focus of the restricted electives and the breadth of open electives which will allow students to tailor their plan of study towards their professional interests.

Certificate Program Requirements

Total number of credit hours: 12 including 9 credits at graduate level.

All students must take four courses in total, including one restricted elective from the list of three restricted undergraduate electives, one restricted elective from the list of three restricted graduate electives, and two other courses from the list of open electives.

Courses:

Restricted undergraduate electives – 3 credit hours – choose one:

| | | |
|----------|-------------------------------|---|
| CMSC 413 | Introduction to Cybersecurity | 3 |
| CMSC 414 | Computer and Network Security | 3 |
| CMSC 415 | Introduction to Cryptography | 3 |

Restricted graduate electives – 3 credit hours – choose one:

| | | |
|----------|--|---|
| CMSC 615 | Cryptocurrency and Blockchain Techniques | 3 |
| CMSC 618 | Database and Application Security | 3 |
| CMSC 622 | Network and Operating Systems Security | 3 |

Open electives – 6 credit hours – choose two:

| | | |
|----------|---|---|
| CMSC 512 | Advanced Social Network Analysis and Security | 3 |
| CMSC 525 | Introduction to Software Analysis, Testing and Verification | 3 |
| CMSC 612 | Game Theory and Security | 3 |
| CMSC 615 | Cryptocurrency and Blockchain Techniques* | 3 |
| CMSC 618 | Database and Application Security* | 3 |
| CMSC 622 | Network and Operating Systems Security* | 3 |
| CMSC 620 | Applied Cryptography | 3 |
| CMSC 628 | Mobile Networks: Applications, Modeling and Analysis | 3 |

* not applicable if taken as a restricted elective

Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Computer Science. The minimum requirement for faculty teaching in this certificate program is a graduate degree in Computer Science or a closely related field such as Computer Engineering, Applied Mathematics, Information Systems, or Cybersecurity. No new faculty hires are needed to initiate and sustain the program.

No adjunct faculty or graduate assistants will be needed.

Course Delivery Format

The curriculum does not have an online or electronic component. The program will be taught in the traditional classroom format.

Resources

Resources required to support the program include existing resources to support current programs such as student support services (e.g., advising, enrollment, help desk, library); faculty support services (e.g., copying, contracts), and general administration (e.g., budgeting

and forecasting, enrollment management). Six (6) full-time faculty in the Department of Computer Science will be the instructors in the proposed program. The proposed certificate will be based on existing courses and will utilize an administrative structure already in place. Thus, no new positions will be created to initiate and sustain this certificate program. The university has sufficient resources to offer and sustain this certificate program.

Gainful Employment

This certificate program will come under Gainful Employment regulations.

Course Descriptions

Restricted Electives I

CMSC 413 Introduction to Cybersecurity

Semester course; 3 lecture hours. 3 credits. This course provides introduction and basic concepts of computer security, cyberattacks, cyber defense, cyber forensics and cyber ethics.

CMSC 414 Computer and Network Security

Semester course; 3 lecture hours. 3 credits. This course covers the best practices of computer systems and network security. Key topics include security architecture, cryptographic systems and security management tools.

CMSC 415 Introduction to Cryptography

Semester course; 3 lecture hours. 3 credits. This course provides a rigorous and theoretical introduction to modern cryptography. Key topics include symmetric key encryption and authentication, public key encryption, and digital signatures.

Restricted Electives II

CMSC 615 Cryptocurrency and Blockchain Techniques

Semester course; 3 lecture hours. 3 credits. Upon successful completion of this course, the student will be able to understand the major concepts about cryptocurrency and blockchain techniques; be familiar with major blockchain applications as well as real-world issues; understand the underlying consensus mechanisms in the Bitcoin system and other alternative cryptocurrency systems; analyze the security of Nakamoto consensus; understand, write and execute smart contracts using an Ethereum-like platform.

CMSC 618 Database and Application Security

Semester course; 3 lecture hours. 3 credits. Theory and practice of database and software security focusing in particular on some common database software security risks and on the identification of potential threats and vulnerabilities.

CMSC 622 Network and Operating Systems Security

Semester course; 3 lecture hours. 3 credits. Studies the principles of network security and secure operating systems. Included are topics relating to the use of intrusion detection, intrusion prevention and other related tools.

Appendix

Appendix A Plan of Study

Full-Time Plan of Study

Fall Semester (6 credit hours)

Restricted Elective Group I (3 credit hours)

Restricted Elective Group II (3 credit hours)

Spring Semester (6 credit hours)

Open Elective (3 credit hours)

Open Elective (3 credit hours)

Part-Time Plan of Study

Fall Semester (3 credit hours)

Restricted Elective Group I (3 credit hours)

Spring Semester (3 credit hours)

Open Elective (3 credit hours)

Fall Semester (3 credit hours)

Restricted Elective Group II (3 credit hours)

Spring Semester (3 credit hours)

Open Elective (3 credit hours)

**Virginia Commonwealth University
Proposed Program Brief**

Proposal to Create a New Post-Baccalaureate Certificate in Data Science

Overview

VCU seeks approval to offer a 12 credit post-baccalaureate certificate in data science.

The purpose of the Data Science post-baccalaureate certificate is to train students in computer methods for analyzing big datasets generated by industry, research, and government. Students will learn techniques for transforming data into knowledge, developing algorithms for constructing computer systems that automatically learn from data, and tracking and evaluating new techniques and approaches in data science. The program will prepare graduates for entry into jobs as specialists in data science for industry and the public sector.

Method of Delivery

The program will be taught in the traditional classroom format.

Target Implementation Date

Fall 2018.

Demand and Workforce Development

The proposed certificate program will prepare graduates for entry into jobs as engineers and technical specialists in data science in industry and in the public sector. The Bureau of Labor Statistics projects 19% growth between 2016-2026 for “computer and research scientists.” This rate is “much faster than average.” Long term occupational projections for Virginia foresee a 15% rate of growth through 2024, with an annual average of 200 openings for “database administrators.” Data scientist skills are called for in business, e-commerce, finance, government, healthcare, science, social networking, and telecommunications.

External Competition

According to SCHEV’s Degree Inventory, no other university in central Virginia offers a certificate in data science. George Mason University offers a post-baccalaureate certificate in Database Management. Given occupational projections for “database administrators” and the concentration of business and industry in metropolitan Richmond, students completing this certificate can find or improve their employment.

Target Population

The program will target individuals with a B.S. degree in Computer Science or a closely related area who want to further specialize in technical and theoretical aspects of data science without going through the full M.S. in Computer Science program. Typical students will be working professionals with experience in computer science who want to advance their careers by acquiring new skills and learning about ongoing developments in algorithms and tools for processing and analyzing big data.

Impact on Existing Programs/Policies

This certificate does not compromise or compete with any other certificate programs at VCU. Courses completed in pursuit of this certificate may be transferred to the M.S. in Computer Science if a student decides to change programs.

Impact on Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Computer Science. Nine full-time faculty, all from the Computer Science Department, will be involved in the program. No new faculty hires are needed to initiate and sustain the program. No adjunct faculty or graduate assistants will be needed.

Funding

The program will incur no additional expenses. It will be based on existing courses taught by the existing faculty and utilize an administrative structure already in place. The Computer Science Department and the School of Engineering fully support the development of this post-baccalaureate certificate program.

Benefit to the University

In 2012, the White House Office of Science and Technology Policy launched the Big Data Research and Development Initiative, noting that “By improving our ability to extract knowledge and insights from large and complex collections of digital data, the initiative promises to help solve some of the Nation’s most pressing challenges.” In response, the Virginia Summit on Science, Engineering and Medicine, a group that gathers members of National Academies residing in Virginia, decided to make Big Data the topic of its 2014 annual meeting. One of the summit hosts, Senator Mark Warner, noted in his welcome address “Virginia is home to some of the nation’s top technology companies and leading education and research institutions. That means the Commonwealth can play an important role in the rapidly growing sector of Big Data.”

If approved, this certificate stands as an example of VCU responding to national and state priorities. The proposed program is a means for significantly increasing the pool of workers trained in data science for the greater Richmond area and the Commonwealth.

Next Steps

| | |
|------------|---|
| January 25 | University Council Academic Affairs and University Policy |
| February 1 | University Council |
| TBD | President’s Cabinet |
| March 22 | Board of Visitors |

Full Proposal

See attached.

| | |
|---|-----|
| Description of the Proposed Program | 1 |
| Target Audience..... | 1 |
| Time to Complete | 1 |
| Admission | 1 |
| Curriculum Requirements..... | 2 |
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| Appendix A Plan of Study | A-1 |

Name of Certificate: Post-baccalaureate Certificate in Data Science

CIP Code: 11.0802 (Data Modeling/Warehousing and Database Administration)

Initiation Date: Fall 2018

Description of the Proposed Program

The purpose of the Data Science post-baccalaureate certificate is to train students in computer methods for analyzing big datasets generated by industry, research, and government. Students will learn techniques for transforming the data into knowledge, developing algorithms for constructing computer systems that automatically learn from data, and tracking and evaluating new techniques and approaches in data science. The program will prepare graduates for entry into jobs as specialists in data science for industry and the public sector.

Target Audience

The program will target individuals with a B.S. degree in Computer Science or a closely related area who want to further specialize in technical and theoretical aspects of data science, without going through the full M.S. in Computer Science program. Typical students will be working professionals with experience in computer science who want to advance their careers by acquiring new skills and learning about ongoing developments in algorithms and tools for processing and analyzing big data.

Time to Complete

The proposed certificate requires 12 undergraduate and graduate credit hours. Full-time students can complete the certificate in two semesters or one year. Part-time students can complete the certificate in 4 semesters or two years.

See Appendix A Plan of Study.

Admission

All applicants must complete VCU's online application for a post-baccalaureate certificate.

The Department of Computer Science also requires the following additional materials:

- Official undergraduate transcripts from all schools attended,
- A resume stating relevant work experience,
- A statement of purpose outlining career goals,
- Three letters of recommendation, professional and/or academic.

Acceptance of an applicant is based upon the recommendation of the Computer Science graduate committee with approval of its director and the associate dean for graduate studies.

To be considered for admission to the Post-Baccalaureate Certificate in Data Science program, all candidates must satisfy the following requirements:

- Bachelor's degree in computer science or in a closely related discipline is highly preferred;
- An undergraduate GPA of at least a 3.0 and the completion of at least one semester of calculus and discrete mathematics (MATH 211 or equivalent), both with a minimum grade of B.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

Students may transfer up to 3 credits from outside of the program to fulfil the program requirements. The transfer must be approved by the Computer Science graduate committee.

Curriculum Requirements

The curriculum will prepare students to extract useful information from big data repositories that will inform organizational decision making. It will also teach students about constructing computing systems that automatically learn from data. The curriculum centers on the two required courses, CMSC 435 Introduction to Data Science, and CMSC 635 Knowledge Discovery and Data Mining, which together provide the foundation for more advanced graduate-level elective courses. Students select one 3 credit graduate course from a list of restricted electives and one 3 credit graduate course from a list of open electives. The strength of the curriculum is the combined emphasis on machine learning methods and tools in the required courses and the breadth of data-oriented training opportunities provided by the electives.

Certificate Program Requirements

Total number of credit hours: 12 including 9 credits at graduate level.

All students must take four courses in total, including two required courses, one course from the list of three restricted electives, and one other course from the list of open electives.

Courses:

Required courses – 6 credit hours:

| | | |
|----------|-------------------------------------|---|
| CMSC 435 | Introduction to Data Science | 3 |
| CMSC 635 | Knowledge Discovery and Data Mining | 3 |

Restricted electives – 3 credit hours – choose one:

| | | |
|----------|--------------------------------------|---|
| CMSC 516 | Advanced Natural Language Processing | 3 |
| CMSC 603 | High Performance Distributed Systems | 3 |
| CMSC 630 | Image Analysis | 3 |

Open electives – 3 credit hours – choose one:

| | | |
|----------|---|---|
| CMSC 510 | Regularization Methods for Machine Learning | 3 |
| CMSC 516 | Advanced Natural Language Processing* | 3 |
| CMSC 601 | Convex Optimization | 3 |
| CMSC 603 | High Performance Distributed Systems* | 3 |
| CMSC 630 | Image Analysis* | 3 |
| CMSC 636 | Artificial Neural Networks and Deep Learning | 3 |
| CMSC 678 | Statistical Learning and Fuzzy Logic Algorithms | 3 |

* not applicable if taken as restricted elective

Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Computer Science. Nine full-time faculty, all from the Computer Science Department, will be involved in the program. No new faculty hires are needed to initiate and sustain the program. The minimum requirement for faculty teaching in this certificate program is a graduate degree in Computer Science or a related field such as Computer Engineering, Applied Mathematics, or Statistics.

No adjunct faculty or graduate assistants will be needed.

Course Delivery Format

The curriculum does not have an online or electronic component. The program will be taught in the traditional classroom format.

Resources

Resources required to support the program include existing resources to support current programs such as student support services (e.g., advising, enrollment, help desk, library); faculty support services (e.g., copying, contracts), and general administration (e.g., budgeting and forecasting, enrollment management). Nine (9) full-time faculty in the Department of Computer Science will be the instructors in the proposed program. The proposed certificate will be based on existing courses and will utilize an administrative structure already in place. Thus, no new positions will be created to initiate and sustain this certificate program. The university has sufficient resources to offer and sustain this certificate program.

Gainful Employment

This certificate program will come under Gainful Employment regulations.

Course Descriptions

Required Courses

CMSC 435. Introduction to Data Science

Semester course; 3 lecture hours. 3 credits. This course covers understanding, representation, storage, retrieval, preprocessing and analysis of data. Specific topics include data quality and preprocessing, database management systems, data warehouses, selected methods for scalable unsupervised and supervised data analysis, and assessment of results generated by these methods. Students will be engaged in analysis of real-life data from data preprocessing, through data analysis, to the assessment of a knowledge product.

CMSC 510. Regularization Methods for Machine Learning

Semester course; 3 lecture hours. 3 credits. The course will assume undergraduate-level background in algorithms, linear algebra, calculus, statistics and probability. Upon successful completion of this course, the student will be able to understand recent advances in machine learning and apply machine-learning tools that go beyond learning from data, as well as have the ability to incorporate additional knowledge about the learning problem. Topics covered will include optimization-based view of supervised machine learning; classical regularization approaches including weight decay and Lasso; regularization terms incorporating additional knowledge about structures in the feature space, including group lasso and graph-based regularization terms; semi-supervised learning using graphs linking unlabeled and labeled samples.

Restricted Electives

CMSC 516. Advanced Natural Language Processing

Semester course; 3 lecture hours. 3 credits. Upon successful completion of this course, the student will be able to understand recent advances in natural language processing and apply NLP algorithms and techniques for processing unstructured text. Word-level, syntactic and semantic processing will be considered. Specific topics include rule-based and statistical methods for creating computer programs that analyze, generate and understand human language. Regular expressions and automata, context-free grammars, probabilistic classifiers and machine learning. Applications to real-world problems such as spell-checking, Web search, automatic question answering, authorship identification and developing conversational interfaces.

CMSC 603. High Performance Distributed Systems

Semester course; 3 lecture hours. 3 credits. The course will assume undergraduate-level background in algorithms, data structures and parallel programming. Upon successful completion of this course, the student will be able to understand the concepts underlying

distributed systems; analyze problems to identify performance bottlenecks, parallelization opportunities and concurrency issues in a distributed environment; create distributed and scalable implementations using multiple hosts/GPUs; design and implement algorithms using Hadoop, Spark and CUDA.

CMSC 630. Image Analysis

Semester course; 3 lecture hours. 3 credits. Introduces theoretical and practical aspects of computer vision for image processing and understanding. It provides a comprehensive walkthrough from basics of image preparation to using computational intelligence tools for knowledge discovery from images. The course will cover basics of image processing and computer vision, including image sampling and quantization, color, pixel-based operations, image filtering, morphological image processing, and image transforms; information extraction including segmentation and feature extraction; pattern recognition for computer vision: classification, novelty and object detection, image understanding, learning from video streams, and tensor-based methods. Examples will include medical image analysis, object recognition in ground and aerial photographs and hyperspectral imaging.

Appendix

Appendix A Plan of Study

Full-Time Plan of Study

Fall Semester (6 credit hours)

CMSC 435 Introduction to Data Science (3 credit hours)

CMSC 635 Knowledge Discovery and Data Mining (3 credit hours)

Spring Semester (6 credit hours)

Restricted Elective (3 credit hours)

Open Elective (3 credit hours)

Part-Time Plan of Study

Fall Semester (3 credit hours)

CMSC 435 Introduction to Data Science (3 credit hours)

Spring Semester (3 credit hours)

Restricted Elective (3 credit hours)

Fall Semester (3 credit hours)

CMSC 635 Knowledge Discovery and Data Mining (3 credit hours)

Spring Semester (3 credit hours)

Open Elective (3 credit hours)

Academic and Health Affairs Committee: Dashboard Measures for 2017-18

| Goal Addressed: Student Success | | | | |
|---|---|--|---|--|
| Performance Measure | Description | Data Significance | Data Source | Data Frequency |
| 6-year Graduation Rate | The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of first-time, full-time undergraduate degree-seeking students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer into the institution, or who may complete their bachelor's degree at another institution are not included as completers in these rates. (nces.ed.gov) | This is an indicator of student completion; reflects effectiveness of student success programs; higher rates have favorable impact on affordability / debt levels upon graduation. (includes comparison ranges for other institutions: Quest peers and/or instate peers) | National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) for trailing fall / spring / summer terms | Annual (September) |
| 4-year Graduation Rate | This is not a standard measurement but does inform internal progress toward 6-year graduation rate. It is used as a primary success measure by elite public and private universities, where 4-year graduation rates are traditionally >90%. | Same as above | Same as above: NCES:IPEDS | |
| Student safety Clery Act reports (robberies and burglaries within VCUPD jurisdiction) | The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities that receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report. (clerycenter.org) Institutions are required to disclose 3 general categories of crime statistics: <ul style="list-style-type: none"> • Criminal offenses: criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson; • Hate crimes; • Arrests and referrals for disciplinary action for weapons violations, drug abuse violations and liquor law violations. | Robbery data was selected because (in 2013) robberies were among the most serious crimes on campus. In FY2010, there were 28 reported cases. YTD FY2016 robberies total 8. Crime data speaks to aspects of campus climate and student perceptions of safety. | VCUPD maintains daily incidence logs. Data on crime statistics available on daily "real time" basis. | |
| 5-Year Graduation Rate for for Transfer Students from Virginia Community Colleges | The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM provides data on 5 categories of students: <ul style="list-style-type: none"> • Students graduated from reporting institution; • Students who transferred and graduated from another institution; • Students who are enrolled at reporting institution; • Students who transferred an are enrolled at another institution; • Students whose current status is unknown. (studentachievementmeasure.org) | SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. | SAM model draws upon inputs from National Student Clearing House Student Tracker and the Voluntary System of Accountability (including College Portrait). | Updated annually (fall) with two-year lag |
| % of Recent Graduates Working Full-time | Information collected from post-graduation surveys which track graduate results over the course of 1st year post-graduation. While outcomes questions address a broad range of issues, highest level data represent occupation status by degree level (undergraduate, graduate and 1st professional): <ul style="list-style-type: none"> • Working full-time; • Enrolled in additional education; • Military or volunteer service full-time; • Working part-time; • Seeking additional education; • Unemployed. | Employment data considered to be a key indicator of post-completion success and can be used to inform student application / selection decisions. | The Outcomes Survey and VCU Office of Planning & Decision Support. Data collected quarterly for December and May graduates for 1st year post-graduation. | Updated semi-annually. |
| Average debt at graduation | Student debt (in-state bachelor's degree holders) | Will Include in subcategory unmet need (with number of students) and % of met need (all sources) | | |
| Student Satisfaction | From student exit survey include 2 measures: 1. Global Student Satisfaction with Advising; and 2. Global Student Satisfaction with VCU education. | | | |
| Goal Addressed: Faculty Success | | | | |
| Performance Measure | Description | Data Significance | Data Source | Data Frequency |
| T&R faculty turnover (replacement positions) | This measures annual change in # of Teaching and Research (T&R) faculty. NOTE: VCU's participation in the COACHE study and the subsequent work on turnover and job satisfaction will provide an opportunity for us to benchmark our performance and place it in context | Measures the change in this number at one point in time annually (updated for Dec. meeting and remains static until following Dec.) | Human Resources Information System (HRIS) and Office of Planning & Decision Support (OPDS) | Annual (mid-October) |
| Global satisfaction with VCU as a good place to work | | This will include subcategories by demographic: Staff, Tenure-Track faculty, Teaching & Research faculty, etc. | Two information sources – alternate years: Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey; VCU Diversity & Inclusion Climate Survey | 2015 COACHE results available; 2016 D&I survey results available July 2016 |
| Goal Addressed: Research Productivity | | | | |
| Performance Measure | Description | Data Significance | Data Source | Data Frequency |
| Sum of federal research awards and comparison to prior year | This is the sum of awards from all federal agencies and how this compares to prior year performance for the same period. | Federal awards traditionally represent >70% of VCU's research portfolio and are closely aligned with VCU goals around interdisciplinary research | VCU Office of VP for Research & Innovation (OVPRI) and Click Commerce reports | Daily report updates |
| Federal R&D Expenditures | \$s expended on basic scientific research funded by federal agencies and awarded to an institution. | Measure of successful investment in basic scientific research | National Science Foundation and OVPRI | Annual (mid-October) |
| Invention Disclosures | An invention disclosure is a confidential document written by a scientist or engineer for use by a company's patent department, or by an external patent attorney, to determine whether patent protection should be sought for the described invention. VCU's Innovation Gateway office supports preparation and submission of these disclosures and tracks progress. | Represents a critical measure of research output and potential translation to a commercial application. | VCU OVPRI and Innovation Gateway | Monthly report available |
| Goal Addressed: Health Sciences | | | | |

Academic and Health Affairs Committee: Dashboard Measures for 2017-18

| Performance Measure | Description | Data Significance | Data Source | Data Frequency |
|--|--|--|---|--|
| Interprofessional student contact hours | IPE Student engagement identifies # of direct student contact hours in formal interprofessional education activities by which they learn together by working in teams. Students participating in IPE activities are from the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy and Social Work. | Health care delivery is shifting to an interdisciplinary, team-based approach. IPE contact hours present a high-level view into the degree to which IPE is embedded into the education of VCU's 1st professional and other healthcare workers. | VCU Center for Interprofessional Education and Collaborative Care and SIS | Twice per year at the conclusion of the fall and spring terms. |
| Multi-School Research Awards | # of funded research projects for which key research personnel have at least one home department within VCU health sciences schools or units, plus clinical psychology and social work AND additional key personnel in departments outside VCU health sciences schools or units | Provides a measure of interdisciplinary effort for which health sciences-related research is a principle component | OVPRI | Ongoing (year-to-date) |
| % of students enrolling from diversity pipeline programs | Reflects the percentage of students enrolled at VCU Health Sciences and programs nationally who come from two local, structured, college-level programs: VCU Acceleration and Summer Academic Education Program (SAEP). | Provides view into success of VCU efforts to encourage students from all backgrounds to pursue a career in the health sciences | Student Information System (SIS) and Division for Health Sciences Diversity | Annual (fall Census II, mid-October) |

AHAC Dashboard for 2017-18 (for March 22, 2018 meeting)

| Student Success | | | | | Quest Peer Comparisons ¹ | | |
|---|---|---------------------------------|-------------------|-----------|-------------------------------------|--|--|
| Measure | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | UAB 2016-2017 | USC-Columbia 2016-2017 | USF 2016-2017 |
| 6-year graduation rate | Available fall 2018 | 63% (<i>fall 2011 cohort</i>) | 62% | 62% | 53% | 73% | 67% |
| 4-year graduation rate | Available fall 2018 | 45% (<i>fall 2013 cohort</i>) | 45% | 40% | 40% | 55% | 54% |
| Student safety Clery Act reports (<i>in jurisdiction</i>) | 13 (<i>as of 3/1 vs. 18 prior year</i>) | 22 | 12 | 17 | N/A | N/A | N/A |
| 5-year graduation rate for full-time transfer students | Available fall 2018 | 67% (<i>fall 2012 cohort</i>) | 67% | 62% | N/A | N/A | 67% |
| % of recent baccalaureate degree graduates working full-time (<i>6 months post-graduation</i>) | Available December 2018 | 54% (<i>as of 11/24</i>) | 53% | 60% | N/A | N/A | N/A |
| Avg. in-state UG debt at graduation (<i>thousands</i>) | Available spring 2019 | Available spring 2018 | \$29,257 | \$28,425 | N/A | N/A | N/A |
| UG student satisfaction (<i>somewhat satisfied + satisfied + very satisfied</i>) [<i>Note: Bi-annual survey</i>] | Next survey spring 2018 | N/A | 76% | N/A | 80% (<i>NSSE 2014 survey</i>) | 89% (<i>1st yr</i>)/82% (<i>sr</i>) (<i>NSSE 2017 survey</i>) | Not Public (<i>NSSE 2011 survey</i>) |
| Faculty Success | | | | | | | |
| T&R faculty turnover (<i>est. using fall Census II data</i>) | 8.0% | 8.2% | 8.9% | 7.6% | N/A | N/A | N/A |
| Global satisfaction with VCU as a good place to work (<i>strongly agree + agree response rate: faculty (f) / staff (s)</i>) [<i>Note: Bi-annual survey</i>] | Next survey in fall 2018 | N/A | 73% (F) / 76% (S) | N/A | N/A | N/A | N/A |

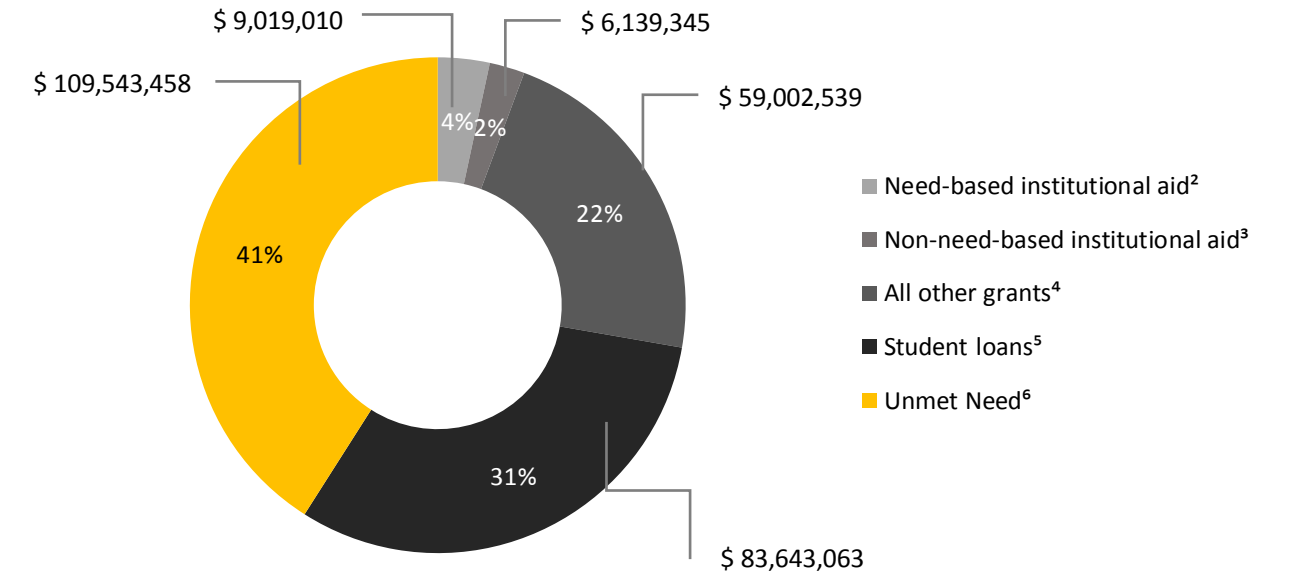
AHAC Dashboard for 2017-2018 (for March 22, 2018 meeting)

| Research Productivity | | | | | Quest Peer Comparisons ¹ | | |
|---|--|-----------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Measure | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | UAB 2015-2016 | USC-Columbia 2015-2016 | USF 2015-2016 |
| Sum of federal research awards (<i>millions</i>) (<i>CMUP AY 2014 from 2016 report for est. of Nat'l Ranking</i>) follows federal FY Oct-Sept | \$106.7 (<i>as of 3/1</i>) vs. \$96.7 prior year | \$157.0 | \$144.1/ approx. 76 th | \$156.5/ approx. 70 th | \$276.1/ approx. 44 th | \$87.8/ approx. 112 th | \$205.2/ approx. 57 th |
| Federal R&D expenditures (<i>millions</i>) (<i>NSF AY2016 for peers/Nat'l Ranking</i>) reflects VCU fiscal year | \$94.5 (<i>as of 3/1</i>) vs. \$97.3 prior year | \$147.6 | \$143.8/80 th | \$142.4/81 st | \$348.6/31 st | \$93.9/107 th | \$228.4/55 th |
| Invention disclosures/ (<i>AUTM FY2016 for peers</i>) | 74 (<i>as of 3/1</i>) vs. 63 prior year | 134 | 134 | 93 | 50 | 62 | 288 |
| | | | | | Quest Peer Comparisons ¹ | | |
| Measure | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | UAB 2015-2016 | USC-Columbia 2015-2016 | USF 2015-2016 |
| Inter-professional student contact hours | 13,670 (<i>fall term only</i>) | 25,549 | 27,865 | 14,962 | N/A | N/A | N/A |
| # of 1 st time students enrolling from diversity pipeline programs into health professions training programs | 18 | 27 | 14 | 25 | N/A | N/A | N/A |

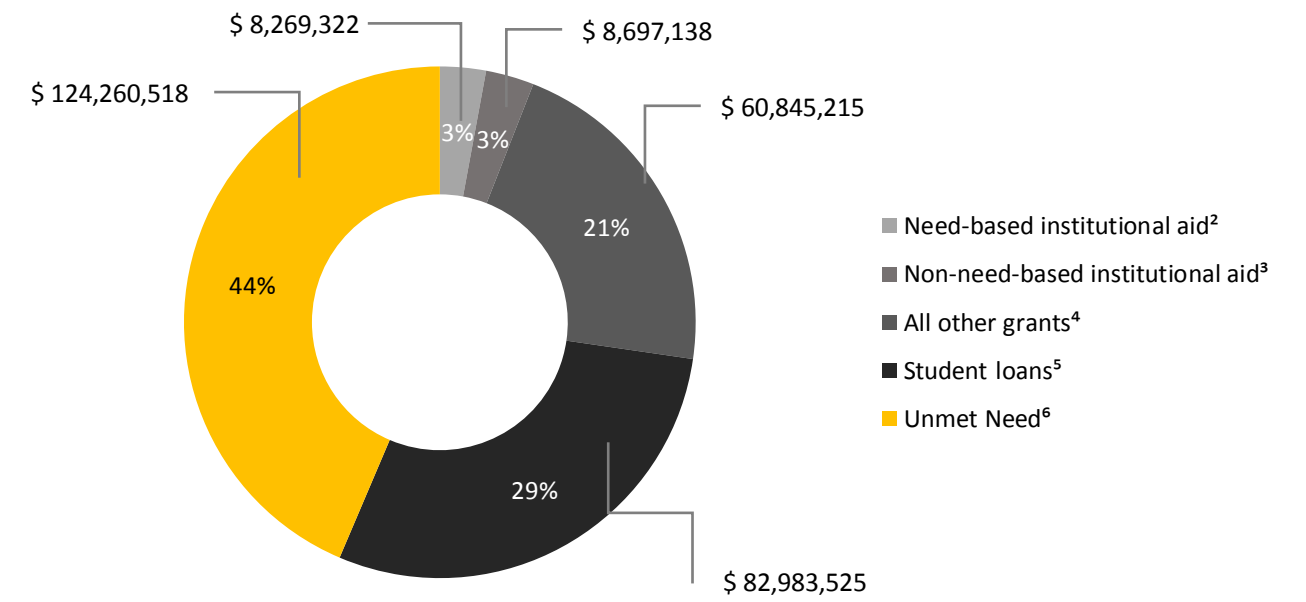
¹ Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

**Financial Need and Aid
Degree-seeking In-state Undergraduates¹
AY 2014-15 through AY 2016-17**

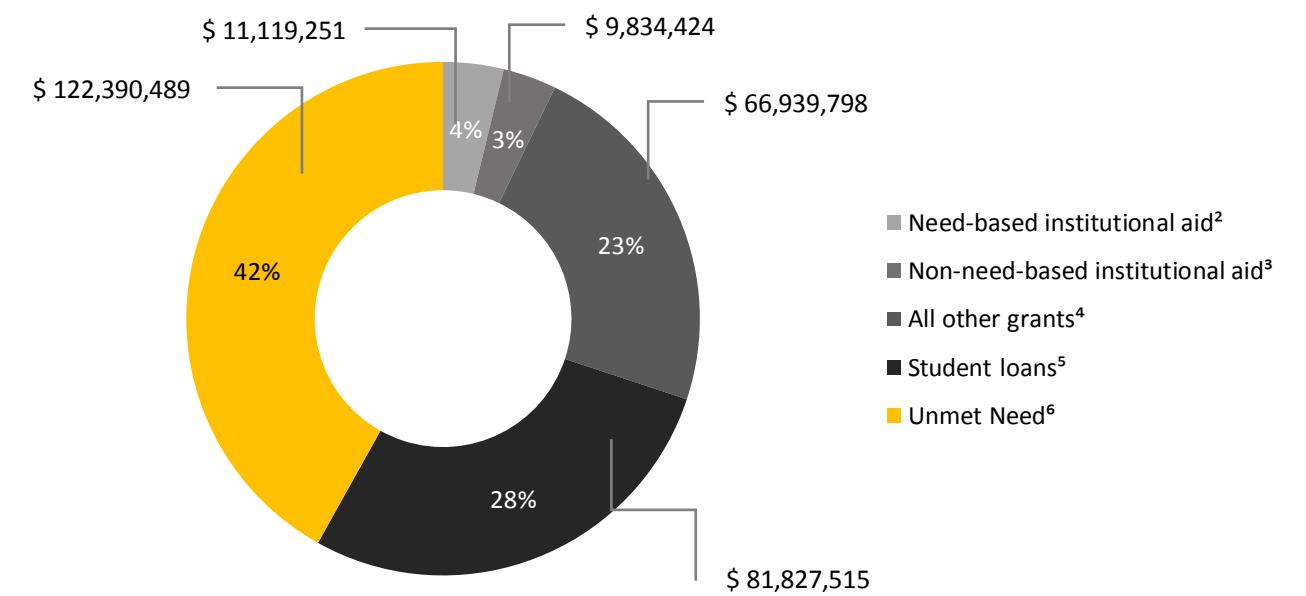
| | AY 2014-2015 | | | | |
|---|---------------|---------------|---------------|-------------------|----------------|
| | Pell Eligible | | | Non-Pell | Total |
| | Poverty | Non-Poverty | Total | (Submitted FAFSA) | |
| # of Students by Cohort | 3,283 (21.3%) | 4,158 (26.9%) | 7,441 (48.2%) | 7,989 (51.8%) | 15,430 (100%) |
| Need-based institutional aid ² | \$ 2,627,958 | \$ 3,794,881 | \$ 6,422,840 | \$ 2,596,171 | \$ 9,019,010 |
| Non-need-based institutional aid ³ | \$ 808,138 | \$ 1,161,531 | \$ 1,969,670 | \$ 4,169,676 | \$ 6,139,345 |
| All other grants ⁴ | \$ 22,186,131 | \$ 25,073,957 | \$ 47,260,088 | \$ 11,742,451 | \$ 59,002,539 |
| Student loans ⁵ | \$ 19,624,342 | \$ 23,854,622 | \$ 43,478,964 | \$ 40,164,099 | \$ 83,643,063 |
| Unmet Need ⁶ | \$ 31,910,299 | \$ 43,780,637 | \$ 75,690,936 | \$ 33,852,522 | \$ 109,543,458 |



| | AY 2015-2016 | | | | |
|---|---------------|---------------|---------------|-------------------|----------------|
| | Pell Eligible | | | Non-Pell | Total |
| | Poverty | Non-Poverty | Total | (Submitted FAFSA) | |
| # of Students by Cohort | 3,145 (20.4%) | 4,165 (27.1%) | 7,310 (47.5%) | 8,084 (52.5%) | 15,394 (100%) |
| Need-based institutional aid ² | \$ 2,629,453 | \$ 3,294,659 | \$ 5,924,111 | \$ 2,345,210 | \$ 8,269,322 |
| Non-need-based institutional aid ³ | \$ 1,044,359 | \$ 1,856,170 | \$ 2,900,528 | \$ 5,796,610 | \$ 8,697,138 |
| All other grants ⁴ | \$ 24,543,776 | \$ 25,003,170 | \$ 49,546,947 | \$ 11,298,268 | \$ 60,845,215 |
| Student loans ⁵ | \$ 18,865,533 | \$ 24,149,688 | \$ 43,015,221 | \$ 39,968,304 | \$ 82,983,525 |
| Unmet Need ⁶ | \$ 33,747,610 | \$ 50,048,754 | \$ 83,796,364 | \$ 40,464,154 | \$ 124,260,518 |



| | AY 2016-2017 | | | | |
|---|---------------|---------------|---------------|-------------------|----------------|
| | Pell Eligible | | | Non-Pell | Total |
| | Poverty | Non-Poverty | Total | (Submitted FAFSA) | |
| # of Students by Cohort | 3,187 (20.4%) | 4,107 (26.3%) | 7,295 (46.7%) | 8,330 (53.3%) | 15,625 (100%) |
| Need-based institutional aid ² | \$ 4,552,932 | \$ 3,756,502 | \$ 8,309,433 | \$ 2,809,817 | \$ 11,119,251 |
| Non-need-based institutional aid ³ | \$ 1,275,549 | \$ 2,079,188 | \$ 3,354,737 | \$ 6,479,687 | \$ 9,834,424 |
| All other grants ⁴ | \$ 27,019,478 | \$ 25,716,772 | \$ 52,736,250 | \$ 14,203,547 | \$ 66,939,798 |
| Student loans ⁵ | \$ 18,482,655 | \$ 22,490,416 | \$ 40,973,071 | \$ 40,854,444 | \$ 81,827,515 |
| Unmet Need ⁶ | \$ 32,017,859 | \$ 47,736,796 | \$ 79,754,655 | \$ 42,635,835 | \$ 122,390,489 |



¹ In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

² Need-based institutional aid (institutional grants/scholarships) reflect centrally-administered, need-based institutional funds

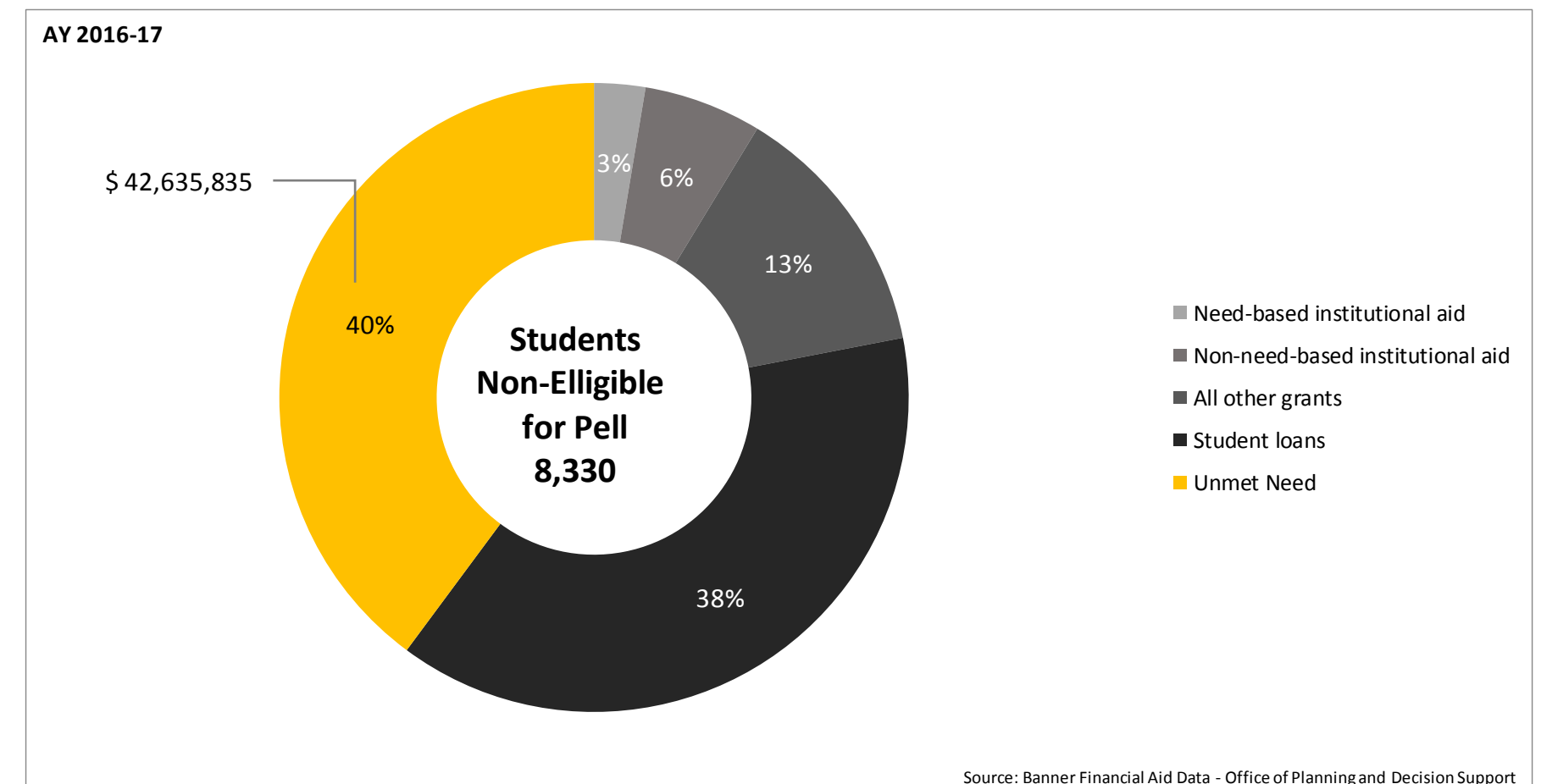
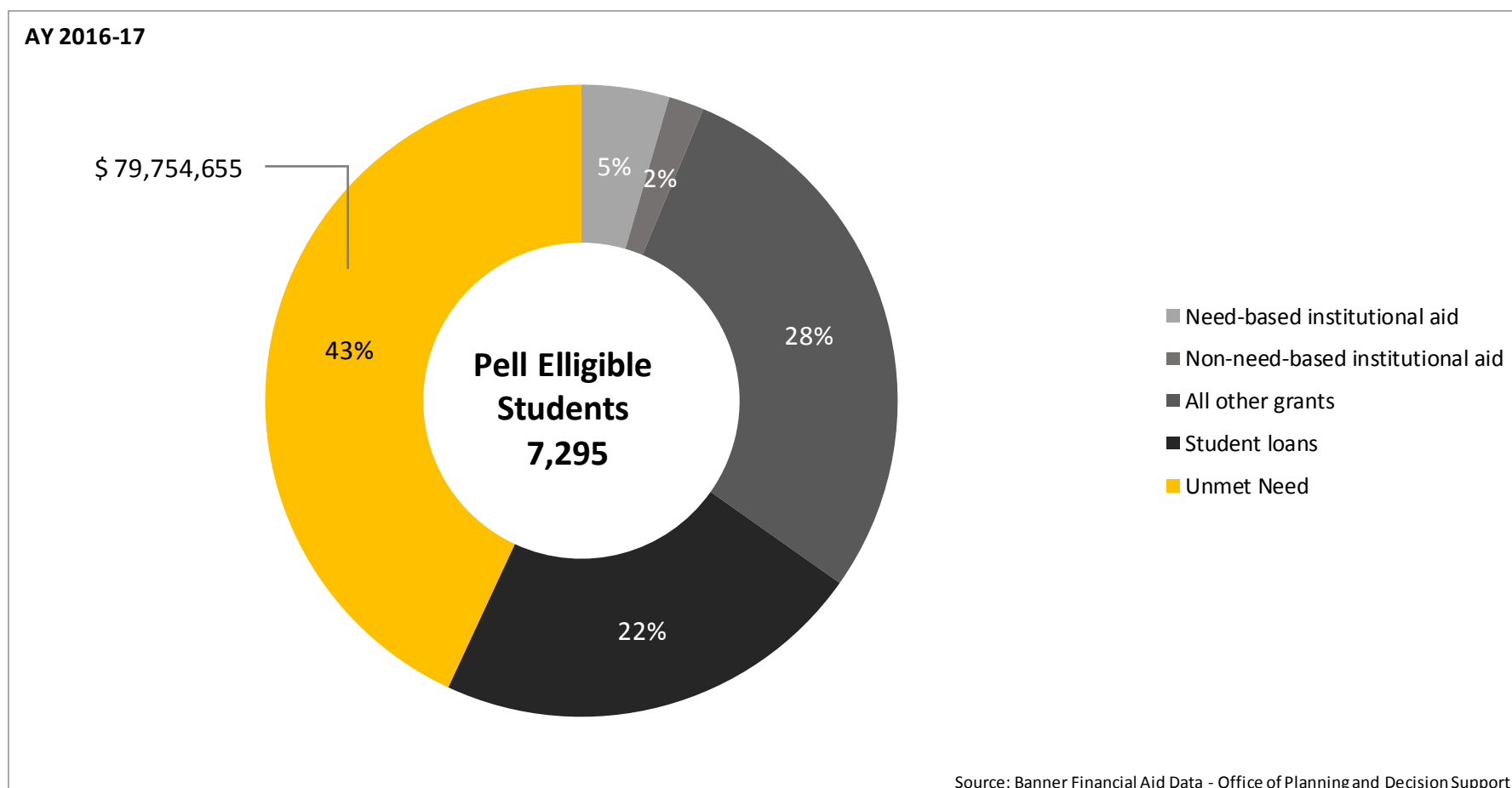
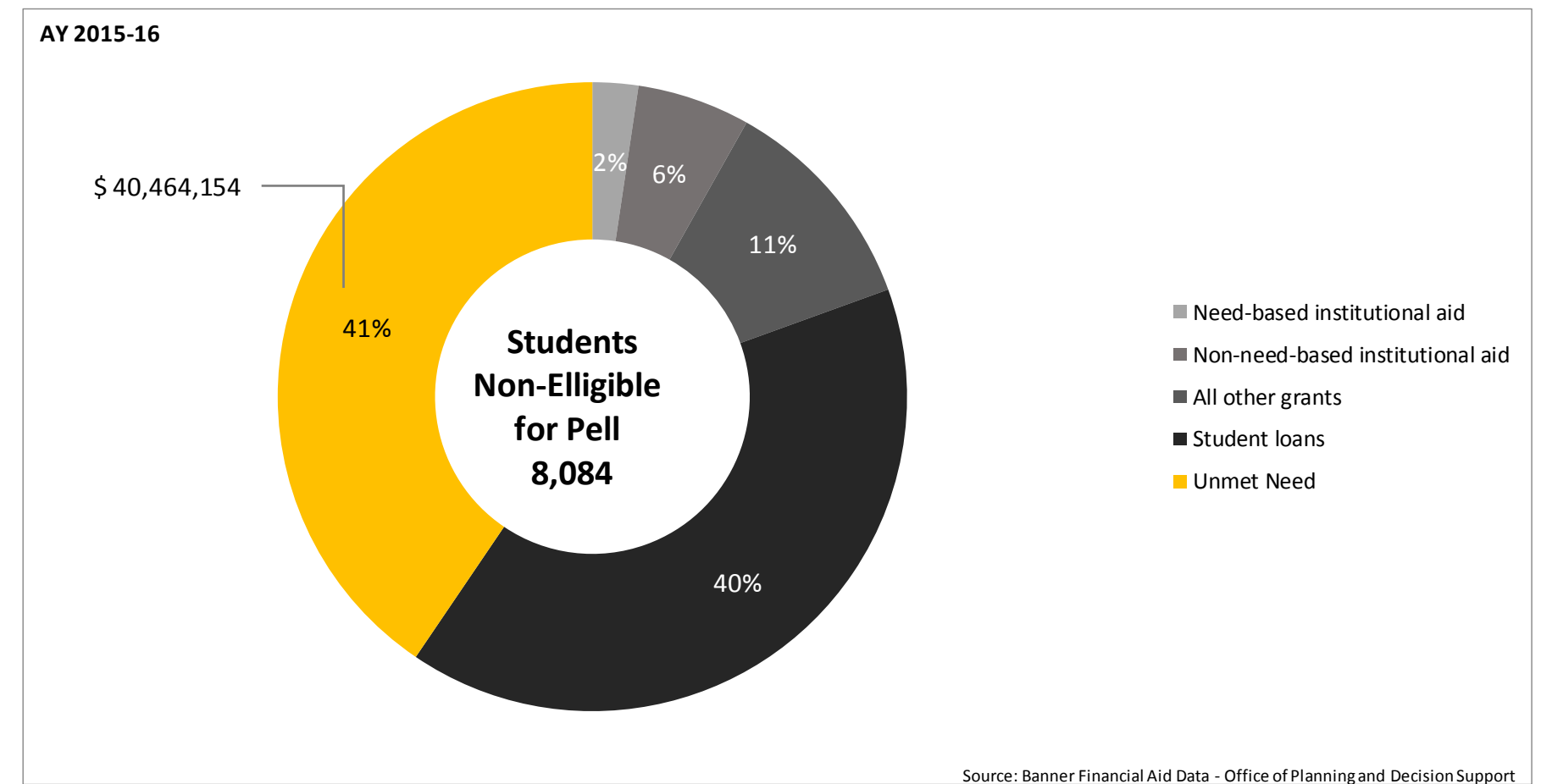
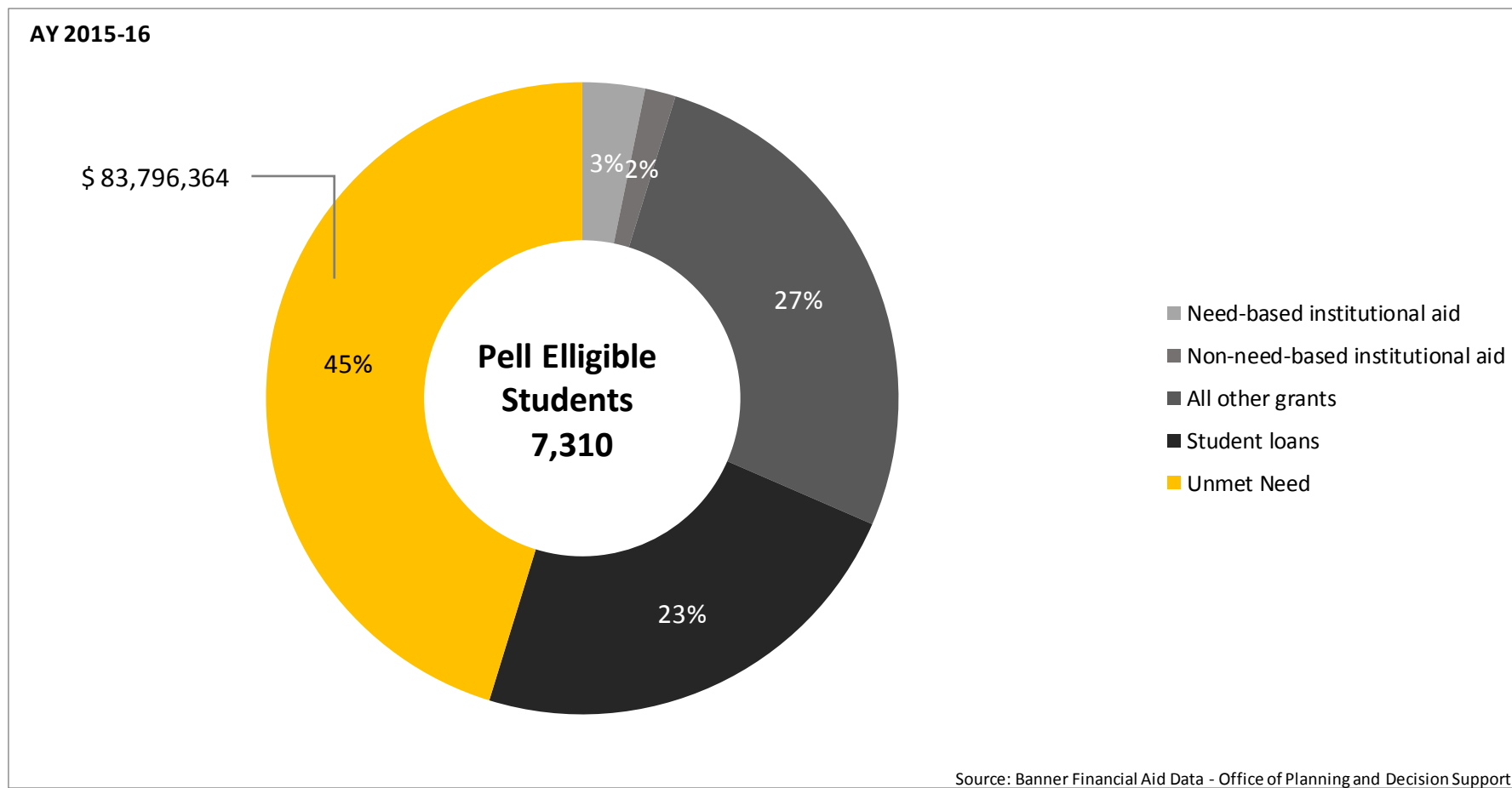
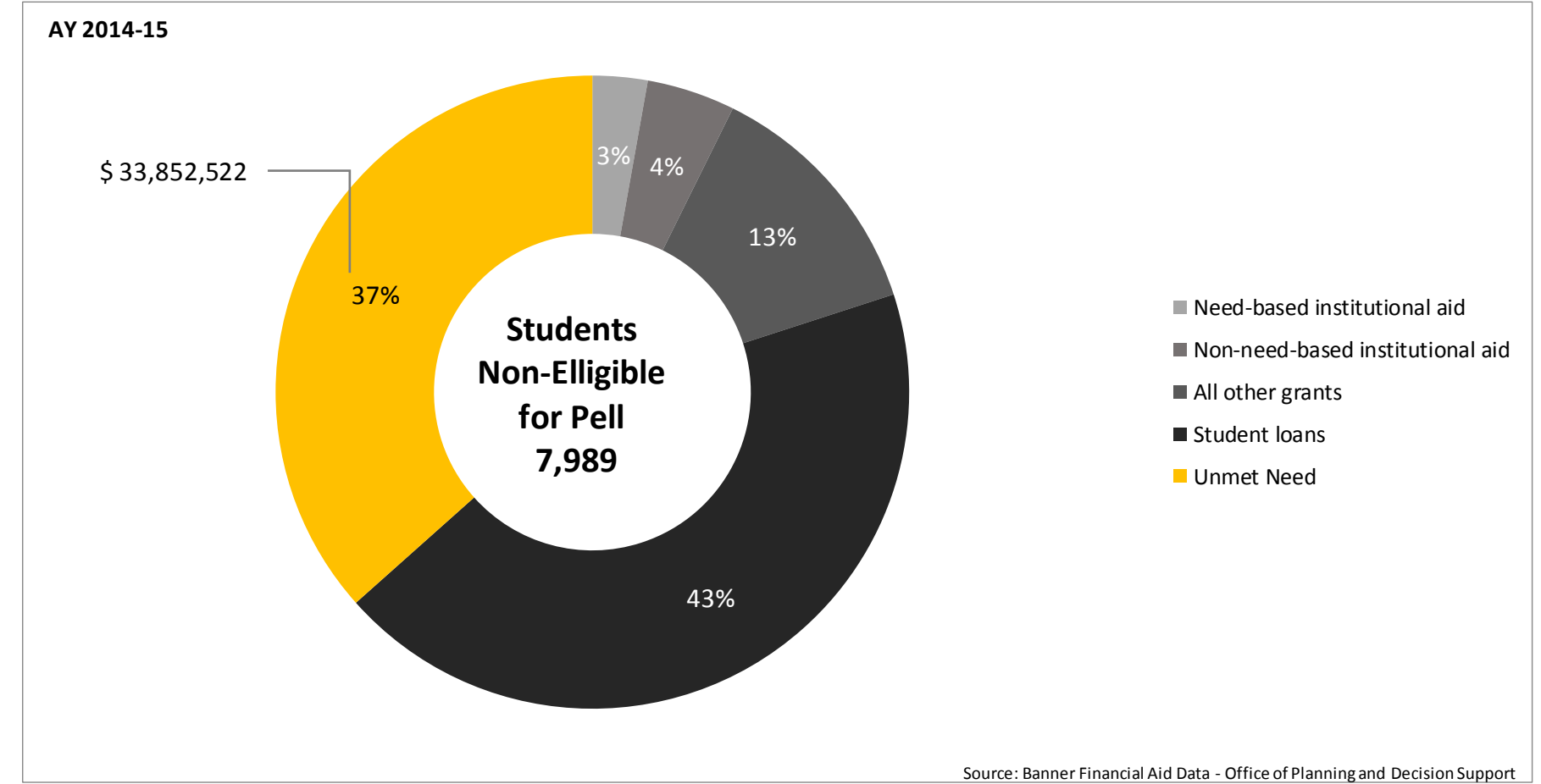
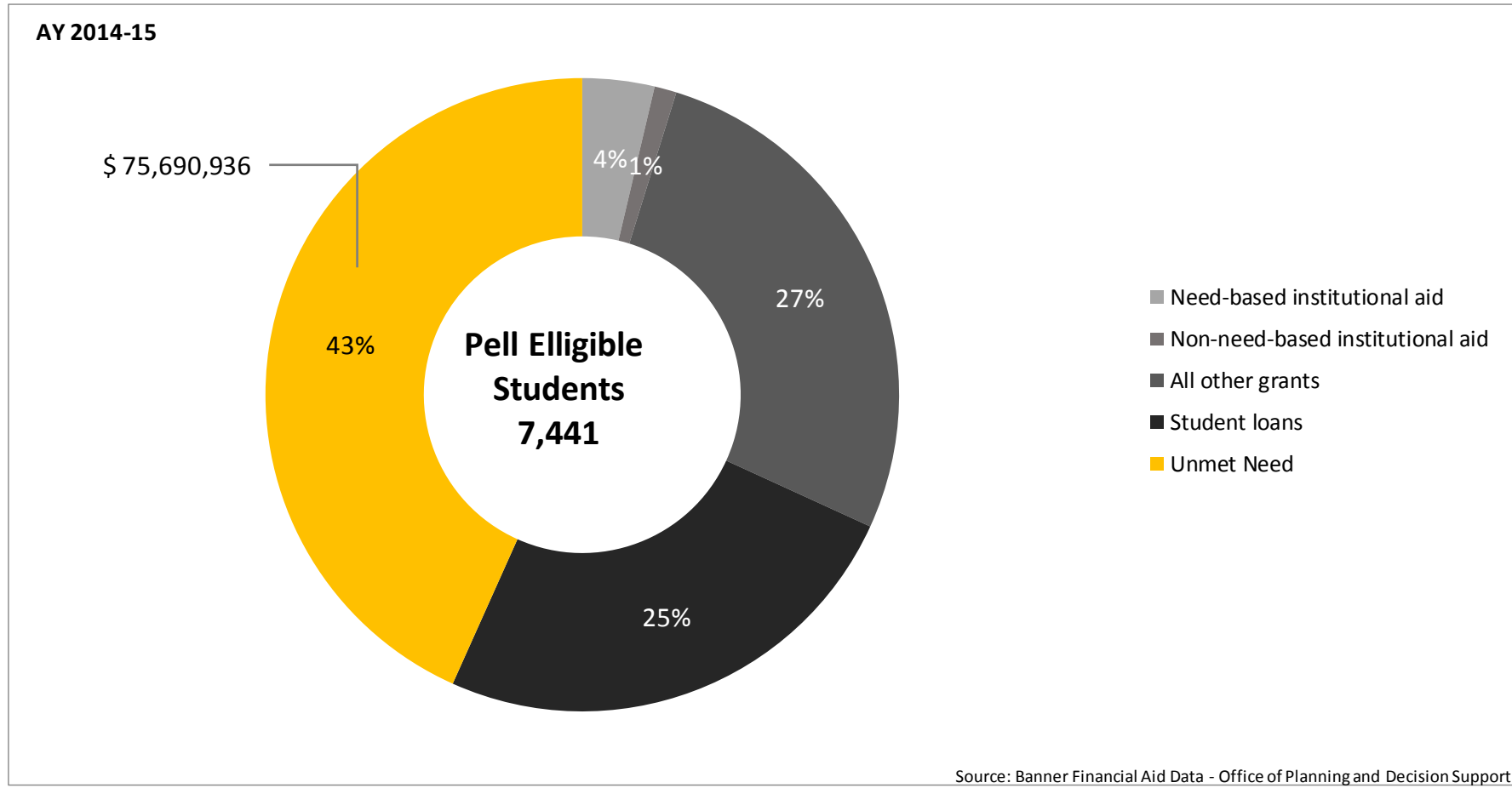
³ Non-need-based institutional aid (grants/scholarships) reflect merit and other institutional funds that are not solely based on need

⁴ All other grants include all grants/scholarships that are provided from federal, state, private, athletic and endowment funds

⁵ Student loans reflect all student loans from public funding sources, excluding parent PLUS and private loans

⁶ Unmet need reflects net cost less all grants/scholarships and loans for families with remaining unmet need

Financial Need and Aid Degree-seeking In-state Undergraduates¹ AY 2014-15 through AY 2016-17



¹In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

**Strategic Plan Update
March 2018**

| | |
|---|--|
| PRESENTATION TITLE: VCU Strategic Planning Update | |
| Presenter Name and Title: Gail Hackett, Ph.D., Provost and Vice President for Academic Affairs and Marsha Rappley, M.D., Vice President for Health Sciences and CEO VCU Health | |
| Responsible University Division: Academic Affairs | |
| BOV Committee: Academic and Health Affairs Committee | |
| Quest Theme(s) and Goal(s) to be Addressed: All themes | |
| Key Presentation Messages | <p>This presentation will provide an update on progress of the planning process for the university's next strategic plan (2019-2025).</p> <p>ATTACHMENT:</p> <ul style="list-style-type: none">• Side-by-Side: Vision and Mission Statements |

Side-by-Side Old vs. New Vision & Mission Statements
Draft 2

| Quest for Distinction | Quest 2025: Together We Transform |
|---|--|
| <p>Vision Statement</p> <p>VCU will be a premier urban, public research university distinguished by its commitment to the intellectual and academic success of a diverse student body; research and discovery that advances knowledge, inspires creativity and improves human health; the global engagement of students, faculty and staff that transforms lives and communities.</p> | <p>Draft Vision Statement</p> <p>As <i>the</i> preeminent national urban public research university and academic health center, Virginia Commonwealth University will be distinguished by its commitments to inclusion, access <i>and</i> excellence; the integrated strength of innovative and transformative learning; impactful research; exceptional patient care and the revitalized communities we serve.</p> |
| <p>Mission Statement</p> <p>As the premier urban, public research university in the state, Virginia Commonwealth University’s mission is to advance knowledge and student success through its commitments to:</p> <ul style="list-style-type: none"> • An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting • Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health • Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges • Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research and to educate those who serve humanity • Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust • Sustainable university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world | <p>Draft Mission Statement</p> <p>Virginia Commonwealth University and its academic health center serve as one national urban public research institution dedicated to the success and well being of our students, patients, faculty, staff and community through:</p> <ul style="list-style-type: none"> • Engaged, real-world learning that furthers inquiry, discovery and innovation • Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life • Interdisciplinary and extradisciplinary collaborations and partnerships that advance innovation, enhance cultural and economic vitality, and solve society’s most vexing problems • Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity • Deeply engrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve |

Side-by-Side Old vs. New Vision & Mission Statements
Draft 2

| | |
|---|---|
| <p>Core Values</p> <ol style="list-style-type: none">1. Accountability – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence.2. Achievement – ensuring distinction in learning, research and scholarly pursuits, service, and patient care.3. Collaboration – fostering collegiality and cooperation to advance learning, entrepreneurship, and inquiry.4. Freedom – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals.5. Innovation – cultivating discovery, creativity, originality, inventiveness, and talent.6. Service – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad.7. Diversity – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset.8. Integrity – adhering to the highest standards of honesty, respect and professional and scholarly ethics. | <p>Core Values</p> <ol style="list-style-type: none">1. Accountability – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence.2. Achievement – ensuring distinction in learning, research and scholarly pursuits, service, and patient care.3. Collaboration – fostering collegiality and cooperation to advance learning, entrepreneurship, and inquiry.4. Freedom – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals.5. Innovation – cultivating discovery, creativity, originality, inventiveness, and talent.6. Service – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad.7. Diversity – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset.8. Integrity – adhering to the highest standards of honesty, respect and professional and scholarly ethics. |
|---|---|

**Faculty Report for BOV
March 2018**

| | |
|--|--|
| PRESENTATION TITLE: Faculty Representative Report | |
| Presenter Name and Title: Holly Alford, Faculty Representative; Scott Street, alternate | |
| Responsible University Division: Faculty Senate | |
| BOV Committee: Academic and Health Affairs Committee | |
| Quest Theme(s) and Goal(s) to be Addressed: | |
| Key Presentation Messages | <ol style="list-style-type: none">1. The Faculty Senate has recently completed work on reviewing and revising the Bylaws of the Faculty to bring it up-to-date, and it continues working with the Staff Senate to revise our shared governance organizations at VCU — both activities necessitated by the recent HR Redesign.2. Under the leadership of Faculty Senate Vice President Nancy Jallo (School of Nursing), the Faculty Senate is excited about its upcoming university symposium: “Academic Freedom vs Freedom of Speech: How Do We Think About It? How Do We Live It?” This symposium is scheduled for April 5th from 9:30 AM until 1:00 PM in the Commonwealth Ballroom of the University Student Commons. The keynote speaker will be Dr. Jack DeGioia, President of Georgetown University, and panelists will include Madelyn Wessel, University Counsel of Cornell University (formerly University Counsel of VCU) and Dr. Brian Turner, National Executive Committee of the American Associate of University Professors (and from Randolph-Macon College).3. Members of the Faculty Senate have been or are currently actively involved in numerous executive-level searches over the last few months, and we look forward to working with these new deans and other university leaders.4. On February 6th, the Faculty Senate hosted a General Faculty Meeting with President Rao and was pleased to hear of his continued commitment to working with faculty to improve our curriculum and enrollment. Faculty have curriculum for undergraduate students, and we are learning more about opportunities to work with NAVITAS as they recruit and prepare more international students for successful study at VCU. |

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| Governance Implications | TBA |
| Governance Discussion Questions | TBA |
| Next Steps for Management (Responsible Division Head; Timeframe for Action) | TBA |
| Next Steps for Governance (Responsible Board Member; Timeframe for Action) | Faculty Senate consideration extending through the 2017-18 academic year. |

**Staff Report for
BOV March 2018**

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| PRESENTATION TITLE: Staff Senate Report | |
| Presenter Name and Title: Lauren Katchuk, Staff Representative | |
| Responsible University Division: Finance and Administration | |
| BOV Committee: Academic and Health Affairs Committee | |
| Quest Theme(s) and Goal(s) to be Addressed: All themes | |
| Key Presentation Messages | <ul style="list-style-type: none">• Update on Employee Appreciation Week & Professional Development and Staff Engagement on University Level Committees |

Student Report to the Board of Visitors

March 2018

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| PRESENTATION TITLE: Report from the Student Representatives | |
| Presenter Name and Title: Sarah Izabel and Katherine Pumphrey, Student Representatives to the Board of Visitors | |
| Responsible University Division: Student Affairs | |
| BOV Committee: Academic and Health Affairs Committee | |
| Quest Theme(s) and Goal(s) to be Addressed: All | |
| Key Presentation Messages | <ol style="list-style-type: none">1. MCV Wellness Block Party2. Graduate Student Dinner with Dr. Rao3. Undergraduate Alternative Spring Break4. VCU SpaceX Hyperloop National Finalist |