



# VCU

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

**9:20 A.M.\*\***

**May 11, 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*  
(March 22, 2018)
- 4. ACTION ITEMS:** Dr. Carol Shapiro, *Chair*
  - a. Proposal to create a new graduate certificate in Special Education K-12 Teaching
  - b. Proposal to Create a Ph.D. in Special Education and Disability Policy
  - c. Revised Student Code of Conduct Policy
  - d. Bylaws of the Faculty
- 5. REPORT FROM PROVOST** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
  - a. Review of Committee Dashboard
    - i. *Financial Aid Report*
- 6. UPDATE ON ACADEMIC INITIATIVES** Dr. Gail Hackett
  - a. GenEd30
  - b. VCU R.E.A.L.
  - c. Navitas
- 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 Sections 2.2-3711(A)(7) to receive legal advice about matters that pertain to potential litigation.

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.**





**DRAFT**

**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**

**COMMITTEE MEMBERS PRESENT**

Dr. Carol S. Shapiro, Chair

Dr. Robert D. Holsworth, vice chair

Mr. H. Benson Dendy III

Mr. William M. Ginther

Mr. Ed McCoy

Mr. G. Richard Wagoner, Jr.

**COMMITTEE MEMBERS NOT PRESENT**

Mr. Tyrone Nelson

Dr. Shantaram Talegaonkar

**OTHERS PRESENT**

Ms. Elizabeth L. Brooks, Associate University Counsel

Dr. Gail Hackett, Provost and Vice President for Academic Affairs

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 9:30 a.m.

**APPROVAL OF MINUTES**

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **December 12, 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>.

### **ACADEMIC PROGRAM PROPOSALS**

On motion made and seconded, the Academic and Health Affairs Committee approved the following six academic proposals: 1) Criminal Justice, M.S. (modified), 2) M.Ed. in Counselor Education (modified), 3) Graduate Certificate in Sustainability Planning (to offer new), 4) Post-Baccalaureate Certificate in Cybersecurity (to offer new), 5) Post-Baccalaureate Certificate in Data Science (to offer new), and 6) Degree Designation of the Master of Education (M.Ed.) in Sport Leadership to the Master of Sport Leadership (M.S.L.) in Sport Leadership (change).

### **REPORTS**

Dr. Hackett presented the committee dashboard, noting that there were not many new metrics to report. It was also noted that new Quest peers have been identified and their metrics are now included on the dashboard.

Dr. Hackett and Dr. Shapiro then provided a brief update about the new strategic plan, Quest 2025: Together we Transform, noting that the mission and vision statements were not newly drafted, but updated versions of the current statements. Committee members engaged in discussion around the use of the phrasing “the preeminent” and suggested adding a more feasible clause, such as “one of the preeminent”, to which Dr. Hackett emphasized VCU’s distinctiveness as an R1 research university dedicated to access, inclusion and excellence and preeminence among universities with those characteristics is achievable. The Committee also suggested separating the values from the mission to make it more succinct. Dr. Shapiro revealed the plan had reduced the number of themes from five to four and have ensured that inclusion and efficiencies are included in each. The committee offered several suggestions for themes, including the development of a business-aligned theme that outlined the funding and support of the plan, and the integration of higher education issues, such as affordability, into the plan. Dr. Shapiro concluded this discussion by thanking the committee and ensuring their comments would be passed on to the steering committee.

Ms. Holly Alford, the faculty representative, updated the committee on shared governance efforts, including their updated by-laws and an on-going partnership with Staff Senate to ensure proper shared governance throughout the university. Ms. Alford also updated the committee on their upcoming symposium, "Academic Freedom vs. Freedom of Speech: How do we think about it? How do we live it?" and invited the board and members of the university to attend. Finally, Ms. Alford highlighted the faculty's work on the general education undergraduate curriculum and their excitement to work with Navitas on international recruiting.

Ms. Lauren Katchuk, the staff representative, provided the committee with an update regarding Staff Senate's recent actions to empower the university's employees, Employee Appreciation Week, where over 600 dozen doughnuts were handed out. Ms. Katchuk expressed thanks to many senators who participated in the event and in various committee memberships.

Ms. Sarah Izabel and Ms. Katherine Pumphrey, the student representatives, highlighted student activities on both campuses, including the Undergraduate Alternative Spring Break and the Graduate Student Dinner with Dr. Michael Rao, where students had the opportunity to engage with the President and discuss important topics.

### **OTHER NOTES**

The committee requests an update on general education. Dr. Hackett will be meeting with that committee soon and will be able to provide an update at the May meeting. Committee members also request an update on career services.

### **CLOSED SESSION**

On motion made and seconded, the Academic and Health Affairs Committee of the Board of Visitors of Virginia Commonwealth University convened a closed session under **Section 2.2-3711(A)(2)** for the discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any Virginia public institution of higher education or any state school system, specifically regarding the selection of the Board of Visitor Student Scholarship recipient which requires disclosure of scholastic records.

### **Resolution of Certification**

**BE IT RESOLVED**, that the 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.

<b><u>Vote</u></b>	<b><u>Ayes</u></b>	<b><u>Nays</u></b>	<b><u>Absent</u></b>
Dr. Carol S. Shapiro, Chair	X		
Dr. Robert D. Holsworth, vice chair	X		
Mr. H. Benson Dendy III	X		
Mr. William M. Ginther	X		
Mr.. Ed McCoy			X
Mr. Tyrone Nelson			X
Dr. Shantaram Talegaonkar			X
Mr. G. Richard Wagoner, Jr.	X		
Mr. Steve L. Worley	X		

All members present for voting responding affirmatively, the resolution of certification was adopted.

### **ADJOURNMENT**

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 10:45 a.m.

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Establish  
Graduate Certificate in Special Education K-12 Teaching**

**Overview**

This proposal seeks to approve a 27-credit hour graduate certificate program in Special Education K-12 Teaching. The purpose of this certificate program is to prepare provisionally licensed special education teachers to become fully licensed special education-general curriculum teachers who work with children in the K-12 classroom, where students with high-incidence disabilities are served. This certificate program is developed in response to the continued need for fully licensed special education teachers. The 27-credit hour program is aligned with the Virginia Department of Education's requirements of individuals seeking state licensure.

**Method of Delivery**

All courses are delivered in an online format.

**Target Implementation Date**

Fall 2018

**Demand and Workforce Development**

According to the Occupational Employment Statistics, the projected increase nationally for special education teachers is 8% between 2016 and 2026.<sup>1</sup> In 2017, the Virginia Department of Education (VDOE) issued a brief reporting that teachers of students with disabilities are the greatest shortage area. In fact, special education teacher shortages were noted by VDOE beginning in 1995 and continued through 2017.

**External Competition**

Because coursework will be fully online, an advantage of this graduate certificate will be that it allows students to have access to coursework and curriculum at any day and time while they are enrolled in the program. Since these provisionally licensed teachers are working full-time in a classroom while concurrently completing coursework for licensure, online coursework is fully desirable. As a fully online licensure option in the special education-general curriculum, this program will be one of only two known existing programs in the state of Virginia (i.e., Old Dominion University) – in the type of licensure that is issued and program delivery format.

**Target Population**

The target audience for this graduate certificate is conditional and provisionally licensed special educators in Virginia schools.

**Impact on Existing Programs/Policies**

No existing program or policies will be impacted by the certificate program.

**Impact on Faculty**

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<sup>1</sup> <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> Accessed on February 17, 2018

Faculty appointments in the graduate certificate program are established by the chair of the Department of Counseling and Special Education. Faculty teaching in the certificate program will be existing faculty and adjunct from the VCU special education-general education program. Since all of these classes are already offered in the department, no additional faculty resources are requested. At the current time, no new positions are needed to initiate and sustain this graduate certificate program.

### **Funding**

Due to shortages of special education teachers across the state, VDOE offers financial support to programs offering alternative licensure options to provisionally licensed special education teachers. The Department of Counseling and Special Education will continue to apply for tuition support through the VDOE for students pursuing a special education-general curriculum license. The program has been successful with securing funds from VDOE since 2002. Funding for adjuncts is driven by student enrollment and will be reallocated to the program based on the School of Education's budget model. The program will be sufficiently secured based on enrollment trends.

### **Benefit to the University**

VCU has established partnerships with school divisions across the state of Virginia interested in having their special educators licensed in our accredited program. This certificate will continue that strong partnership with our local school divisions, and provide outreach for school divisions across the state.

### **Next Steps**

After approvals granted at the department and school levels, the proposal undergoes university level reviews, including:

<u>Approving Body</u>	<u>Date</u>	<u>Action</u>
• University Graduate Programs and Courses Committee	1/23	Approved
• University Graduate Committee	2/13	Approved
• University Council Academic Affairs and University Policies	3/29	Approved
• University Council	4/5	Approved
• President's Cabinet	4/23	Approved
• Board of Visitors	5/11	

### **Full Proposal**

- See attached.

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**Virginia Commonwealth University**  
**Graduate Certificate**

**Name of Certificate:** Special Education K-12 Teaching

**CIP Code:** 13.1001

**Initiation Date:** Fall 2018

**Description of the Proposed Program**

The purpose of this certificate program is to prepare students to become fully licensed special education teachers who work with children with learning disabilities, emotional disturbance, and mild to moderate intellectual disability. Students will be prepared to teach reading and language, behavior management, and social skills. Additionally, students will be prepared to recognize a child's educational and social problems, to formulate effective individualized instruction, and to consult with parents, teachers, and administrators to incorporate accommodations and transitions into the child's educational program.

**Target Audience**

The target audience for this graduate certificate is conditional and provisionally licensed special educators in Virginia schools.

**Time to Complete**

This program is designed so that participants can complete requirements within 18 months or five semesters. All students are part-time in the program and cannot take more than eight credits per semester. Students will have up to five calendar years to complete all coursework for the program.

Appendix A: Plan of Study

**Admission Criteria**

All students applying for the Special Education K-12 Teaching certificate must:

- Complete the on-line application for VCU Graduate Admissions.
- Be employed by a Virginia public or nonpublic school as a special educator in special education-general curriculum K-12, and have the recommendation of the employing educational agency.
- Hold a baccalaureate degree from a regionally accredited institution.
- Present a statement of purpose delineating career goals.
- Present a resume stating relevant work experience.
- Interview with the Special Education K-12 Teaching program director or program coordinator.

No additional admission requirements will be necessary. Participants may transfer no more than 6 credit hours into the program.



## Curriculum Requirements

The program is 27 credit hours of course work (e.g., 7 three-credit hour courses, 2 two-credit hour courses, and 2 one-credit hour supervision seminars). Candidates for the certificate will be required to complete a minimum of 27 credit hours beyond the bachelor's level, including the courses listed below.

### Program Requirements

Students are required to take each of the following courses.

Total Number of Credit Hours: 27 graduate credits

- SEDP 601: Methods I: Teaching Students in Special Education (3 credits)
- SEDP 602: Methods II: Teaching Students in Special Education (2 credits)
- SEDP 631: Classroom Management and Behavior Support of Students with Disabilities (3 credits)
- SEDP 531: Educational Foundations for Collaboration and Universally Designed Learning (3 credits)
- SEDP 533: Educational Assessment of Individuals with Learning Needs (3 credits)
- TEDU 561: Reading Foundations (3 credits)
- SEDP 603: Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits) or
- SEDP 501: Characteristics of Students with High Incidence Disabilities (3 credits)
- SEDP 611: Secondary Education and Transition Planning (2 credits)
- SEDP 502: Supervision Seminar I (1 credit)
- SEDP 503: Supervision Seminar II (1 credit)

Students complete 1 year of supervised teaching. Supervision is provided by the hiring school division.

The table below shows the alignment of Virginia Commonwealth University's graduate certificate courses with the Virginia Department of Education's (VDOE) licensure requirements for Special Education-General Curriculum K-12 programs.

VDOE Licensure Competencies	Courses
Professional Studies Requirements for Special Education Endorsements	
Curriculum and Instructional Procedures	SEDP 601: Methods I: Teaching Students in Special Education – General Education and (3 credits) SEDP 602: Methods II: Teaching Students in Special Education – General Education (2 credits)
Classroom and Behavior Management	SEDP 631: Classroom Management and Behavior Support of Students with Disabilities (3 credits)

Foundations of Education	SEDP 531: Educational Foundations for Collaboration and Universally Designed Learning (3 credits) SEDP 533: Educational Assessment of Individuals with Learning Needs (3 credits)
Reading and Language Acquisition	TEDU 561: Reading Foundations (3 credits) SEDP 603: Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits) or
General Curriculum Coursework	
Characteristics	SEDP 501 Characteristics of Students with High Incidence Disabilities (3 credits)
Transitioning	SEDP 611: Secondary Education and Transition Planning (2 credits)
Supervised Teaching: Students with Disabilities and the General Curriculum K-12.	SEDP 502: Supervision Seminar I (1 credit) SEDP 503: Supervision Seminar II (1 credit)

In addition to coursework, participants must also complete additional assessments that the Virginia Department of Education requires for special education teacher licensure.

- Virginia Communication & Literacy Assessment (VCLA)
- Reading Virginia Educators (RVE)
- Certification/Training in Emergency First Aid, CPR, and AEDS
- Child Abuse Recognition and Intervention Training
- Dyslexia Awareness Training Module

Appendix B: Certificate Program Requirements

Appendix C: Student Learning Outcomes

### **Faculty**

Faculty appointments in the graduate certificate program are established by the chair of the Department of Counseling and Special Education. Faculty teaching in the certificate program will be existing faculty and adjunct from the VCU special education-general education program.

Minimum requirements for faculty teaching this certificate program include:

- A MEd, MaED, PhD, or EdD in a related education and special education field;
- Three years of K-12 or higher education teaching experience; and
- One year of online teaching experience.

Three faculty members will teach six of the courses in the certificate program; three adjunct faculty members will teach five courses in the certificate program.

### **Course Delivery Format**

This program will be delivered on-line using VCU's Blackboard platform. The university provides 24/7 technical assistance to students and faculty. The School of Education has inside technical support for faculty and students. All faculty complete instructional training, course design, and course delivery training through the university. The university has sufficient resources to deliver the certificate program.

### **Resources**

Resources required to support the certificate program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library, etc.): faculty support services (e.g., copying, contracts, etc.); and general administration (e.g., budgeting and forecasting, etc.) Specific program administration is required regarding licensure applications, and all state required testing for licensure. VCU already has these support services in place.

The university has adequate resources to offer and sustain this certificate program.

### **Gainful Employment**

This certificate program leads to gainful employment in a recognized occupation. VCU has processes in place to meet DOE reporting requirements regarding Gainful Employment.

### **Course Descriptions**

No courses are new.

#### **SEDP 501 Characteristics of Students with High Incidence Disabilities (3 credits)**

Semester course, delivered online, face-to-face or hybrid. Focuses on characteristics and identification of individuals with learning disabilities, emotional disturbance, intellectual disabilities, developmental delay, the less severe autism spectrum disorders, traumatic brain injury and other health impairments throughout the lifespan, as well as providing information on effective educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum. The possibilities of co-morbid or multiple conditions, coupled with cross-categorical instructional settings warrant a class that examines all eligibility categories of students served under the special education, general curriculum.

#### **SEDP 631 Classroom Management and Behavior Support (3 credits)**

Semester course, delivered online, face-to-face or hybrid. Provides an in-depth analysis of theoretical models, research and strategies for supporting positive behavior of students with various disabilities. Emphasis is on developing, implementing and evaluating behavior management programs in special education programs including functional assessment of behavior. This course will help develop a candidate's ideas about examining the behaviors of students with special needs in school settings, including an understanding and application of

classroom and behavior management techniques and individual interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards and rules of the educational environment and will be diverse based upon behavioral cognitive, affective, social and ecological theory and practice. As part of the course requirements, candidates complete approved modules in child abuse and neglect recognition and intervention.

### **SEDP 531 Educational Foundations for Collaboration and UDL (3 credits)**

Semester course, delivered online, face-to-face or hybrid. Focuses on providing candidates with the knowledge of the foundation for educating students with disabilities, as well as the principles and processes for collaboration and consultation with educational colleagues, community professionals and families. Covers the historical, philosophical and sociological foundations underlying the role, development and organization of public education in the U.S. Discussions and readings will focus on creating and maintaining inclusive schools, effective communication strategies for building successful collaborative teams and universally designed instructional strategies to use in co-taught classrooms.

### **TEDU 561 Reading Foundations (3 credits)**

Semester course; delivered online. The purpose of this course is to provide a basic understanding of the theories, processes, and methodologies of reading instruction. Multidisciplinary, multicultural aspects of reading instruction are stressed. Topics of particular importance to the classroom teacher are emphasized.

### **SEDP 533 Educational Assessment of Individuals with Learning Needs (3 credits)**

Semester course, delivered online, face-to-face or hybrid. Focuses on current assessment theory, procedures and instruments used to evaluate students with high incidence disabilities in grades K through 12. The examination of both formal and informal assessment and their application in an educational setting and the designing of IEPs will be emphasized. Course will include the historical, philosophical and sociological foundations of the instructional design based on assessment data (relationships among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance).

### **SEDP 601 Methods I: Teaching Students in Special Education - General Education (3 credits)**

Semester course, delivered online, face-to-face or hybrid.. Provides an introduction to instructional strategies and organization of activities, including curriculum, media, materials and physical environment for children in grades K-12 with high incidence disabilities. Candidates

will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms, self-contained classes and residential programs.

### **SEDP 602 Methods II Teaching Students in Special Education - General Education (2 credits)**

Semester course, delivered online, face-to-face or hybrid. Prerequisites: SEDP 601. Provides a study of instructional strategies and organization of activities with focus on elementary and secondary students with high incidence disabilities (in grades K-12) including curriculum, media, materials and physical environment. Candidates will use the foundation from Methods I as a context for developing skills necessary to provide the most effective classroom instruction for secondary students. A continued focus will be on assessing and monitoring student performance, adapting instructional interventions based upon students' response to intervention, and selecting evidence-based practices that have the greatest likelihood of success.

### **SEDP 611 Secondary Education and Transition Planning (2 credits)**

Semester course, delivered online, face-to-face or hybrid. Explores the literature, research, issues and trends that are relevant to high school-aged students with high incidence disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning, personal and daily living issues.

### **SEDP 603 Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits)**

Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Prerequisite: TEDU 561. Designed to prepare special education teachers to instruct students with high incidence disabilities who exhibit reading deficits. Strategies, techniques and methods will be analyzed for their appropriate use with different types of reading/language problems. The course includes assessment practices and use of instruments that form the basis for instructional planning.

### **SEDP 502 Supervision Seminar I (1 credit)**

Semester course, delivered online or face-to-face. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special

educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of the Individualized Education Program process from fostering consensus to developing the IEP. Emphasis will be placed on understanding the impact of the student's disability in accessing the general curriculum. Developing a data-driven IEP based on standards will also be emphasized.

### **SEDP 503 Supervision Seminar II (1 credit)**

Semester course; delivered online or face-to-face. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of how to implement mandates in the classroom as related to the state assessment program. Participants will learn why there is an emphasis on the development of standards-based IEPs and how they are integrated in daily classroom instruction. Participants will also learn about the different SOL participation options and how to use criteria to determine the appropriate option.

## Appendices

## Appendix A: Plan of Study

Year	Summer Semester	Fall Semester	Spring Semester
<b>YR 1</b>	SEDP 501 Characteristics of Students with Disabilities (3)	TEDU 561 Reading Foundations (3)	SEDP 603 Theories, Assessment and Practices in Reading (3)
	SEDP 531 Educational Foundations for Collaboration and UDL (3)	SEDP 601 Methods I (3)	SEDP 602 Methods II (2)
<b>YR 2</b>	SEDP 611 Secondary Education and Transition (2)	SEDP 631 Classroom Management and Behavior Support (3)	
	SEDP 533 Educational Assessment (3)	SEDP 503 Supervision Seminar II (1)	
	SEDP 502 Supervision Seminar I (1)		

**TOTAL CREDIT HOURS                      27**

\* All COVE students are considered part-time and cannot take more than 8 credit hours per semester.

\*\*New cohorts begin each spring, summer, and fall semester. If students do not want to take summer classes, their plan of study will be updated to accommodate the change.



## **Appendix B: Curriculum Requirements**

### **Program Requirements:**

#### **Core Courses – 25 credit hours**

SEDP 501 Characteristics of Students with Disabilities (3 credits)

SEDP 531 Educational Foundations for Collaboration and UDL (3 credits)

TEDU 561 Reading Foundations (3 credits)

SEDP 601 Methods I: Teaching Students in Special Education - General Education (3 credits)

SEDP 603 Theories, Assessment and Practices in Reading (3 credits)

SEDP 602 Methods II: Teaching Students in Special Education - General Education (2 credits)

SEDP 611 Secondary Education and Transition (2 credits)

SEDP 533 Educational Assessment (3 credits)

SEDP 631 Classroom Management and Behavior Support (3 credits)

#### **Supervision Courses – 2 credit hours**

SEDP 502 Supervision Seminar I (1 credit)

SEDP 503 Supervision Seminar II (1 credit)

## **Appendix C: Student Learning Outcomes**

### Learning Outcomes for Special Education K-12 Teaching Graduates

Upon program completion, graduates will demonstrate the following knowledge and skills:

1. Apply evidence-based practices, professional knowledge and skills, in inclusive classrooms with students with high-incidence disabilities
2. Design individualized assessments, unit and lesson plans, and make data-based decisions that will support the development of students with high-incidence disabilities
3. Integrate reading and language, behavior management, and the use of interactive strategies that teach social skills to students with high-incidence disabilities.
4. Report and use formal and informal assessments techniques to deliver opportunities for students to transition into schools, programs, and communities.

**Virginia Commonwealth University  
Board of Visitors  
Academic and Health Affairs Committee  
May 11, 2018**

**Proposed Program Brief**

**Proposal to create a Ph.D. in Special Education and Disability Policy**

**Overview**

VCU's School of Education is seeking to spin-off the Special Education and Disability Policy concentration in the existing PhD in Education program into a stand-alone degree program. The spin-off program will ensure that graduates are qualified as beginning researchers hired into tenure-track positions at universities across the country. In addition, it assures that graduates are better prepared for faculty positions at major research universities by strengthening their preparation to conduct high quality research and disseminate their findings through manuscripts submitted to peer-reviewed journals in the field. In addition, through a series of internship experiences, students in this spin-off program will participate in structured experiences working with faculty in the department and/or program partners to develop their skills in research, teaching and professional service/policy in the field. These internship experiences replace the co-curricular activities required of students in the PhD in Education program, ensuring greater consistency in the number and types of experiences for students in the spin-off program.

This proposal to spin-off a PhD program in Special Education and Disability Policy does retain the essential character, integrity and objectives of the original program. The CIP code of the original program was 13.1001 (Education, General), and the spin-off program has a proposed CIP code of CIP 13.0101 (Special Education, General. As required by SCHEV guidelines for spin-off programs, the proposed program retains the first two digits of the CIP Code and requires no additional resources.

**Method of Delivery**

This program will be delivered by the traditional face-to-face method.

**Target Implementation Date**

Fall 2019

**Target Population**

Successful applicants have a master's degree in special education or a related field, with experience working with infants, children, youth, or adults with disabilities as special education teachers, administrators, policy analysts, community nonprofit staff, vocational rehabilitation counselors, and/or therapeutic support personnel (i.e. speech-language pathologists, school psychologists, occupational therapists, etc.). For those without an extensive background in the field, additional coursework may be recommended to provide a foundational knowledge of special education and disability policy. This program is designed for those who wish to be university faculty who prepare the next generation of of prepare the next generation of faculty members in the field of special education and disability policy, with knowledge and skills in research, teaching, and policy advocacy.

**Demand**

The need for doctoral level special education leadership personnel prepared to assume faculty positions preparing special educators and early intervention personnel has been fully documented and shows no signs of abating (Robb, Smith, & Montrosse, 2012). While the number of special education doctoral granting programs have increased over the past decade,, Robb, et al. (2012) document that the acute shortage of special education faculty remains and is expected to increase sharply over the next several years due to (1) the continued need to maintain capacity within special education teacher training programs, and (2) retirements and attrition among current faculty members in special education departments across the nation.

National employment predictions for 2016-2026 are for a 10 percent increase in the need for postsecondary education teachers. Virginia data also makes a strong case for the need for faculty at state universities and for the need to prepare the next generation of special educators to meet the needs of children and youth with disabilities from birth through 21. According to the Virginia Employment Commission<sup>1</sup>, job opportunities for teachers in post-secondary education are projected to increase 14.85% from 2014 to 2024. Although these projections do not specifically address individual disciplines, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand. Special Education is ranked as the number one shortage in the state (Virginia Department of Education, 2018), which mirrored the data from over the past ten years.

#### **Impact on Existing Programs/Policies**

The goal is that this spin-off program is to replace the existing doctoral track in Special Education and Disability Policy of the PhD in Education program after a period of transition. Once all existing doctoral students in the program either transfer into the new program, or graduate from the existing program track, this track will be closed. We propose to close admission to the track, effective the fall semester after final approval of this spin-off program. No other similar degree programs exist in the School of Education, or at Virginia Commonwealth University.

#### **Impact on Faculty**

Existing faculty will be involved with the implementation of the Ph.D. program, including advising students and serving on advisory committees. No new hires are required to initiate this new degree program.

#### **Duplication**

There are no other doctoral programs in special education at public institutions in the Commonwealth of Virginia.

#### **Funding**

Since the proposed program is a spin-off program, and was offered as a track under the PhD in Education program, there is no need for additional resources until 2022. There will be some need to redirect current resources in 2022, and the goal is for the department to secure external funding to support doctoral students, and additional program improvements.

#### **Next Steps**

With BOV approval, this proposal will be submitted to the State Council of Higher Education (SCHEV) for final approval.

#### **Additional Resources**

The full proposal can be found here.

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<sup>1</sup> <http://www.vec.virginia.gov/> Search Path - 1. Occupational Data 2. Data Trends 3. Employment and Wage Data 4. Occupation Data 5. Occupation and Employment Projections (Long Term) 6. Education, Training and Library 7. Education, Post secondary

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## Description of the Proposed Program

### **Program Background**

Virginia Commonwealth University requests approval to establish a Doctor of Philosophy (Ph.D.) program in Special Education and Disability Policy (CIP Code 13.1099), from Special Education and Disability Leadership concentration that has been in place since 2005 within the Education, Ph.D. (CIP Code 13.0101). The program will be offered by the Department of Counseling and Special Education within the School of Education and is to be implemented Fall 2019.

Special education refers to the education provided to infants, children, and youth who are identified as having disabilities that impact their ability to learn, as required by the federal law, the Individuals with Disabilities Education Improvement Act of 2004<sup>1</sup>. Students qualify for this individualized education under one or more disability categories (intellectual disability, emotional disturbance, specific learning disability, autism, deafness, deaf/blindness, hearing impairment, speech or language impairment, traumatic brain activity, developmental delay, orthopedic impairment, other health impairment, or multiple disabilities). Faculty in special education prepare the next generation of special education teachers, those who become licensed professionals with the knowledge and skills needed to provide an education designed to address the needs of students with these various disabilities in accordance with the federal and state educational policies. The purpose of this doctoral program is to prepare the next generation of faculty members in the field of special education and disability policy, with knowledge and skills in research, teaching, and policy advocacy. In order to do this students who graduate from the proposed program will be prepared to provide high-quality training to the next generation of teachers, conduct and disseminate rigorous research to broadly inform the field, and advocate locally, nationally and internationally for the diverse and complex needs of students and individuals with disabilities and their families.

There are multiple reasons why programs that prepare faculty who are ready to train special educators are necessary, and in particular, why they are needed for the state of Virginia. First, there is a critical shortage of faculty in special education and the shortage is expected to grow given estimates of the number of faculty who are projected to retire in the next few years. This has been a consistent problem for the field that has been well documented by researchers nationally<sup>2</sup>. Smith et al. (2011) report that to “meet projected demand, the nation’s doctoral programs will need to produce over six times the number of doctoral graduates” (p. 38). Second, the shortage of special education faculty has been linked to the pervasive shortage of special education teachers ready to meet the needs of students with disabilities and their families<sup>3</sup>. In Virginia, special education teachers are consistently listed as the highest critical shortage area, which is based on an

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<sup>1</sup>Individuals With Disabilities Education Act (IDEA) of 2004, PL 108-446, 20 U.S.C.

<sup>2</sup> Smith, D. D., Montrosse, B. E., Robb, S. M., Tyler, N. C., & Young, C. (2011). *Assessing trends in leadership: Special education’s capacity to produce a highly qualified workforce*. Claremont, CA: IRIS@ CGU, Claremont Graduate University.

<sup>3</sup> Smith, D. D., Pion, G. M., & Tyler, N. C., Sindelar, P., & Rosenberg, M. (2001). *The study of special education leadership personnel with particular attention to the professoriate: Leadership final report*. Nashville, TN: Vanderbilt University.

aggregation of the total number of teaching positions unfilled as well as those that are filled by provisionally licensed or those licensed in areas other than special education<sup>4</sup>. Third, national disability policies are changing the way that students with disabilities are being educated. Instead of being taught in separate classrooms, these students are now being educated in general education classrooms and are expected to learn the same academic content as their peers without disabilities. Not only do special educators need to understand special education policies, they must also understand all educational policies<sup>5</sup>, which resulted in the addition of disability policy as a component of VCU's program. The need for qualified faculty in special education is great enough that the U.S. Department of Education annually funds between ten and sixteen doctoral leadership training programs to help encourage students to pursue their degrees and meet the need for highly prepared faculty<sup>6</sup>. The concentration in Special Education and Disability Leadership of the Ph.D. in Education program was funded in 2015 for one of these highly competitive five-year awards (a total of \$1.2 million), with the changes proposed for the stand-alone Ph.D. in Special Education and Disability Policy incorporated into the project<sup>7</sup>. This attests to the strength of the proposed permanent changes to the program.

Finally, a standalone Ph.D. in Special Education and Disability Policy program provides the opportunity to prepare our graduates for the jobs in higher education by tailoring their instruction, assessment, and experiences to better prepare them for the next step in their professional careers as research and teaching faculty ready to: a) conduct research that addresses the needs of children and youth with disabilities; b) teach courses designed to address the critical shortage of special education teachers; and c) work with national, state, and local policymakers to improve educational policies and practices designed to improve the education of children and youth with disabilities.

### **Mission**

The proposed Ph.D. in Special Education and Disability Policy degree program is in line with the mission statement for VCU<sup>8</sup>. In particular, this program contributes to VCU's commitment to:

- 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, and
- sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.

The proposed Ph.D. in Special Education and Disability Policy degree program contributes to the

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<sup>4</sup> Virginia Department of Education. (2017). *Critical shortage teaching endorsement areas*. Retrieved from [http://www.doe.virginia.gov/teaching/workforce\\_data/shortage\\_areas/2017-2018.pdf](http://www.doe.virginia.gov/teaching/workforce_data/shortage_areas/2017-2018.pdf)

<sup>5</sup> deBettencourt, L. U., Hoover, J. J., Rude, H. A., & Taylor, S. S. (2016). Preparing special education higher education faculty: The influences of contemporary education issues and policy recommendations. *Teacher Education and Special Education*, 39(2), 121-133.

<sup>6</sup> U.S. Department of Education. (2016). *Special Education--Personnel Development to Improve Services and Results for Children with Disabilities*. Retrieved from <https://www2.ed.gov/programs/osepprep/index.html>

<sup>7</sup> [http://news.vcu.edu/faculty-and-staff/VCU\\_School\\_of\\_Education\\_receives\\_more\\_than\\_3\\_million\\_in\\_Department](http://news.vcu.edu/faculty-and-staff/VCU_School_of_Education_receives_more_than_3_million_in_Department)

<sup>8</sup> <http://www.vcu.edu/about/leadership.html>

university's mission through its focus on preparing future university faculty and researchers who are equipped to use and produce high-impact research as part of their practice, and who are committed to careers as university faculty in Special Education. Programs of study are developed to address individual student research interests (learner-centered) and prepare them to conduct research that is impactful and addresses current needs in the field (research that expands the boundaries of new knowledge). The addition of coursework outside of special education exposes doctoral students to broader perspectives and helps foster interdisciplinary collaboration, while a focus on educating students with disabilities and preparing future teachers helps address the university mission to enhance the educational vitality of the communities VCU serves in Virginia.

The Ph.D. program in Special Education and Disability Policy reflects programmatic improvements designed to provide a solid research foundation, a broad perspective for theoretical analysis of research in the field, and structured opportunities to develop expertise in research, teaching, and policy/service. The program prepares students to collect, interpret, and understand data, teach graduate courses in special education that meets licensure and accreditation requirements, and contribute to professional service in the field, including advocating for state and national educational policy that improves the education of children and youth with disabilities. Not only does this program reflect the current VCU mission, it also reflects its strategic plan, Quest for Distinction, particularly in line with Theme I: Become a leader among national research universities in providing all students with high-quality learning/living experiences focused on inquiry, discovery, and innovation in a global environment<sup>9</sup>.

### **Admissions Criteria**

The following admissions criteria apply to all applicants:

The VCU School of Graduate Studies requires the following application materials and minimum requirements/expectations:

1. VCU graduate application and fee.
2. Official transcripts from all undergraduate and graduate programs.
3. Official GRE scores with a minimum total score of 300 from verbal and quantitative test scores. Must not be more than five years old.
4. Three letters of recommendation.
5. Personal statement describing research interests and career goals.
6. International Students must also submit TOEFL scores. The recommended minimum TOEFL score for VCU graduate admission is either 100 iBT, 600 PBT or IELTS scores of 6.5 (academic band score); and translations of transcripts (as needed)

Applicants who meet the requirements for admission (above), in addition to the program specific requirement that applicants have a Master's degree from an accredited university program in special education or a related field (e.g., psychology, speech-language pathology, rehabilitation counseling, occupational therapy, etc.), will participate in an interview with an admissions committee consisting of SEDP program faculty. This interview will determine a match between

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<sup>9</sup><https://quest.vcu.edu/>



applicant's research interests and the expertise of the faculty. Success in doctoral preparation relies heavily on the mentorship students receive from faculty; therefore, the interview explores whether there is sufficient faculty expertise to guide the professional development of the individual applicant. Doctoral program faculty meet to review all applications to the program and make recommendations to VCU's Graduate School.

Once the department recommends an applicant for admission into the program, a review of graduate transcripts will be made to determine whether the applicant has recent graduate-level research coursework sufficient to meet prerequisites for doctoral coursework in statistics and research design. Applicants who do not have an appropriate graduate level course in statistics and research design will be counseled into a course that meets these requirements in the summer prior to fall enrollment.

The Graduate School at VCU allows a maximum of six credit hours to be transferred into a program. Core courses cannot be substituted by transfer courses.

### **Target Population**

Successful applicants have a master's degree in special education or a related field, with a minimum of two (2) years experience working with infants, children, youth, or adults with disabilities as special education teacher, administrator, policy analyst, community nonprofit staff, vocational rehabilitation counselor, and/or therapeutic support personnel (i.e., speech-language pathologist, school psychologist, occupational therapist, etc.). For those without an extensive background in the field, additional coursework may be recommended to provide a foundational knowledge of special education and disability policy. This program is designed for those who wish to be university faculty, research scientists, or policy analysts focusing on services for infants, children, youth, or adults with disabilities.

### **Curriculum**

#### Credit hours

A minimum of 59 credit hours beyond the master's degree is required for the Ph.D. in Special Education and Disability Policy. The degree requires a dissertation. Students who need additional time to complete a dissertation study, those who plan a dissertation study that requires additional research methodology courses, or those who lack sufficient knowledge of special education may take more than the minimum 59 credits required for the program.

#### Focus and strength of the curriculum

There is no accreditation body that oversees doctoral programs in Special Education and Disability Policy. The curriculum was designed by faculty in the Department of Counseling and Special Education, specifically special education faculty with expertise in the preparation of doctoral students. Faculty created a program that guides professional development in research, teaching and disability policy needed by graduates to assume positions as university faculty, research scientists, and policy leaders. The strength of this program centers on its mix of coursework designed to prepare leaders in research, teaching, and service activities common to Institutions of Higher Education (IHE) faculty roles and practical hands-on experiences (community-engaged) in the Richmond community. Candidates demonstrate their competence in

research, teaching and policy/service via a portfolio assessment that documents successful completion of competencies (e.g., teaching a course, submitting a manuscript) throughout their program of study.

The doctoral curriculum consists of courses in educational foundations, research methods, special education core courses, cognate courses, and internship work prior to the dissertation. Students may enroll on a part-time basis, which requires enrolling in six credits in the fall and spring semesters. Students can enroll in summer credits as well which typically consists of 3 credits. Full-time study consists of nine credits in the fall and spring semesters and 3 credits in the summer. Full-time graduate assistants enroll full-time in the summer as well as in the fall and spring.

Students' plans of study consist of an interdisciplinary mix of required courses in special education, research methodology, and foundations of education. Opportunities to individualize a student's program of study exist in choosing (1) research electives, (2) six credits of cognate coursework, and (3) in the hands-on experiences identified for the three internships. In some instances, students may be advised to take additional electives designed to better prepare them for their dissertation study, or to acquire additional background in special education, disability policy, or research. There are no plans to have specific concentrations or tracks as part of this degree program.

#### List of courses

Courses are listed below, with new courses indicated with an "\*." All courses are offered face-to-face. The course subject abbreviations or rubrics are as follows:

ADMS: Administration and Supervision  
ALHP: Allied Health Professions  
BIOS: Biostatistics  
EDUC: Education  
EDUS: Educational Foundations/Studies (includes general research courses)  
GVPA: Government and Public Affairs  
GRAD: Graduate School  
IDDS: Interdisciplinary Studies in Developmental Disabilities  
OVPR: Research  
PADM: Public Administration  
PPAD: Public Policy and Development  
PSYC: Psychology  
SBHD: Social and Behavioral Health  
SEDP: Special Education and Disability Policy  
STAT: Statistics

Total credit hours required: 59 minimum

#### **Research & Foundations Core (21 hours required, all courses listed are REQUIRED)**

EDUS 608. Educational Statistics (3)  
EDUS 702. Foundations of Educational Research and Doctoral Scholarship I (3)  
EDUS 703. Foundations of Educational Research and Doctoral Scholarship II (3)

EDUS 710. Educational Research Design (3)  
EDUS 711. Qualitative Methods and Analysis (3)  
SEDP 708. Grant Writing in Special Education and Other Social Sciences (3)  
SEDP 711. Doctoral Seminar in Single Subject Design (3)\*

**Special Education Core (12 hours required, all courses listed are REQUIRED)**

SEDP 705. Seminar on Disability Policy (3)  
SEDP 706. Personnel Development in Special Education (3)  
SEDP 707. Critical Issues in Special Education (3)  
SEDP 709. Literature Reviews in Special Education and Other Social Sciences (3)\*

**Internship Credits (8 hours required, all courses listed are REQUIRED)**

SEDP 771. Research Internship (3)\*  
SEDP 772. Teaching Internship (3)\*  
SEDP 773. Policy Internship (2)\*

Each student will work with a three-person advising committee to develop a program of study that includes the appropriate research elective, cognate and elective courses.

**Research Elective (3 credits to be selected, in consultation with advising committee)**

ADMS 701. Education Policy Research (3)  
ALHP 760. Biostatistical Methods for Health Related Sciences (3)  
ALHP 762. Multivariate Statistical Methods for Health Related (3)  
BIOS 631. Mixed Models and Longitudinal Data Analysis (4)  
BIOS 632. Multivariate Analysis (3)  
EDUS 662. Educational Measurement and Evaluation (3)  
PADM 623. Research Methods for Government and Public Affairs (3)  
PADM 624. Quantitative Methods for Public Administration (3)  
PPAD 721. Survey of Applied Research Methods in Public Policy (3)  
PPAD 722. Survey of Data Analysis Techniques in Public Policy (3)  
PPAD 723. Survey Research Methods (3)  
PSYC 620. Design and Analysis of Psychological Research (3)  
PSYC 643. Principles of Psychological Measurement (2)  
PSYC 655. Community Interventions: Development, Implementation and Evaluation (3)  
SBHD 633. Structural Equation Modeling (3)  
STAT 643. Applied Linear Regression (3)  
STAT 675. Time Series Analysis I (3)  
STAT 744. Regression II (3)

**Cognate (6-9 credits to be selected, in consultation with advising committee)**

ADMS 701. Education Policy Research (3)  
ADMS 702. Educational Administration: Contemporary Theory and Practice (3)  
ADMS 703. Leadership for Social Justice and Equity in Education (3)  
ADMS 704. Education Finance Policy and the Equitable Distribution of Resources (3)  
ADMS 706. Leadership Perspectives on Learning (3)  
ADMS 707. The Politics of Education (3)  
GVPA 625. Public Policy Analysis (3)  
GRAD 601. The Academic Profession (2)  
GRAD 602. Teaching and Learning in Higher Education (2)  
GRAD 605. Professional Specialty Seminar (1)  
GRAD 606. Internship/Externship in Professional Teaching (1-3)(can replace SEDP 772)  
IDDS 600. Teamwork in Serving Persons with Developmental Disabilities (3)  
IDDS 602. Leadership in Developmental Disabilities (2)  
IDDS 672. Practicum in Disability Leadership (1-4)  
OVPR 603. Responsible Conduct of Research (1)  
PPAD 711. Seminar in Public Policy I (3)  
PPAD 712. Seminar in Public Policy II (3)  
PPAD 717. Law and Public Policy (3)

**Dissertation Research (9 credit hours required)**

SEDP 890. Prospectus Development (1)\*  
SEDP 899. Dissertation Research from (minimum 8)\*

Research and Foundations Core

Coursework in research methodology prepare doctoral students with the knowledge and skills necessary to design and carry out research and disseminate their findings, under faculty mentorship. Five of these courses are taught by research faculty from the Department of Foundations of Education, while two required courses are taught by special education faculty to address single subject case design methods and writing research proposals for grant funding, demonstrating a focus on developing specific knowledge and skills required of faculty in special education. Students also take a higher-level research elective to provide additional training in methodology, preparing them for their dissertation study. Research electives are chosen with guidance from faculty advisors and can be courses offered by faculty in programs across campus including psychology, public policy, social work, education, and/or biostatistics.

Special Education Core

Core courses in special education (beyond the research-related ones already discussed above) focus on critical issues in the field, personnel preparation, conducting and writing literature reviews, and disability policy. In these courses, students learn about teaching, disability policy work, evidence-based practices in special education, and preparing dissemination of this work through publications in peer-reviewed journals and/or presenting at national conferences.

Cognate Courses

A minimum of six credits of cognate coursework is chosen for students, with input from his or her advising committee. Cognate courses are normally in a single discipline outside of one's

primary area of study, and are chosen based on a combination of student professional interests and prior knowledge/skills. Options for cognate courses include psychology, public policy, social work, rehabilitation counseling, or leadership in neurodevelopmental disabilities.

### Internships

The internship experiences are designed to provide students with hands-on experience in research, teaching and policy. The research internship (3 credits) provides an opportunity for students to work alongside a faculty mentor to collect and analyze data, to write a manuscript to be submitted for publication, and to present research findings at a professional conference. The teaching internship is typically one semester long and provides students with an opportunity to teach a course with faculty mentorship, to provide feedback to master's level students enrolled in student teaching, and/or to engage in course development work. Students learn to teach both face-to-face and online courses. The policy internship (2 credits) provides students an opportunity to engage in disability policy work, including reviewing and responding to proposed policy and regulation changes, writing policy briefs, and participating in visits to state and national policymakers to share research findings related to their work. These experiences provide the heart and soul of the program as they give students an opportunity to develop skills they will use in the future and that will demonstrate their qualifications for faculty openings after graduation.

### Requirements and procedures

#### Portfolio

The portfolio is designed as an opportunity for students to document the work they have completed throughout their program of study (e.g., courses taught, manuscripts submitted for publication, presentations at professional meetings, service to the community or profession). Members of the student's advisory committee, which consists of the primary advisor, and at least two other members of the department review the portfolio annually. Students update the portfolio annually and give their faculty advisory committee an opportunity to review. A formal meeting is scheduled during which time the student presents highlights of their work from the previous year and receives feedback from members of the advisory committee. In addition, feedback is provided during these meetings about recommended cognate or elective classes, as well as other changes to the student's program of study.

#### Qualifying exam

Students take a qualifying exam at the end of the first year of study that consists of a sit-down examination followed by the annual portfolio review meeting described above. Upon completion of 12-15 hours in the program, students take an exam that is designed to determine their writing skills and their knowledge of special education and basic research methodology. A team of faculty from special education and research methodology will grade the exam and results will be used to guide advising for individual students. Those who do not pass the exam may be required to take additional courses in special education or research methods or have other requirements identified to remediate the reasons the student failed a component of the exam. The exam provides an early assessment of student knowledge and skills, providing ample time to remediate any concerns through additional coursework, hands-on experiences, or additional mentorship support.



In addition to reviewing the exam results, the first year review consists of a presentation by the student of his or her long term career goals, the sharing of any portfolio tasks already completed, and input from faculty who taught courses in which the student enrolled in the first year of study. This information is used to develop a program of study, to identify possible internship experiences and cognate coursework that would meet the student's professional goals. Changes to the program of study, internship options, and, for full-time students, graduate assistantship assignments can be recommended. A student may be dismissed at this point if they fail the exam and have failed to maintain a GPA of 3.2 in required courses.

#### Comprehensive examination/final annual review

Once students have completed all required and elective courses, they begin work on their major area paper, which is a systematic review of literature. Once the paper is completed, students schedule a meeting of their advising team, give an oral presentation of their literature review, and receive feedback about their final portfolio. A discussion occurs at this point about a preliminary plan for the dissertation research, the composition of the dissertation committee, and a timeline for completion. Two of the three advisory committee members must award a grade of "satisfactory" for the student to successfully complete all parts of their final annual review (major area paper, oral defense, and final portfolio). A student may have a final annual review no more than twice. Failure on the second try results in dismissal from the program.

The advising committee will report, in writing, whether or not the student has passed the comprehensive exam and the final annual review to the School of Education's office of Graduate Studies and the Program Coordinator of the Ph.D. program in Special Education and Disability Policy.

Students must be registered in any semester in which they are scheduled to appear for the examination/final annual review.

#### Dissertation research

The student works with a dissertation chair to make final decisions about the membership of his or her dissertation committee, which must include, at minimum, a methodologist, another member active in the Special Education & Disability Policy program, and a member from outside the School of Education. In consultation with the dissertation committee, the student will prepare a dissertation proposal for presentation to the graduate faculty and approval by the committee. After approval of the dissertation proposal, the chair of the dissertation committee shall recommend the student's admission to candidacy to the School of Education's Director of Graduate Studies and the Dean of VCU's Graduate School. Each student will complete a minimum of ten hours of dissertation studies (SEDP 899: Dissertation) during which major work will result in development of a doctoral dissertation that represents original research efforts by the student. Upon completion of the dissertation, the student's dissertation committee will conduct a public examination and defense of the dissertation. Three of four committee members must award a grade of "satisfactory" for the student to successfully complete the Final Defense. A student may take the final defense no more than twice. Should a student not pass on a second try, the student is dismissed from the program. Final approval is the responsibility of the dissertation chair, Department Chair, and the Associate Dean for Academic Affairs, who ultimately certify the candidate for graduation.

The courses are mapped to learning outcomes in the Student Assessment section.

Appendix A - Sample Plan of Study

Appendix B - Description of Required Common Core Courses

Appendix C - Description of Restricted Electives

Appendix D - Portfolio Components

### **Spin-Off**

The proposed Special Education and Disability Policy, Ph.D. degree program is a spin-off from the existing Special Education and Disability Leadership concentration in the Education, Ph.D. degree program in the School of Education. The proposed program does retain the essential character, integrity and objectives of the original program. The CIP code of the original program was 13.1001 (Education, General). The new program has a proposed CIP code of CIP 13.0101 (Special Education, General).

The existing concentration in Special Education requires a minimum of 48 credits. Thirty-nine of these credit hours are required in both programs (30 course credits and 9 hours of dissertation study). Therefore, 66% of the requirements for the Ph.D. in Special Education and Disability Policy are the same as those required for the concentration in Special Education and Disability Leadership of the current Ph.D. in Education.

The shared courses include the two educational foundations courses (EDUS 702 and 703), three research methods courses (EDUS 608, 710, and 711), the five core special education courses (SEDP 705, 706, 707, 708, and 709), 3 credit hour research elective, and nine hours of dissertation credits. Key assessments of student learning likewise remain the same, with an early qualifying exam after the first year, annual portfolio reviews, and a final comprehensive exam that includes a written literature review (the Major Area Paper) and a final portfolio review.

The changes in the proposed program from the existing one include the addition of a new research course that is specifically relevant to conducting research in special education (SEDP 711, Single Subject Research Methods), substituting a series of internship experiences in research, teaching, and policy (SEDP 771, 772, and 773) for the externship requirement in the original program, substituting a literature review course (SEDP 709) and a 1 credit dissertation prospectus course (SEDP 890) for the three credit dissertation prospectus course (EDUC 890); and the addition of a cognate (6 credits) outside of education to provide a broader theoretical foundation for student research.

Appendix E – Comparison of Existing and Proposed Programs

### **Student Retention and Continuation Plan**

The program has strong procedures in place to help ensure student success as they move through the program. Key components of that student retention and continuation plan are the use of mentorship by a three-person advising committee and an annual review process that is designed

to review student progress in coursework as well as progress completing their professional portfolio. The professional portfolio is a formative assessment that evaluated as part of the comprehensive exam.

All students attend two orientation meetings when they enter the program. The first, led by the Associate Dean for Academic Affairs and Graduate Studies for the School of Education, is for doctoral students in all programs in the School of Education, and covers general school wide policies and procedures. The second orientation is for doctoral students in the Special Education and Disability Policy program and provides an opportunity for students to meet program faculty and learn about the program-specific policies and procedures.

All students are assigned a primary advisor as they enter the program. Primary advisors are full-time faculty members in the program who have expertise closely aligned with the student's research interest. The primary advisor assists students with course selection, developing a preliminary program of study, and during the first semester, helps students identify two additional faculty members to serve on the student's three-person advising committee. The members of the advising committee serve as professional mentors for the student, assisting with career guidance, assimilation into the profession, and assist with identifying internship experiences. Students meet each semester with their primary advisor before registering for classes. At this time, the student and advisor will review the student's academic performance. The advisor will make sure the student understands that his or her grade point average must be at least 3.2 in order to continue in the program in good standing and that they are required to enroll in at least three credits during the fall and spring semesters to maintain continuous enrollment.

The advisor-student relationship is a vital ingredient to success in the program. All advisors are to be knowledgeable about university procedures, program requirements, and professional issues and share these insights with students regularly. Students are expected to frequently consult with advisors about program plans, personal or developmental issues, and professional concerns. The goal of the relationship is to teach, to learn, and to develop collegiality.

Each student meets once per year with his or her full advising committee for the annual review. At this meeting, student portfolio artifacts are reviewed as well as progress in coursework. Students are required to meet with their advisory committee a minimum of once per year while they are taking coursework, until they complete their final portfolio review. Once students transition to their dissertation, the dissertation committee, with whom they are required to meet once per semester at a minimum, guides their work. When appropriate, a student's advising committee becomes part of the dissertation committee, but there may be times when changes are made based on the focus of the dissertation and the needs of the student.

Students who are struggling or failing to make adequate progress at any of the review meetings may be directed to access a range of student supports available at VCU for graduate students, depending on the nature of their challenge. VCU has a writing center that can help those struggling with writing professional papers, or who struggle with learning English as a second language at this new level of competency. VCU also offers a counseling center, an office for students with disabilities, and the office for research offer short and long-term classes and workshops on research methods, grant writing, teaching, and/or policy that can help those struggling in specific areas. The School of Education also has a committee on research and professional development that offers monthly workshops, seminars, and meetings of various



professional learning communities. These events are listed on the School of Education calendar and doctoral students are invited to participate in most of these events to assist with their professional development.

There are other safeguards in addition to the annual review process to identify students who are not making satisfactory progress in their program. All students are required to maintain a 3.2 GPA in coursework, and those who do not meet that milestone may be recommended for dismissal. However, there are steps in place to identify those who may be in danger of slipping below the 3.2 GPA required. Each semester, program coordinators receive a report from the Associate Dean for Academic Affairs listing students who earned grades of C or lower in any course (or those who receive a grade of “unsatisfactory” for dissertation credits). Those students are required to meet with their advising committees and/or the program coordinator to discuss any problems they may be having, and to identify any necessary continuation plans.

Lastly, a series of monthly doctoral seminars (non-credit) are provided to establish a community of practice in research. During these seminars, led by the doctoral program coordinator, students learn about topics such as university policies and procedures related to human subjects protection in research, creating a curriculum vitae, applying for faculty positions and other professional development topics identified by the students. In addition, at each seminar students have an opportunity to share their own work with their peers via research presentations similar to what they will be expected to do at professional meetings and faculty job interviews.

### **Time to Degree**

Students may enroll in the program on either a full-time or part-time basis. Full-time students will complete coursework in the proposed doctoral program over two years and one semester, including summers. It is estimated that most full-time students will take an additional year to complete and defend their dissertation, making time to degree 3.5 to 4.5 years. Part-time students could complete their coursework in an additional year, taking three years and one semester, including summers. It is estimated that most part-time students will take an additional year and a half to complete their dissertation, making time to degree 5 to 6 years. VCU does not have a residency requirement for Ph.D. students; so doctoral students can remain part-time students throughout their program, unlike programs at other research universities that require a minimum of one semester of full-time study. This decision was made because most of our doctoral students are currently employed as teachers in the Richmond area, and are unable financially to give up their jobs for full-time study. A residency requirement during the academic year would prevent many of our current students from completing their degree; in fact, many have applied to our program because this was not a requirement of the program.

### **Faculty**

Ten faculty members in the Department of Counseling and Special Education will be involved with the implementation of the proposed program, teaching courses, supervising internships as well as advising students and serving on advisory and dissertation committees. These faculty members will be directly involved in providing the common core curriculum and being lead advisors and/or dissertation chairs for students. Faculty members in the department have extensive experience in

research, teaching and service, and, in particular, in teaching and mentoring doctoral students. While all faculty members will be involved in advising doctoral students, they will teach courses that best align with their area of expertise or skills in research, teaching, and/or disability policy.

All faculty who work with our doctoral program are full-time faculty in the department, although only two devote more than 50% of their teaching effort to the program. To explain, tenured and tenure-track faculty in the School of Education who are engaged in research are expected to devote 40% of their time to research, an additional 40% of their time to teaching, and 20% of their time to service. Teaching consists of teaching classes (a 3-credit course is 12.5% of their time), advising students, participating in program activities and/or overseeing dissertation studies or independent study work as needed. The other 8 full-time faculty work with master or graduate certificate programs in the department in addition to the work they do with the doctoral program, which explains why most of our FTE for the program is listed under the part-time faculty category under resources.

Collectively, these faculty members have both breadth and depth in a variety of areas in special education and disability policy, and have extensive experience in research, teaching and professional service/policy in the field. The faculty has been successful securing funding to support their work in research, teaching and policy. For example, we already highlighted the five-year leadership training grant that was awarded to Dr. Colleen Thoma, the former Chair of the Department of Counseling and Special Education and now Associate Dean for Academic Affairs and Graduate Studies. This project, Research to Disability Policy Advocacy (RTPA), provides funding for financial support for a doctoral cohort who have an interest in learning more about disability policy and linking research and policy. These grant funds, from the U.S. Department of Education, are highly competitive and reflect not only on the quality of the program but a commitment to service and policy in the field of Special Education. Our department also received a sub-award on a leadership training consortium grant, also funded by the U.S. Department of Education, which provides funding for a cohort of three full-time students in our doctoral program with a research focus on intensive interventions for children and youth with disabilities. This consortium, led by Vanderbilt University includes eight other universities, and was only one of such collaborative projects to be funded. Dr. Chin-Chih Chen oversees this sub-award.

The department has had success in securing other teaching projects funded by the U.S. Department of Education as well as the Virginia Department of Education. Dr. LaRon Scott serves as the director of the state-funded COVE program, an online, graduate-level program that leads to a five-year renewable license with an endorsement in special education general curriculum. Dr. Yaoying Xu is the Principal Investigator for Project KSR: Preparing Knowledgeable, Skilled, and Responsive Early Intervention/Early Childhood Special Education Personnel for High-Need Communities. Project KSR, also funded by the U.S. Department of Education, was developed to prepare fully credentialed early intervention and early childhood special educators with the necessary competencies to use evidence-based practices that improve learning and developmental outcomes for infants, toddlers, and preschool-age children from high-need communities, including children with disabilities. Dr. Gilles & Bader have funding for students going through two other programs in the department: the M.Ed. in Severe Disabilities and the certificate in leadership education in neurodevelopmental disorders (LEND).

Department faculty have also received funding to support their research from national, state, and internal sources. Dr. Kevin Sutherland, the doctoral program coordinator, was co-developer of the BEST in CLASS Intervention, designed to address the needs of young children who demonstrate persistent and intensive challenging behaviors in early childhood programs that place them at future risk for developing social, emotional and behavioral disorders. His funding from the U.S. Department of Education's Institute on Education Sciences (IES) is particularly noteworthy in terms of the rigorous methodology required to be successful in such a competitive program; his research program has had continued funding from IES for the past 11 years. In addition, Dr. Thoma received funding in 2011 under the National Institute for Research on Rehabilitation and Disabilities (NIDRR) for a yearlong research fellowship year and Dr. Kregel has received funding to conduct his research on employment from both state and national sources. Several faculty (Drs. Sutherland, Xu, and Chow) have multiple research proposals under review with a variety of federal agencies, including IES and the National Science Foundation.

The department's faculty members have mentored over 27 doctoral graduates to completion of their program in the past 11 years of the concentration's existence. Since this new program will replace the current doctoral track, it is not anticipated that we will not need to hire additional faculty in the department; faculty will teach the same courses in the new program as they have in in the concentration. Additionally, new courses that are required in the new program are currently offered as electives in the current concentration, which means that the current faculty resources will be sufficient to implement this new program. If enrollment in the program grows as anticipated (i.e., additional grant-funding secured from the U.S. Department of Education under their leadership competition), we may have a need for additional faculty to teach in the program by the fifth year of implementation. We are searching for a new faculty member in the Department of Counseling and Special Education, an open-rank position as the Ruth Harris Professor in Special Education, with expertise in reading disabilities and dyslexia, and anticipate that by year 5 of implementing the program that this faculty member will be able to devote .25 FTE of his or her time to the doctoral program. No adjunct faculty or graduate assistants will teach in the program or advise student mentees. Graduate assistants in the department contribute in teaching courses or advising students in master's programs in the department, not teaching or advising their peers in the doctoral program.

Appendix F - Faculty Curriculum Vitae (Abbreviated)

Appendix G - Faculty Research Expertise

### **Program Administration**

The proposed program will be housed in the School of Education's Department of Counseling and Special Education. A full-time faculty member from the Department will serve as the Program Coordinator. The Program Coordinator will teach in the core curriculum, serve on committees, and provide administrative oversight for the program. Administrative oversight includes being responsible for scheduling courses, program implementation, program review as needed, and organizing monthly program meetings where program faculty discuss student progress through the program. There is no external advisory board, but the coordinator of the doctoral program does serve as a member of the School of Education Doctoral Program Policy Board, and will have input into school-wide policy issues related to doctoral education.

There will be one faculty member responsible for each of the three internship areas (Research, Policy, and Teaching).

Policy internship coordinator: This faculty member will hold the rank of Associate Professor (or above), have extensive disability policy experience at the state or national level, and will be responsible for identifying placements for doctoral students in the program with policy advocates and leaders working on a range of disability policy efforts (i.e., education, employment, housing, medical assistance, finances, post-secondary education).

Research internship coordinator: This faculty member will hold the rank of Associate Professor (or above), have extensive research experience including publications and extramural funding, and will be responsible for guiding an early research experience for doctoral students in the program. This experience will include working independently or as part of a research team in designing a study, collecting and analyzing data, and preparing manuscripts and/or presentations to disseminate the findings.

Teaching internship coordinator: This faculty member will hold the rank of Associate Professor (or above), have extensive and exemplary teaching and advising experience, and will be responsible for guiding a teaching experience for doctoral students in the program. This experience will build on their existing experience (if any) in teaching at the university level to include such experiences as co-teaching a course, independently teaching a course, supervising student teachers in K-12 classrooms, and/or working on curriculum development activities.

No new administrative support will be required. Support from the School of Education's Office of Graduate Studies will provide student support in terms of school wide resources for conference travel, processing applications for admission, graduate assistantships, and dissertation/graduation applications, and filing of graduate school paperwork and forms. In addition, the Program Coordinator and the administrative support staff for the Department of Counseling and Special Education will ensure the processing travel reimbursements for conference travel for doctoral students, processing leadership grant-related paperwork, submitting graduation applications or other advising-related paperwork and course scheduling.

The Special Education and Disability Policy doctoral program faculty will meet monthly to make programmatic decisions, to act on applications for admission, and to address any student and course scheduling issues. The Program Coordinator may call additional faculty meetings if needed to address student issues, curricular revisions, and/or address program issues. There is no external advisory board for the program.

### **Student Assessment**

Students will engage in ongoing formative assessments such as quizzes, exams, papers, and presentations as they complete the core, research, cognate and portfolio annual review components of the academic program. The doctoral experiences will culminate in a summative assessment of student learning through the comprehensive examination process that consists of a review of the written major area paper, an oral defense, and the final portfolio. The expectation is



that after completion of the academic program, students will achieve learning outcomes in research, teaching and service/policy.

All students participate in formative and summative assessments. Formative assessments are embedded in course work and include quizzes, exams, papers, and presentations as they complete the core, research, cognate and portfolio components of the academic program. Summative assessment comprises the comprehensive examination, an oral defense, and the final portfolio.

Students are expected upon completion of the academic program, students to have achieved the following learning outcomes in research, teaching and service/policy.

<b>Learning Outcomes</b>	<b>Courses</b>
<b>Learning Outcomes in Research</b>	
Collect and analyze data using quantitative techniques	EDUS 710, SEDP 708, SEDP 771
Collect and analyze data using qualitative techniques	EDUS 711, SEDP 771
Write rigorous purpose statements and research questions	EDUS 710, SEDP 708, SEDP 709
Successfully critique the special education literature	SEDP 707, SEDP 708, SEDP 709
Prepare manuscripts for potential publication	SEDP 709, SEDP 771
Use appropriate APA style	all courses
Identify the research, practice and policy implications of research findings	SEDP 708, SEDP 709, SEDP 705
Write research questions that address policy needs	SEDP 705, SEDP 708, SEDP 773
<b>Learning Outcomes in Teaching</b>	
Use online resources to teach graduate level courses in special education (google hangout, blackboard, discussion boards, etc.)	SEDP 706, SEDP 772
Organize and deliver a course lecture in a face-to-face graduate course in special education	SEDP 772
Provide constructive, concrete feedback on k-12 teaching to a graduate student during their student teaching	SEDP 772
Review licensure and accreditation requirements and use them to identify needed course or program improvements	SEDP 706

Implement a universal design for learning framework to organize course delivery and/or student assessment procedures	SEDP 706, SEDP 772
<b>Learning Outcomes: Service/Policy</b>	
Develop a personal plan that involves service at the program, department, and university level	SEDP 773
Engage in community service work that impacts students with disabilities.	SEDP 773
Write a well-constructed policy brief that synthesizes research on a topic of interest to policymakers	SEDP 705, SEDP 773
Participate in policy advocacy by visiting policymakers	SEDP 705, SEDP 773
Participate in policy advocacy by providing written feedback to policy and/or regulation drafts	SEDP 705, SEDP 773
Participate in policy advocacy by sharing policy updates with the public	SEDP 773
Identify skills they can bring to service opportunities in the field of special education	SEDP 773

Assessment of student learning occurs through an annual review process by the three person advising committee. Students submit the following materials to the committee members two weeks prior to the annual review meeting:

- Updated curriculum vitae
- Personal statement that describes the student's research agenda and long-range career goals
- Link to the electronic portfolio
- Copy of transcript
- Qualifying exam results (first year only)
- Major area paper (final year only)

During the annual review meeting, students provide an oral presentation of their research agenda, and describe the work that they have completed over the previous year. Advisors provide feedback about student performance on portfolio tasks, particularly any written research manuscripts. Advisors also help with identifying work that students should prioritize for the following year that will help them meet their professional goals and complete their program of study. During the first year review meeting, advisors use the qualifying exam results to identify any gaps in beginning research or special education knowledge and skills so that those deficits can be addressed through either additional coursework or experience working with faculty advisors.

These competencies and skills are well aligned with expectations from the field. Job postings include copies of advertisements for faculty positions at universities across the country. Job

postings in the appendix for this proposal are required to be no more than 3 months prior to its submission. That timeline, unfortunately, does not reflect the typical number of advertisements for faculty positions in Special Education, since searches are rarely conducted in the summer. Most job postings for faculty positions are published in late fall to early spring for positions that begin in the following fall. Not only did we include an appendix with these job advertisements, an additional appendix with advertisements from October through January is also included in this proposal for comparison purposes. It is clear from a review of these ads that the competencies and skills we targeted for student assessments are in good alignment with the required and preferred qualifications for these openings. For example, the advertisements specify solid research skills, teaching experience, and expertise in specific areas related to the field of special education (that is, autism, assessment, transition, academic teaching, etc.).

These outcomes/expectations are aligned with quality indicators<sup>10</sup> from the Higher Education Consortium for Special Education (HECSE), a national organization that represents major university programs that prepare personnel for special education leadership roles<sup>11</sup>.

### **Employment Skills/Workplace Competencies**

Since this program prepares scholars to become university research and teaching faculty, the workplace competencies are linked to the research, teaching, and service expectations for faculty in special education. Graduates of the proposed program will have the skills and expertise in special education and research to serve as university faculty and will be able to:

- Develop and deliver effective instruction in an undergraduate or graduate college or university program. Such instruction would include topics such as early childhood special education, transition services, k-12 academic education, behavior management/behavior challenges, intensive interventions, and disability policy;
- Collaborate with colleagues in different but related fields for education, research, and publications;
- Design, implement, and disseminate rigorous research that uses a range of research methodologies that includes quantitative, qualitative, and single case designs;
- Establish a research agenda that creates new knowledge for the field of special education;
- Pursue external funding opportunities to further research and teaching efforts;
- Advise and mentor undergraduate and graduate students in their courses of study;
- Participate in professional service activities locally, state-wide, nationally, and internationally;
- Advocate for disability policy improvements at the local, state, and national levels;
- Expand the body of knowledge in special education through research and dissemination of original scholarly work.

These competencies are well aligned with the required and preferred qualifications for entry-level jobs at universities across the country.

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<sup>10</sup><https://static1.squarespace.com/static/534e8bcde4b06285ac58d2c2/t/53612ec0e4b08cab3cb74ce9/1398877888046/HECSEQualityIndicators14.pdf>

<sup>11</sup> <http://www.hecse.net/about>

## Appendix H - Program Graduates and Positions Held

### Program Assessment

Students will complete evaluations at the end of each course for evaluation by the program committee. Particular attention will be given to the new courses. Based on these evaluations the committee will determine any changes to content or delivery mechanism that may be required to be made in subsequent years. External advice may be sought in this review procedure.

Each new course will be assessed internally on an annual basis after the final exam or grading in the course. It is expected that more than 90% of students will pass these courses with a grade of B or higher. Should this standard not be met a review will take place of admissions, teaching and examinations procedures. External advice will be sought in this review procedure.

The first formal internal assessment of the graduate program will be when the students take the qualifying examination after year one in the Ph.D. program. It is expected that more than 90% of students in the program will perform at or above the satisfactory level, defined as having a grade point average of 3.0 or higher, passing the written qualifying examination and receiving a satisfactory on their first year review of their portfolio. Should this standard not be met, a review will take place of admissions, teaching and examinations procedures. External advice will be sought in this review procedure.

The student's advisory committee will assess each student's performance annually, and will bring any concerns to the attention of the full program group. The advisory committee will take into account the student's progress on completing portfolio tasks in research, teaching, and service. It is expected that more than 90% of students will be on track in their research. Should this standard not be met, a review will take place of the student's research project and laboratory procedures. External advice will be sought in this review procedure.

The program will be assessed as students complete their comprehensive exam, which consists of a comprehensive literature review, the Major Area Paper, and a final portfolio review and defense. External advice will be sought in this review procedure.

The program will once again be assessed when the students undergo their final dissertation defense. It is expected that more than 90% of students will successfully defend their thesis. Should this standard not be met, a review will take place of the student's research project and data collection procedures. External advice will be sought in this review procedure.

In addition VCU evaluates all academic programs via two internal review mechanisms: the Academic Program Review (APR) and the Assessment Quality Review (AQR). The Ph.D. in Special Education & Disability Policy will undergo these reviews according to the schedule established by the university.

APR involves an intensive review of degree programs in an academic unit. The elements of a program review are a self-study and evaluation that is multidimensional, an external review, and an implementation of the action plan. The self-study serves the dual purposes of demonstrating



accountability and improving performance.

Every three years, the program will participate in the AQR, an evidence-based self- and peer-review of 14 quality criteria of a degree or certificate program's assessment plan and practices. These 14 criteria are organized within five standards and three overarching values that provide the framework for high quality assessment of student learning.

- Values: Transparency, Integrity, Efficacy
- Standards: Mission Statement; Goals and Outcomes for Student Learning
- Curriculum Assessment Processes; Improving Student Learning

### **Benchmarks of Success**

The following is a list of program benchmarks that program faculty believe will ensure the viability and strength of the program. These benchmarks were developed to address Higher Education Consortium in Special Education's (HECSE) quality indicators as well as an analysis of the requirements for employment opportunities in the field. The Coordinator of the Ph.D. in SEDP program will monitor progress in meeting these benchmarks each semester, as appropriate, to ensure that progress is made towards that goal. Reports on progress will be provided to the Counseling and Special Education Department and to the School of Education's Associate Dean for Academic Affairs and Director of Graduate Studies. Specific benchmarks of success will include the program's ability to attract and enroll highly qualified applicants, the timely graduation of students and the placement and success of graduates in leadership and faculty positions in the field. All benchmarks will be evaluated annually and include these ten measures and targets:

- Target of three to five fully qualified admitted students per year
- 90% of eligible students will complete degree program
- 100% of students passing their qualifying exam
- 100% of students passing their annual review
- 75% of students will present research at State or National conferences
- 50% of students will publish research with or without faculty co-authors
- 90% of students will engage in research with faculty
- 50% of students will engage in policy advocacy at state or national levels
- 100% of graduates will have obtained jobs utilizing their advanced degree within six months of program completion, and
- Graduates satisfied by the program as evidenced by an end-of-program survey by a mean of 4 on a 5-point scale.

These data will be reviewed at the first program faculty meeting of the year. A plan of action for the year will be developed to address any benchmarks not met, and will be based on the data shared. For example, a detailed recruitment plan may be included in the action plan if the benchmark on admitting 3-5 students is not met while creating a list of faculty research projects and distributing it to current students might be part of an action plan that could increase student participation in research with faculty if that benchmark is not met. Action plans will include concrete goals, personnel responsible, and timelines for completion/implementation.

### **Expansion of Existing Programs**

The Special Education and Disability Leadership concentration is part of an existing degree, Ph.D. in Education. The program as a concentration has proven to be insufficient to prepare students adequately to be competitive for faculty positions in Special Education at major research institutions across the country. This fact became very apparent in 2010 when our department was conducting a search for three tenure-eligible faculty positions and three recent graduates of our program applied. Despite the fact that they were excellent teachers and well-liked by students and faculty in the department, their curriculum vitae did not qualify them for even a phone interview for any of the openings. Key areas of concern were limited research experience with no publication record, lack of experience with single-subject designs prevalent in special education research, and no documented service or policy work. In order to address these concerns, the new program will require additional coursework (from 48 credits to 59 credits minimum), an electronic portfolio with an annual review process, and three internships during which students work with faculty on research, teaching, and/or policy work activities that go into the portfolio.

The existing and planned curriculum have a total of 39 credits that are the same, with the new program having the addition of internship hours, a new research class, and 6 credits in a cognate area. Given these similarities in curricula, the department's faculty recommend that once the new program is in place, the existing concentration will be closed after a period of transition. We propose to close admission to the concentration, effective the semester after SCHEV's approval of this new spin-off program and permanently close the concentration once any already admitted students who want that option have graduated. This will be coordinated with the State Council on Higher Education for Virginia and the Southern Association of Colleges and Schools Commission on Colleges.

### **Relationship to Existing VCU Degree Programs**

No other similar degree programs exist in the School of Education, or at Virginia Commonwealth University.

### **Compromising Existing Degree Programs**

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

### **Collaboration or Standalone**

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

### **Justification for the Proposed Program**

#### **Response to Current Needs (Specific Demand)**

The need for doctoral level special education leadership personnel prepared to assume faculty positions preparing special educators and early intervention personnel has been fully documented

and shows no signs of abating<sup>12</sup>. While the number of special education doctoral granting programs has increased over the past decade, Robb et al. (2012) document that the acute shortage of special education faculty remains and is expected to increase sharply over the next several years due to (1) the continued need to maintain capacity within special education teacher training programs, and (2) retirements and attrition among current faculty members in special education departments across the nation.

The PhD in Special Education program will help prepare qualified individuals to meet a growing demand for special education faculty positions by preparing individuals to enter positions in higher education. These focused programs are important, as faculty members need to be prepared for positions that are changing with a greater emphasis on experience in research, teaching, and/or service to meet the demands of schools and teachers<sup>13</sup>. According to the Special Education Faculty Needs Assessment (SEFNA), there were 16% more doctoral programs in 2009, than in 1999; as well as a 7% increase in enrollment, and a 28% increase in graduates from 2002 to 2007, those of whom were seeking faculty positions. While this data suggests there is an increase in graduates to meet the demands on the field, there is a 21% increase in the shortage of faculty as well<sup>14</sup> (Montrosse & Young, 2012). It was predicted that by 2017, one-half to two-thirds of special education faculty would be retired resulting in the need to train future special education faculty members (Smith et al., 2011). Therefore, the PhD in Special Education program will help prepare qualified individuals to meet this growing demand by preparing individuals to enter positions in higher education.

### **Employment Demand**

There is a need to train higher education faculty in special education. Most universities begin to actively recruit for open positions in fall through early spring of the current academic year, for positions they hope to fill in the next academic year. In order to show job needs for a full recruitment cycle, the ads included are those posted from September 2016 through August 2017. All of these positions require the applicants to have a PhD in Special Education or a related field. Therefore, the proposed program will address identified state and national needs for preparing highly qualified personnel in special education and related services, early intervention, and general education, to work with children and youth with disabilities, and by preparing highly competent Ph.D.-level personnel to assume faculty positions in institutions of higher education (IHE). The program will ensure these Ph.D.-level personnel have the research, teaching, and service skills to effectively add to and disseminate knowledge of evidence based practices (EPB) for effectively serving children and youth with disabilities in urban, high-need schools.

The need for qualified doctoral level special education leadership personnel with the competencies to assume faculty positions preparing special education and early intervention

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<sup>12</sup> Robb, S. M., Smith, D. D., & Montrosse, B. E. (2012). The context of the demand for special education faculty: A study of special education teacher preparation programs. *Teacher Education and Special Education*, 35(2), 128-139.

<sup>13</sup> Debettencourt, L. U., Hoover, J. J., Rude, H. A., & Taylor, S. S. (2016). Preparing special education higher education faculty: The influences of contemporary education issues and policy recommendations. *Teacher Education and Special Education*, 39(2), 121-133.

<sup>14</sup> Montrosse, B. E., & Young, C. J. (2012). Market demand for special education faculty. *Teacher Education and Special Education*, 35(2), 140-153.

personnel has been fully documented and show no signs of abating.<sup>15</sup> While the number of special education doctoral granting programs has increased in the past decade, an acute shortage of special education faculty remains a reality and is expected to increase sharply over the next several years due to (1) the continued need to maintain capacity within special education teacher training programs, and (2) retirements and attrition among current faculty members in special education departments across the nation.<sup>16</sup>

**Need to Train Faculty in Policy Development and Advocacy.** More than ever, today's leaders in special education, and particularly IHE faculty, need to have a solid grounding in public policy as it effects students with disabilities, their families, and those who support them. As students with disabilities are increasingly included in general education, the breadth and depth of policy that influences them has expanded. For example, all students are now expected to be "college and career-ready" when they complete high school. This is a policy that was generated through No Child Left Behind (2001), yet its impact on the education of students with disabilities is critical and impacts how we prepare students with disabilities for their transition to adult life. No longer is it sufficient for special education leaders to understand only special education policy, such as IDEA (2004) and the Americans with Disabilities Act. Tomorrow's special education leaders must comprehend the broad array of policies influencing education and develop a deep understanding of how those policies impact students with disabilities and the entire field of special education. Very few doctoral leadership preparation programs include this focus.

It is for these reasons that IHE faculty in the field of special education must assume new and expanded roles in preparing and developing tomorrow's special education workforce. They must also prepare general educators who will increasingly instruct students with disabilities. They will prepare tomorrow's district and state education leaders who will have to develop and administer policies that will influence the outcomes of students with disabilities in the future. They will need to prepare special educators who will work in collaboration with general educators as co-teachers and collaborators implementing evidence based practice and school wide strategies (such as multi-tiered systems of support and Universal Design for Learning). The IHE faculty of tomorrow will be preparing experts for all of these roles and it is essential that they themselves have a deep understanding of educational policy and are able to teach their students about the

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<sup>15</sup> Benedict, K. M., Johnson, H., & Antia, S. D. (2011). Faculty needs, doctoral preparation, and the future of teacher preparation programs in the education of deaf and hard of hearing students. *American Annals of the Deaf*, 156(1), 35-46.

Robb, S. M., Smith, D. D., & Montrosse, B. E. (2012). The context of the demand for special education faculty: A study of special education teacher preparation programs. *Teacher Education and Special Education*, 35(2), 128-139.

Smith, D. D., & Montrosse, B. E. (2012). Special education doctoral programs: A 10-year comparison of the suppliers of leadership personnel. *Teacher Education and Special Education*, 35(2), 101-113.

Smith, D. D., Young, C., Montrosse, B., Tyler, N. C., & Robb, S. M. (2011). The Impending Shortage of Special Education Faculty: A Summary. *Claremont Graduate University (NJ1)*.

Smith, D. D., Robb, S. M., West, J., & Tyler, N. C. (2010). The changing education landscape: How special education leadership preparation can make a difference for teachers and their students with disabilities. *Teacher Education and Special Education*, 33(1), 25-43.

<sup>16</sup> Robb, S. M., Smith, D. D., & Montrosse, B. E. (2012). The context of the demand for special education faculty: A study of special education teacher preparation programs. *Teacher Education and Special Education*, 35(2), 128-139.



critical role of policy in impacting outcomes for students with disabilities and their readiness for college and careers after high school.

**Need for Special Educators Prepared to Meet the Needs of Learners from Diverse Backgrounds in High Need Urban Schools: VCU As An Urban University.** It is essential that future special education faculty members are equipped to (1) conduct interdisciplinary research that develops new scientific knowledge to improve the educational outcomes of children and adolescents served in high need schools, and (2) prepare special educators to implement evidence-based practices designed to meet the needs of children and adolescents from diverse cultural and linguistic backgrounds in urban LEAs. The SEFNA report points out that 60% of all preparation programs in special education focus on preparing teachers to work in general special education programs serving students with mild/moderate disabilities.<sup>17</sup> The job opportunities will most likely require that applicants have a broad knowledge of special education as well as background and experience in teaching academic content. Other researchers have argued that educators working in urban settings need to reframe their perspectives to prepare teachers to minimize "opportunity gaps" rather than merely achievement gaps.<sup>18</sup> To understand how to improve outcomes for children and youth in urban settings, it is important to reframe the focus from providing *equal* education to *equitable* education. We can gain a better understanding of the difference by immersing our research staff in urban schools to identify what students in high needs schools need to succeed – rather than holding the exact same goals and visions across multiple and varied environments.<sup>19</sup> The community-engaged component of this leadership training project and the department's involvement in a number of research, training, and technical assistance programs based in Richmond area schools and community projects provides an opportunity for doctoral students to be contributors to this re-focused purpose in urban, high-needs schools.

## Virginia Need

Virginia data also make a strong case for the need for faculty at state universities, and for the need to prepare the next generation of special educators to meet the needs of children and youth with disabilities from birth through 21. First, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in demand. For example, for the 2016-2017 school year (the most recent data available), Virginia Department of Education surveyed local school boards about teacher shortages and reported 10 critical shortages to the Virginia legislature. Special education is ranked as the number one shortage in the state, which mirrored the data from the past ten years<sup>20</sup>.

## Employment Demand

Interest in doctoral studies in Special Education and Disability Policy is strong, and the need for graduates of doctoral programs continues to grow both regionally and nationally. The shortage of

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<sup>17</sup> Smith, D. D., Young, C., Montrosse, B., Tyler, N. C., & Robb, S. M. (2011). The Impending Shortage of Special Education Faculty: A Summary. *Claremont Graduate University (NJ)*.

<sup>18</sup> Milner IV, H. R., & Lomotey, K. (Eds.). (2013). *Handbook of urban education*. Routledge.

<sup>19</sup> Milner IV, H. R., & Lomotey, K. (Eds.). (2013). *Handbook of urban education*. Routledge.

<sup>20</sup> Virginia Department of Education. (2017). Critical shortage teaching endorsement areas. Retrieved from [http://www.doe.virginia.gov/teaching/workforce\\_data/shortage\\_areas/2016-2017.pdf](http://www.doe.virginia.gov/teaching/workforce_data/shortage_areas/2016-2017.pdf).

special education faculty has been well documented in the field<sup>21</sup>, and can be seen concretely by a review of recent advertisements in the Chronicle of Higher Education, and other online employment recruitment sites.

Not only will changes in the program improve the preparation the School of Education is able to provide to future leaders in the field of special education and disability policy, these changes also make the program more competitive for federal funding to pay for graduate assistantships for students accepted into the program. This funding, from the U.S. Department of Education's Office of Special Education Program's leadership preparation initiative, distributes funding to universities through a highly competitive process. These funds are used to recruit highly motivated students, fund stipends, tuition benefits, travel, and support to conduct research for the express purpose of encouraging prospective doctoral students to attend graduate school, complete their degrees, and assume jobs in areas of critical need. Not only does the funding provide support for<sup>22</sup> doctoral students themselves, a study by Smith et al. (2011) found that this funding creates an infrastructure for larger programmatic endeavors; program coordinators reported that their overall program capacity, breadth, and depth of program offerings expanded during the funding period. In fact, of the top twenty-five special education doctoral programs in the United States, nineteen of them had OSEP leadership training grant-funded programs (Smith et al., 2011). Strengthening the research, teaching and policy components of the program should position VCU to be competitive for one or more of these grants, and to increase the reputation of the program, and VCU as a highly productive research-focused university. However, regardless of grant success, there is sufficient internal funding to operate the program as described in this proposal.

A search from November 2017 through April 2017 of the online job database of the Chronicle of Higher Education<sup>23</sup> identified 20 positions in special education with all 20 of the postings being offered in the United States.

National Projections: Employment projections nationally and at the state level suggest a strong market for higher education faculty. According to the Occupational Outlook Handbook from the Bureau of Labor Statistics<sup>24</sup> employment prospects for faculty in higher education in general, and for those in postsecondary education fields in particular, look good. Job projections data suggest a 10% increase in employment between 2016 and 2026 for those in postsecondary education, which is considered faster than average in comparison to other jobs.

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<sup>21</sup> Montrosse, B. E., & Young, C. J. (2012). Market demand for special education faculty. *Teacher Education and Special Education*, 35(2), 140-153.

<sup>22</sup> Milner IV, H. R. (2013). Analyzing poverty, learning, and teaching through a critical race theory lens. *Review of Research in Education*, 37(1), 1-53.

<sup>23</sup> [https://chroniclevitae.com/job\\_search/new](https://chroniclevitae.com/job_search/new)

<sup>24</sup> <https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> - tab-6

#### National Employment Predictions and Percent Change in Employment (2016-2026) (BLS)

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change 2016-2026	
				Percent	Numeric
Education Teachers, Postsecondary	25-1081	74,500	82,200	10	7,700

State Projections: Job prospects are even brighter in Virginia. According to the Virginia Employment Commission<sup>25</sup>, job opportunities for teachers in post-secondary education are projected to increase 14.85% from 2014 to 2024. Although these projections do not specifically address individual disciplines, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand.

#### Virginia Employment Projections (2014-2024) (VEC)

Occupation	Occupation Code	2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Education Teachers, Postsecondary	251081	1,468	1,686	218	1.39%	14.85%

#### Appendix I – Employment Demand: Job Announcements

##### Student Demand

Two types of evidence are presented to document student demand for the Ph.D. in Special Education and Disability Policy program: actual enrollment data for the past five years in the concentration and a survey of potential students.

Enrollment Data: Since the Special Education and Disability Leadership concentration of the Ph.D. in Education program is already fully functioning, actual enrollment data for the past six years provides ample evidence to support enrollment projections of three new students per year. Fall 2016 enrollment was significantly higher than in any time in the past and reflects the increased funding available for both full-time and part-time students based on the federal funding for the Research to Policy Advocacy leadership training grant. This grant provided funding to support five full-time students (stipend, tuition and fees) as well as six part-time students (tuition and fees).

<sup>25</sup> <http://www.vec.virginia.gov/> Search Path - 1. Occupational Data 2. Data Trends 3. Employment and Wage Data 4. Occupation Data 5. Occupation and Employment Projections (Long Term) 6. Education, Training and Library 7. Education, Post secondary

#### Fall Enrollments in Existing Doctoral Concentration, 2012-2017

<b>Year</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
<b>Applied</b>	15	11	9	9	30	10
<b>Admitted</b>	9	4	3	8	12	6
<b>Enrolled</b>	8	3	2	6	11	5

Student Survey: A student survey was administered to students enrolled in the Special Education, M.Ed. program during January 16 – April 7, 2018. The survey was distributed to 62 students, and 23 responded for a 37% response rate. The first question was the most relevant to the level of student interest in the proposed program. The question was, *If VCU offered the Special Education and Disability Policy, Ph.D., would you enroll?* Of the 23 respondents:

- 4 respondents definitely agreed (17%)
- 3 respondents very likely agreed (13%)
- 5 respondents likely agreed (22%)

A copy of the student survey is included in the appendix.

Appendix J – Student Demand Survey



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**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 <u>35</u>	FTES <u>28</u>	HDCT <u>37</u>	FTES <u>29</u>	HDCT <u>40</u>	FTES <u>30</u>	HDCT <u>40</u>	FTES <u>30</u>	GRAD	HDCT <u>40</u>	FTES <u>30</u>	GRAD <u>5</u>

Assumptions:

Retention percentage: 90%

Full-time students: 16/Part-time students: 19

Full-time students average credit hours per semester: 9

Part-time students average credit hours per semester: 6

Full-time students graduate in 3.5 years

Part-time students graduate in 5 years

## **Duplication**

The proposed program will not duplicate any other program in the state. In Virginia, there are five schools that offer programs with a Ph.D. in Education and a Special Education specialization or concentration. Those Schools and the corresponding program information are listed below.

**George Mason University (GMU)** offers a Ph.D. in Education with a specialization in Special Education. Program prepares leaders in research, teaching, administration, and supervision for the variety of professional needs facing children, youth, and adults with disabilities.

### **Similarities with GMU:**

George Mason's PH.D program is similar to VCU in terms of the basic courses and requirement of a portfolio. The program may appeal to the persons in the same fields.

### **Differences from GMU:**

The VCU program in contrast however, offers a more intense focus on the policies, laws, and regulations governing special education. While the GMU program offers a specialty such as secondary, all persons in the VCU program participate in policy classes, internships, and the policymaking process on a local, state, and national level.

**Old Dominion University (ODU)** offers a Ph.D. in Education with a concentration in Special Education. Program graduates will be prepared as content experts in pre-referral intervention and early intervention to assume positions of leadership as special education faculty at the university and college level.

### **Similarities with ODU:**

ODU's PH.D program is geared toward developing the next generation of faculty members in special education at the nation's colleges and universities. Similar to VCU, ODU trains scholars to in research and writing to prepare them to make contributions to the professional literatures of special education. The program also offers an internship.

### **Differences from ODU:**

The program is in contrast however, in the nature of the internship. At VCU, scholars engage in teaching internships and policy internships at the local state and national level to ensure that graduates have practical skills, and policy and teaching skills to assist with adding to the professional literature relating to special education.

**University of Virginia (UVA)** offers a Ph.D. in Education with a track in Special Education. The program includes coursework, a research apprenticeship, and practical experiences to prepare graduates to produce original research that contributes to the knowledge base in special education and to teacher education in general; it also prepares graduates to provide effective leadership in this area.

### **Similarities with UVA:**

UVA's program offers a research apprenticeship and hands on experience in the field similar to VCU.

**Differences from UVA:**

The VCU program however, also offers hands on opportunities in research, service, and teaching so all graduates leave with practical experience in all three areas.

**Virginia Tech** (VT) offers a Ph.D. in Curriculum and Instruction. Special Education faculty teaches in this program and students focusing their research in special education can enroll.

**Similarities with VT:**

This particular program only offers students who want to focus their research on Special Education issues to have a major advisor in any of the Teaching and Learning fields, and have Special Education faculty members to serve on their committee to provide the direction and support for the area of interest within Special Education.

**William and Mary** (W&M) offers a Ph.D. in EPPL - Special Education Administration Program of Studies. Program provides initial preparation and continuing education for those who wish to serve in leadership positions in the field of special education.

**Similarities with W&M:**

W&M's PhD program is similar to VCU's program in its core requirements for its Core and research requirements.

**Differences from W&M:**

The W&M program however is geared towards who want to work in Special Education on the K12 level while VCU is geared towards training the next generation of Higher Ed faculty. The program provides scholars with the skills needed to work in higher education, but also in K12 or within advocacy organizations.

The following data, supplied by SCHEV, show enrollment trends at these universities in the general areas of education general, education other, and educational administration and supervision other.

Institution/Year		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
George Mason	Headcount	311	334	345	348	352	335
	Graduates	16	47	39	36	45	40
University of Virginia	Headcount	191	182	156	152	147	115
	Graduates	38	38	33	34	31	33
Old Dominion University	Headcount	272	261	256	244	235	254
	Graduates	41	34	33	57	43	38
Virginia Tech	Headcount	138	125	129	121	125	116
	Graduates	22	20	24	16	26	35
William and Mary	Headcount	132	143	143	144	135	137
	Graduates	18	18	24	32	24	18

## Projected resource needs for the proposed program

### **Resource Needs**

The proposed program initiates with a full-time faculty FTE of 2.0 and part-time teaching FTE of 1.45. Since the proposed program has been offered as a concentration under the Ph.D. in Education program for the past seven years, there is no need for additional resources until 2022. In 2022, increased enrollment will be realized from program improvements and increased recruitment efforts. There will be some need to redirect current resources within the Department of Counseling and Special Education. The part-time FTE will increase to 1.70 and the full-time FTE will remain at 2.0. The department will continue to secure external funding to support doctoral students and additional program improvements.

#### **Full-time Faculty**

Two full-time faculty members currently teaching in the concentration will devote more than 50% of their teaching effort to teaching in the proposed program, for an FTE of 2.0.

#### **Part-time Faculty**

Eight part-time faculty in the Department of Counseling and Special Education who currently teach in the concentration will teach in the proposed program. This will contribute 1.45 FTE to the proposed program. By the target enrollment year, this will increase to 1.70 to meet the needs of projected increased enrollment.

#### **Adjunct Faculty**

No adjunct faculty members are required to initiate and sustain the proposed program.

#### **Graduate Assistants**

The program will support thirteen graduate assistants from multiple sources of funding with stipend support totaling \$342,000. No additional funds for graduate assistants are requested to initiate and sustain the proposed program.

#### **Classified Positions**

Classified support for this program will come from a reallocation of .25 FTE for the current Program Coordinator in the Department of Counseling and Special Education who provides support to the program. This represents a salary of \$9,500 and related fringe benefits are \$3,629. It is anticipated that once the proposed degree program is approved and enrollments increase, this time will also increase to add an additional .10 FTE by the target year.

No additional classified position is requested to initiate and sustain the proposed program.

#### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain this degree program.

**Equipment**

No new equipment, including computers, is required to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this degree program.

**Library**

The Report on Library Resources related to this proposed degree program is included in Appendix G and indicates that library resources are adequate. The library resources are sufficient to initiate and sustain this degree program.

Appendix K - Library Resources

**Telecommunications**

No additional telecommunication costs are needed to initiate and sustain this degree program.

**Space**

The space resources are sufficient to initiate and sustain this degree program. There is already adequate classroom and faculty office space.

**Other Resources (specify)**

No resources other than those described above are needed to initiate and sustain this proposed program.

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

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2018- 2019		2022- 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	2.00	0.00	0.00	2.00
Part-time faculty FTE**	1.45	0.00	0.25	1.70
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	13.00	0.00	0.00	13.00
Classified positions	0.25	0.00	0.10	0.35
TOTAL	16.70	0.00	0.35	17.05
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another un				
*** Added <u>after</u> initiation year				

**Part C: Estimated resources to initiate and operate the program**

	<b>Program Initiation Year</b>		<b>Expected by Target Enrollment Year</b>	
	<b>2018- 2019</b>		<b>2022- 2023</b>	
Full-time faculty	2.00	0.00	0.00	2.00
salaries	\$61,883	\$0	\$0	\$61,883
fringe benefits	\$23,639	\$0	\$0	\$23,639
Part-time faculty (faculty FTE split with unit(s))	1.45	0.00	0.25	1.70
salaries	\$156,166	\$0	\$25,000	\$181,166
fringe benefits	\$59,655	\$0	\$9,550	\$69,205
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	13.00	0.00	0.00	13.00
salaries	\$342,000	\$0	\$0	\$342,000
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.25	0.00	0.10	0.35
salaries	\$9,500	\$0	\$3,800	\$13,300
fringe benefits	\$3,629	\$0	\$1,452	\$5,081
<b>Personnel cost</b>				
salaries	\$569,549	\$0	\$28,800	\$598,349
fringe benefits	\$86,923	\$0	\$11,002	\$97,925
Total personnel cost	\$656,472	\$0	\$39,802	\$696,274
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$656,472</b>	<b>\$0</b>	<b>\$39,802</b>	<b>\$696,274</b>

**Part D: Certification Statement(s)**

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

**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> )	314,472	354,274
Reallocation within the school or college ( <i>Note below the impact this will have within the school or college.</i> )	000,000	000,000
Reallocation within the institution ( <i>Note below the impact this will have within the institution.</i> )	000,000	000,000
Other funding sources ( <i>Specify and note if these are currently available or anticipated.</i> )	342,000	342,000

**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 be the primary funding source to initiate and sustain the proposed new degree program. Departmental funding includes a reallocation of resources used for the existing special education and disability policy concentration in the Education, Ph.D. program.

The increase in part-time teaching effort from 1.45 to 1.70 FTE by the target enrollment year will be supported through the increase in tuition/enrollment revenue.



**Other funding sources**

The department currently has funding from two different grants which provides funding for a total of 13 doctoral students. The Research to Policy Advocacy (RTPA) Leadership Grant has federal funding for five full-time and five part-time doctoral students over the next five years. The department also has a sub-award with The National Center for Leadership in Intensive Intervention (NCLII), a federally funded grant awarded to Vanderbilt University. This sub-award provides funding for three full-time students. In addition, several faculty members are or have been Principal Investigators on federally-funded training and research projects (e.g., Thoma, Sutherland, Farmer, Kregel, Gilles, and Xu), and department faculty consistently generate over \$18 million annually in external funding, providing ample opportunities for students to participate in research, teaching and policy/service activities that will enhance their professional development.

**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 Plan of Study

Sample plan of Study for Full-time Students and Part-time students as applicable

### Part-Time Schedule

Year	Fall Semester	Spring Semester	Summer Semester
<b>Year I</b> 15 credits	EDUS 608: Educational Statistics (3)	EDUS 702: Foundations of Educational Research and Doctoral Scholarship I (3)	EDUS 703: Foundations of Educational Research and Doctoral Scholarship II (3)
	SEDP 707: Critical Issues in Special Education (3)	EDUS 710: Quantitative Research Design (3)	Qualifying Exam
<b>Year II</b> 15 credits	SEDP 705: Seminar on Disability Policy (3)	SEDP 706: Personnel Development in Special Education (3)	SEDP 772: Teaching Internship (3)
	SEDP 708: Grant Writing in Special Education and Other Social Sciences (3)	EDUS 711: Qualitative Methods and Analysis (3)	
<b>Year III</b> 14 credits	SEDP 711: Doctoral Seminar in Single Subject Design (3)	SEDP 771: Research Internship (3)	SEDP 773: Policy Internship (2)
	Cognate (3)	Cognate (3)	
<b>Year IV</b> 16 credits	Research Elective (3)	SEDP 890: Dissertation Prospectus Preparation (1)	SEDP 899: Dissertation (9 total)
	SEDP 709: Literature Reviews in Special Education and Other Social Sciences (3)	Comprehensive Exam (0)	

**TOTAL CREDIT HOURS**

**60**

## Full-Time Schedule

Year	Fall Semester	Spring Semester	Summer Semester
<b>Year I</b> 21 credit hours	EDUS 608: Educational Statistics (3)	EDUS 702: Foundations of Educational Research and Doctoral Scholarship I (3)	EDUS 703: Foundations of Educational Research and Doctoral Scholarship II (3)
	SEDP 707: Critical Issues in Special Education (3)	EDUS 710: Quantitative Research Design (3)	Qualifying Exam
	SEDP 705: Seminar on Disability Policy (3)	SEDP 706: Personnel Development in Special Education (3)	
<b>Year II</b> 20 credit hours	SEDP 711: Doctoral Seminar in Single Subject Design (3)	EDUS 711: Qualitative Methods and Analysis (3)	SEDP 772: Teaching Internship (3)
	SEDP 708: Grant Writing in Special Education and Other Social Sciences (3)	SEDP 771: Research Internship (3)	SEDP 773: Policy Internship (2)
	Cognate (3)		
<b>Year III</b> 10 credit hours	Research Elective (3)	SEDP 890: Dissertation Prospectus Preparation (1)	SEDP 899: Dissertation
	Cognate (3)	Comprehensive Exam (0)	
	SEDP 709: Literature Reviews in Special Education and Other Social Sciences (3)	SEDP 899: Dissertation	SEDP 899: Dissertation
<b>Year IV</b> 9 credit hours	SEDP 899: Dissertation (as Needed)		

**TOTAL CREDIT HOURS**

**60**

## **Appendix B - Description of Required Common Core Courses**

### **Research & Foundations Core:**

Educational Studies 608: Educational Statistics. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT 508 or equivalent. An intermediate-level statistics class focusing primarily on techniques of inferential analysis. The purpose of this course is to facilitate students' development of the skills required to come up with a research hypothesis and analyze data to confirm or deny said hypothesis. Students will conduct data analysis using the National Center for Education Statistics Educational Longitudinal Study of 2002. Students will specifically consider the development of theoretically grounded hypotheses and the use of a variety of statistical techniques to enable their testing. The class will focus in particular on multiple regression with two or more independent variables and the psychometric analysis of measurement scales intended to tap variables used in the models developed. Students will also consider curvilinear relationships, factor analysis and power analysis. Students who successfully complete the course should have the ability to analyze complex data sets and construct measures that enable the testing of hypotheses that advance theory, research and practice in the field of education.

Educational Studies 702: Foundations of Educational Research and Doctoral Scholarship I. 3 Hours. 3 lecture hours. 3 credits. This interdisciplinary seminar is the first part of a two-semester sequence. Students will learn about the nature of scholarly inquiry and the worth of situating research within its wider social and political contexts. Course will deal with limitations of knowledge and knowing and aid students in understanding major themes in the field of epistemology. Emphasis will be given to the nature and structure of knowledge and evidence, justification of beliefs, beliefs about "truth," naturalized epistemology and the role of skepticism in inquiry and advanced study. EDUS 702 and 703 are continuous courses.

Educational Studies 703: Foundations of Educational Research and Doctoral Scholarship II. 3 Hours. 3 lecture hours. 3 credits. Prerequisite: EDUS 702. This interdisciplinary semester is the second part of a two-semester sequence. Students will deepen their understanding of scientific inquiry and apply an understanding of epistemology to a critical analysis of various philosophies of research and paradigms that exist (e.g.: positivism, constructivism, etc.). Emphasis will be placed on the relationships among research, politics, policy and ethics. Examples will be drawn from research on urban issues and deal with issues such as race, class and gender in education. EDUS 702 and 703 are continuous courses.

Educational Studies 710: Educational Research Design. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor. An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.

Educational Studies 711: Qualitative Methods and Analysis. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor. Examines qualitative research designs and inductive analysis, including research traditions, problems formulation in fieldwork, purposeful sampling, interactive data collection strategies, research reliability and validity. An interdisciplinary approach is used. Students conduct a small field study in their specialization.

Special Education and Disability Policy 708: Grant Writing in Special Education and Other Social Sciences. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines conceptual, empirical and practical issues in the preparation of grant proposals and in the conduct of interdisciplinary research in the social sciences that focuses on education and related issues in youth development, with a specific emphasis on youth with disabilities. Students will develop practical skills in establishing interdisciplinary research teams; interdisciplinary research design and grant proposal development; matching research questions to funding agencies and their priorities; working with community agencies and relevant stakeholders to secure their involvement in the research process; writing research or training grant proposals.

\*Special Education and Disability Policy 711: Doctoral Seminar in Single Subject Design. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is intended to provide an overview of strategies for designing and conducting single subject studies that are relevant to education, special education, psychology and other related fields of inquiry. Its purpose is to provide doctoral students or advanced graduate students who are interested in applied research designs with an opportunity to acquire competencies related to planning, implementing and analyzing such research. The content of the course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in educational and community settings. This course is designed as an initial course in single research design.

### **Special Education Core:**

Special Education and Disability Policy 705. Seminar on Disability Policy. 3 Hours. Semester course; 3 lecture hours. 3 credits. Discussion and examination of key federal and state issues that affect disability policy and program management. Includes an in-depth examination of IDEA, ADA and the Rehabilitation Act of 1973.

Special Education and Disability Policy 706. Personnel Development in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prepares individuals to effectively design, provide and evaluate personnel development programs that prepare professionals to maximize the developmental, educational, emotional and employment outcomes of individuals with disabilities.

Special Education and Disability Policy. Critical Issues in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Discussion and examination of controversial and/or critical issues in special education, as well as current IDEA definitions (learning

disabilities, emotional disturbance and mental retardation), referral and assessment methods, and instructional models.

\*Special Education and Disability Policy 709. Literature Reviews in Special Education and Other Social Sciences. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides in-depth, advanced instruction in the conducting of systematic literature reviews; instruction in how to create and refine a research question; instruction in defining and refining search terms; instruction in critically analyzing identified literature; and instruction in the writing and structure of a literature review.

### **Dissertation Research:**

Special Education and Disability Policy 890: Dissertation Prospectus Preparation. 1 Hour. Semester course; 1 lecture hour. 1 credit. Prerequisite: SEDP 709 Students will receive guidance in the preparation of their dissertation prospectus, describing their plan for conducting an original research study as the final requirement for their Ph.D. in Special Education and Disability Policy. Graded S/U/F.

Special Education and Disability Policy 899: Dissertation 1-9 Hours. Semester course; variable hours. Variable credit. May be repeated. A minimum of 9 semester hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student's doctoral prospectus. Dissertation work under direction of dissertation committee. Graded as S/U/F.

### **Internship:**

\* Special Education and Disability Policy 771: Research Internship. 1-3 Hours. Semester course; 1-3 research hours. 1-3 credits. May be repeated for a total of 3 credits. Enrollment requires prior approval of adviser. The research internship is designed to provide doctoral students with an opportunity to demonstrate competence at designing and conducting a pilot research study and disseminating research findings. Graded as S/U/F.

\* Special Education and Disability Policy 772: Teaching Internship. 1-3 Hours. Semester course; 1-3 internship hours. 1-3 credits. Enrollment requires prior approval of adviser. The teaching internship is designed to provide doctoral students with an opportunity to demonstrate competence in the activities related to the preparation of teachers of students with disabilities at the university level. Graded as S/U/F.

\* Special Education and Disability Policy 773: Policy Internship. SEDP 773. Service/Policy Internship. 1-2 Hours. Semester course; 1-2 hours of internship. 1-2 credits. Enrollment requires prior approval of adviser. The service competency is met through an internship that is designed to give doctoral candidates an intensive experience in which they can become actively involved in professional service to the field of special education and, in particular, in the development and implementation of local, state or national policy. Graded as S/U/F.

\* Indicates new course



## **Appendix C - Description of Restricted Electives**

### **Research Elective**

Administration and Supervision 701. Education Policy Research. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines a set of applied research practices undertaken within a diverse community of scholars and analysts and that have implications for education. Explores processes involved in developing and implementing educational policy. Emphasis is given to the roles of federal and state governments in policymaking with attention to problems encountered in implementing educational policies. Focuses on research approaches relevant to policy research.

Allied Health Professions 760. Biostatistical Methods for Health Related Sciences. 3 Hours. Semester course; 3 credits. Examines basic concepts and techniques of statistical methods, enabling individuals to conduct scientific inquiry as well as critical appraisal of the scientific literature. Includes the collection and display of information, data analysis and statistical measures; variation, sampling and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one- and two-sample problems; principles of one-factor experimental design, one-way analysis of variance and multiple comparisons; and correlation and regression analysis.

Allied Health Professions 762. Multivariate Statistical Methods for Health Related Sciences Research. 3 Hours. Semester course; 3 credits. Examines multivariate statistical analysis and evaluation research methods with application to health related science research. Emphasizes data reduction techniques, factor analysis, principle components, discriminant analysis and logistic regression to analyze data in the health field.

Biostatistics 631. Mixed Models and Longitudinal Data Analysis. 4 Hours. Semester course; 4 lecture hours. 4 credits. Prerequisites: BIOS/STAT 514, 546 and 554. Introduction to longitudinal data structures and statistical inference. Multivariate theory and applications of normal mixed models, generalized linear mixed models, mixed models for categorical data, nonlinear mixed models and multiple imputation methods for missing data.

Biostatistics 632. Multivariate Analysis. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: BIOS/STAT 514 and 554. One- and two-sample multivariate tests; invariance: MANOVA, MANCOVA and multiple design models; nonparametric methods; inference with covariance matrices; principal components; factor analysis; discriminant analysis; clustering.

Educational Studies 662. Educational Measurement and Evaluation. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides an understanding of basic concepts of educational measurement and evaluation. Includes development, interpretation and use of norm-referenced and criterion-referenced measures,

standardized instruments and qualitative assessments applicable to a wide variety of educational programs and settings. Students study in-depth measurement and/or evaluation procedures in their specialization.

Public Administration 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/CRJS 623/URSP 623.

Public Administration 624. Quantitative Methods for Public Administration. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: PADM 623 or permission of the instructor. Introduction to statistical methods for use in managerial decision-making, policy analysis and social science research. Descriptive and inferential statistics are explored through computations and using SPSS/PC computer software.

Public Policy and Administration 721. Survey of Applied Research Methods in Public Policy. 3 Hours. Semester course; 3 lecture hours. 3 credits. Restricted to doctoral students only. Provides a critical and comparative review of public policy and administration focusing on the empirical and theoretical literature in the field. Emphasizes the development of the policy studies field and its epistemological foundations. Includes alternative approaches to policy analysis, the place of analysis in the decision-making environment and the role of policy in shaping administrative institutions.

Public Policy and Administration 722. Survey of Data Analysis Techniques in Public Policy. 3 Hours. Semester course; 3 lecture hours. 3 credits. Restricted to doctoral students only. Provides a critical and comparative review of public policy and administration focusing on the empirical and theoretical literature in the field. Emphasizes the development of the policy studies field and its epistemological foundations. Includes alternative approaches to policy analysis, the place of analysis in the decision-making environment and the role of policy in shaping administrative institutions.

Public Policy and Administration 723. Survey Research Methods. 3 Hours. Semester course; 3 lecture hours. 3 credits. Overview of survey research methods with an emphasis on hands-on training in how to evaluate, conduct and analyze survey research.

Psychology 620. Design and Analysis of Psychological Research. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: undergraduate course in basic statistics or permission of instructor. An introduction to research design in psychology (e.g., logic behind various research designs, typical research problems). Review of principles of hypothesis testing, general

linear model, analysis of variance including factorial designs with special emphasis on prior and post-hoc comparisons, repeated-measures designs and mixed designs.

Psychology 643. Principles of Psychological Measurement. 2 Hours. Semester course; 2 lecture hours. 2 credits. Prerequisite: graduate standing in psychology or permission of instructor. Basic psychometric concepts to prepare the student for subsequent evaluation instruments. Origins and logic of testing, criteria for judging tests, standardization and reliability, and validity and principles of test development and construction.

Psychology 655. Community Interventions: Development, Implementation and Evaluation. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. Provides an understanding of the concepts community, prevention and promotion and how interventions that adopt such a perspective differ from traditional psychotherapeutic interventions in their goals and targets. Explores how to critically evaluate research related to community and preventive interventions. Emphasizes consideration of issues in designing, implementing and evaluating community intervention projects. Provides opportunities to conduct part of the intervention in a community setting.

Social and Behavioral Health 633. Structural Equation Modeling. 3 Hours. Semester course; 3 lecture hours. 3 credits. Introduces students to principles and applications of structural equation modeling for testing theories in social and behavioral sciences. Examines latent variables with continuous and discrete distributions, multimethod measurement modeling under the latent variable framework, latent variable modeling of longitudinal measurement designs and testing mediation and moderation using structural equation modeling.

Statistics 643. Applied Linear Regression. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: MATH 200-201, STAT 212 and MATH 310 or equivalents. An introduction to the concepts and methods of linear regression analysis. Topics include simple linear regression, multiple linear regression, the impact of model misspecification, model selection criteria, residual analysis, influence diagnostics, diagnostic plots, multicollinearity, transformations and response surface methodology. Applications involve the use of a statistical software package.

Statistics 675. Time Series Analysis I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: graduate status in mathematical sciences or systems modeling and analysis, or permission of instructor. Analysis of data when observations are not mutually independent, stationary and nonstationary time series, ARIMA modeling, trend elimination, seasonal models, intervention analysis, transfer function analysis, prediction and applications in economics and engineering.

Statistics 744. Regression II. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT 643 or equivalent. Theoretical development and advanced applications of the general linear regression model and nonlinear regression models.

Topics include an overview of multiple linear regression, generalized least squares and weighted regression, procedures for diagnosing and combating multicollinearity, advanced model selection criteria, influence diagnostics including multiple observation diagnostics and singular value decomposition, nonlinear regression, Poisson regression, logistic regression, generalized linear models and the exponential family, variance modeling and nonparametric regression. Applications involve the use of a statistical software package.

### **Cognate**

Administration and Supervision 701: Education Policy Research. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines a set of applied research practices undertaken within a diverse community of scholars and analysts and that have implications for education. Explores processes involved in developing and implementing educational policy. Emphasis is given to the roles of federal and state governments in policymaking with attention to problems encountered in implementing educational policies. Focuses on research approaches relevant to policy research.

Administration and Supervision 702. Educational Administration: Contemporary Theory and Practice. 3 Hours. Semester course; 3 lecture hours. 3 credits. Study of recent developments in administrative theory and the application of these theories to contemporary and future educational issues and problems.

Administration and Supervision 703. Leadership for Social Justice and Equity in Education. 3 Hours. Semester course; 3 lecture/seminar hours. 3 credits. Students will study and engage in dialogue related to the critical role of education in a democratic society in a rapidly changing and increasingly complex world. Through a focused discussion of theories and concepts such as democratic schools, social justice, critical theory and power, feminism, critical race theory, and difference/normalization, students come to understand the possible roles education can play in society and their need to continuously reflect on their own vision for leadership in public schools.

Administration and Supervision 704. Education Finance Policy and the Equitable Distribution of Resources. 3 Hours. Semester course; 3 lecture hours. 3 credits. In addition to a traditional examination of some of the aspects of the economic, legal, financial and budgeting policies affecting the equitable distribution of education resources in the U.S., the social justice implications associated with several established theories and policies in the field of education finance are examined. Specific topics include the historical and philosophical perspectives of U.S. education finance; education finance reform litigation; conceptions and measurements of equity, adequacy and efficiency in school finance designs; the role of federal, state and local governance in equitable education finance in the U.S.; and the resource needs and organizational and fiscal implications of serving special populations in U.S. schools.

Administration and Supervision 706. Leadership Perspectives on Learning. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Explores contemporary leadership perspectives on learning. This general theme is refined into three focus areas of current theory and practice: perspectives on what it means to learn, the ways in which digital technology factors into teaching and learning, and perspectives on the future of the formal K-12 learning enterprise.

Administration and Supervision 707. The Politics of Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examination of how the political structure of public education determines the nature of schooling. Study of political theory of education, macropolitics of education and schooling from micropolitical perspective leading to synthesis and development of critical understanding of the politics of education.

Graduate School 601. The Academic Profession. 2 Hours. Semester course; 2 lecture hours. 2 credits. Restricted to graduate or professional students. Designed to introduce graduate students to the roles and responsibilities of faculty members in institutions of higher education. Through readings, discussion and conversations with faculty members from a variety of settings, students will learn about the changing social expectations for higher education, the diverse settings in which faculty work and strategies for developing and presenting marketable academic skills. Graded as pass/fail.

Graduate School 602. Teaching and Learning in Higher Education. 2 Hours. Semester course; 2 lecture hours. 2 credits. Restricted to graduate or professional students. This course focuses on the art and science of teaching and learning in higher education. Graded as pass/fail.

Graduate School 605. Professional Specialty Seminar. 1 Hour.

Short course; 1 lecture hour. 1 credit.

Prerequisites: GRAD 601, GRAD 602 and OVPR 603. Restricted to graduate or professional students. Registration by permission of PFF Program Office. Seminars will provide students with the opportunity to focus on the full range of faculty responsibilities specific to their chosen disciplines/professions in such a way that builds on the more general knowledge and skills covered in GRAD 601 and GRAD 602. Students will be enrolled in a professional cluster section related to their academic disciplines (such as fine arts, social sciences, physical and life sciences, health sciences, etc.). There are no substitutions for this seminar course. See PFF Program website (<http://www.graduate.vcu.edu/programs/pff/courses.html>) for additional information on cluster sections and course registration. Contact the PFF program office or the instructor with questions regarding which professional cluster section is most appropriate. Graded as pass/fail.

Graduate School 606. Internship/Externship in Professional Teaching. 1-3 Hours. Intern course; variable hours. 1-3 credits.

Prerequisites: GRAD 601, 602, 605 and OVPR 603. Restricted to graduate or professional students. Registration by permission of the PFF Program Office after proposal submission and approval. The internship in professional teaching is the



capstone experience of the Preparing Future Faculty Program in which students will gain experience and practice in clinical/field or studio instruction under the tutelage of a senior faculty mentor at an institution that most likely mirrors the institution of interest to the student. A proposal agreement must be signed by the faculty mentor who will direct the project and assign the final grade and must be submitted to the PFF Program office for approval before the student enrolls or begins the internship/externship. The proposal must define the project and the intended outcomes, must specify the learning goals and the agreed-upon methods for evaluation, and must identify the institution where the project will take place. At the end of the project, the student must submit to the faculty mentor a report describing the experience and the extent to which the stated goals were accomplished. The faculty mentor will submit the student report, along with an evaluation of the project and the grade to be awarded, to the director of the PFF Program. Each internship/externship course requires approximately 150 contact hours in the form of preparing for and carrying out the project. The student's role is to be one of "junior faculty member" and the faculty member's as guide and mentor. Students must complete all three hours of GRAD 606 for the PFF Certificate of Achievement and must have made final edits and uploads of all relevant materials to their PFF electronic portfolios. Refer to PFF Program website for proposal instructions and electronic portfolio requirements:  
<http://www.graduate.vcu.edu/programs/pff/courses.html>. Graded as pass/fail.

Government and Public Affairs 625. Public Policy Analysis. 3 Hours. Semester course; 3 lecture hours. 3 credits. The examination of various methods for identifying and structuring public policy problems and issues, formulating and analyzing alternative responses, recommending policy actions for decision-making, and designing and evaluating implementation plans and the means to monitor and evaluate the resulting policy outcomes. Crosslisted as: PADM 625.

Interdisciplinary Studies 600. Interdisciplinary Studies in Developmental Disabilities: Teamwork in Serving Persons with Developmental Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides information and activities on models of teamwork, group decision making, team process, leadership and communication and how they influence services for persons with disabilities and their families; content/discussion focuses on the roles and functions of individuals from various disciplines (including parents) as team members; includes case studies and simulations of interdisciplinary teamwork in action.

Interdisciplinary Studies 602. Leadership in Developmental Disabilities. 2 Hours. Semester course; 2 lecture hours. 2 credits. A team-taught seminar in leadership development with particular emphasis on issues related to children with developmental disabilities.

Interdisciplinary Studies 672. Practicum in Disability Leadership. 1-4 Hours. Semester course; 1-4 lecture hours. 1-4 credits. May be taken for a total of 4 credits. Study and integration of interdisciplinary practice in clinical or off-campus settings. Supervised by

interdisciplinary faculty. Includes interdisciplinary clinical practice, family mentorship experience, disability policy activities, leadership project and professional development activities specific to leadership education for developmental disabilities. Trainees will have an opportunity to function as both team members and team leaders in addressing the needs of children with disabilities or other special health care needs and their families.

Research 603. Responsible Conduct of Research. 1 Hour. Short course; 1 lecture hour. 1 credit. Restricted to graduate or professional students, with preference given to Preparing Future Faculty students. Registration requires permission of PFF Program office. This course is designed to provide a learning experience that will enable students to develop and refine skills needed to solve problems involving relevant topic areas of responsible scientific conduct and to clearly articulate ethically and legally acceptable solutions to problems posed about scientific conduct. Content of the course includes relevant guidelines, policies and laws bearing on the conduct of scientific research including those dealing with scientific authorship, use of humans and animals in research, conflict of interest, data ownership, scientific record keeping, collaborative research, and ownership, protection and use of intellectual property in the arena of scientific research. Conventions and normative behavior related to responsibilities in the scientific mentor-trainee relationship will also be covered. Graded as pass/fail.

Public Policy and Administration 711. Seminar in Public Policy I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Restricted to doctoral students only. Provides a critical and comparative review of public policy and administration focusing on the empirical and theoretical literature in the field. Emphasizes the development of the policy studies field and its epistemological foundations. Includes alternative approaches to policy analysis, the place of analysis in the decision-making environment and the role of policy in shaping administrative institutions.

Public Policy and Administration 712. Seminar in Public Policy II. 3 Hours. Semester course; 3 lecture hours. 3 credits. Restricted to doctoral students only. This seminar aims to facilitate examination of public policy in its macro context. It will assist participants in gaining an overview of fundamental and contextual features of public policy as it has evolved. It will explore underlying and outlying perspectives that shape thinking and theorizing and action about public policy, and that suggest fresh ideas about public policy. This will include selected aspects of philosophy of public policy, philosophy of methodology relating to public policy and epistemic pluralism as it relates to public policy. Continuation of PPAD 711.

Public Policy and Administration 717. Law and Public Policy. 3 Hours. Semester course; 3 lecture hours. 3 credits. An introduction to basic legal and constitutional issues that shape and limit the creation of public policy. An examination of court cases leads the student to examine the interaction between legislative policymakers, courts and administrative implementers, and how the law may be used both to support the role of policymakers as well as to constrain them. Issues to be examined include health care, regulation of commerce, First Amendment issues, the environment and educational policy.



## Appendix D – Portfolio Components

### VCU School of Education Special Education and Disability Policy Ph.D. Program

**Student Name:** \_\_\_\_\_ **Faculty Advisor:** \_\_\_\_\_

**Advising Committee Members:** \_\_\_\_\_

**Review Dates:**  
**First Year Review:** \_\_\_\_\_  
**Second Year Review:** \_\_\_\_\_  
**Third/Final Review:** \_\_\_\_\_

**Other Review Dates:** \_\_\_\_\_

#### First Year Review

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. First year review folder	Include all documents from First Year Review process	Advisory committee	Date: _____ Eval. sign: _____ Comments: _____

#### Teaching Activity

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Course Development and Delivery	Prepare & present at least two class sessions in graduate level courses. a. written outline or presentation document b. participant evaluations Teach or co-teach a graduate level course; teaching narrative documenting goals,	Faculty member observes class sessions. e.g., SEDP 501  Teaching Internship	Date: _____ Eval. sign: _____ Comments: _____

	strategies, evaluative feedback (student, mentor), and reflection.		
2. Supervision or Mentorship	<p>Supervise a student who is completing practicum or externship in area of specialization for one semester using the supervision protocol for the program.</p> <p>Mentor M.Ed. or Doctoral Student during the beginning of their program.</p> <p>a. Provide leadership and guidance with regards to program expectations.</p> <p>b. Introduce student to faculty and peers with similar agenda interests.</p> <p>c. Mentor and evaluate M.Ed. student's research poster</p>	<p>Overall supervision and feedback provided by practicum faculty and cooperating supervisor.</p> <p>Minutes from mentoring sessions and goals for work evaluated by the advisor.</p>	<p>Date: _____</p> <p>Eval. sign: _____</p> <p>Comments: _____</p>

### Research & Scholarly Activity

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Professional Presentation	<p>Plan and present at least two different professional research presentations at national conferences in area of specialization</p> <p>a. Presentation proposal</p> <p>b. Presentation outline or slides</p> <p>c. Handouts</p>	<p>Planning materials approved in advance by faculty advisor.</p> <p>Presentations observed by faculty supervisor or designee.</p>	<p>Date: _____</p> <p>Eval.sign: _____</p> <p>Comments: _____</p>
2. Professional writing	<p>Submit three samples of scholarly writing, such as: a) manuscripts submitted for publication, b) research proposals, c) published articles/studies; and/or d) other professional writing</p>	<p>Student reviews evaluated by faculty.</p> <p>Policy Internship</p>	<p>Date: _____</p> <p>Eval. sign: _____</p> <p>Comments: _____</p>

3. Research	Design and conduct (alone or as part of a research group) at least one research study prior to dissertation by assuming major responsibility for planning, executing, and writing up the study.	Manuscript evaluated by faculty. Research Internship	Date: _____ Eval. sign: _____ Comments:
4. Grant-contract proposal application	Write a grant proposal/contract application for funding a personnel preparation, research, or service project.	Guidelines from targeted funding agency should be followed. SEDP 706 SEDP 708	Date: _____ Eval. sign: _____ Comments:

### Service & Professional Development

Competency Area	Program Task/Documentation	Verification Procedures	Evaluation
1. Service to the profession with a community-engaged focus	Partner with local P-12 schools or other educational entity to expand community engagement, scholarship, and service learning. For example: a. attend one local event/meeting on critical community initiative/program/service b. establish partnership with 1 local school to provide inservice support c. establish relationship with local T/TAC for list of references and resources for technical assistance	Planning materials approved in advance by faculty advisor. Inservice and training materials submitted to advisor and evaluated.  Policy Internship	Date: _____ Eval. sign: _____ Comments:
2. Service to the professional community	Become an active member in professional organization(s). Leadership roles in organizations and evidence of active engagement particularly valued.	Documentation of membership and other activities with organization(s) reviewed by	Date: _____ Eval. sign: _____ Comments:

		faculty. Policy Internship	
3. Service to the Department, School or University	Participate in service at one of these levels, such as: a. Student member of faculty search committee b. Student member of promotion and tenure committee c. Student member of School committee	Documentation of active participation reviewed by faculty.	Date: _____ Eval. sign: _____ Comments:
4. Professional development	Participate in school, university, community and/or professional seminars and conferences.	Documentation of participation reviewed by advising committee.	Date: _____ Eval. sign: _____ Comments:

### Integrated Statement

Competency Area	Program Task Description	Verification Procedures	Evaluation
1. Integrated statement	Write narrative describing Teaching, Research and Service activities. Document should integrate student's experience across these three areas into an integrated whole, not exceeding three single-spaced pages.	Reviewed by faculty.  Research, Teaching, & Policy Internships	Date: _____ Eval. sign: _____ Comments:

## Appendix E - Comparison of Existing and Proposed Programs

PhD in Education, Concentration in Special Education and Disability Leadership	PhD in Special Education and Disability Policy
<b>Research and Foundations Core 18 Credits</b>	<b>Research and Foundations Core 21 Credits</b>
Educational Studies 608. Educational Statistics (3cr)	Educational Studies 608. Educational Statistics (3cr)
Educational Studies 702. Foundations of Educational Research and Doctoral Scholarship I (3cr)	Educational Studies 702. Foundations of Educational Research and Doctoral Scholarship I (3cr)
Educational Studies 703. Foundations of Educational Research and Doctoral Scholarship II (3cr)	Educational Studies 703. Foundations of Educational Research and Doctoral Scholarship II (3cr)
Educational Studies 710. Educational Research Design (3cr)	Educational Studies 710. Educational Research Design (3cr)
Educational Studies 711. Qualitative Methods and Analysis (3cr)	Educational Studies 711. Qualitative Methods and Analysis (3cr)
Special Education and Disability Policy 708. Grant Writing in Special Education and Other Social Sciences (3cr)	Special Education and Disability Policy 708. Grant Writing in Special Education and Other Social Sciences (3cr)
	Special Education and Disability Policy 711. Doctoral Seminar in Single Subject Design (3cr)*
<b>Special Education Core 12 credits</b>	<b>Special Education Core 12 credits</b>
Special Education and Disability Policy 705. Seminar on Disability Policy (3cr)	Special Education and Disability Policy 705. Seminar on Disability Policy (3cr)
Special Education and Disability Policy 706. Personnel Development in Special Education (3cr)	Special Education and Disability Policy 706. Personnel Development in Special Education (3cr)
Special Education and Disability Policy 707. Critical Issues in Special Education (3cr)	Special Education and Disability Policy 707. Critical Issues in Special Education (3cr)
Special Education and Disability Policy 709. Literature Reviews in Special Education and Other Social Sciences (3cr) *	Special Education and Disability Policy 709. Literature Reviews in Special Education and Other Social Sciences (3cr) *
<b>Externship 3 credits</b>	<b>Internship 8 credits</b>
Education 700. Externship (3cr)	Special Education and Disability Policy 771. Research Internship (3cr)*
	Special Education and Disability Policy 772. Teaching Internship (3cr)*
	Special Education and Disability Policy. Service/Policy Internship (2cr)*

Restricted Electives 6 credits	Restricted Electives/Cognate 9 credits
Research Elective (3cr)	Research Elective (3cr)
Research Elective (3cr)	Cognate (3cr)**
	Cognate (3cr)**
Dissertation 9 credits	Dissertation 9 credits
Education 890. Dissertation Seminar (3cr)	Special Education and Disability Policy. Dissertation Prospectus Preparation (1cr)*
Education 899. Dissertation (minimum 6cr)	Special Education and Disability Policy. Dissertation (minimum 8cr)*
Total: 48 credits	Total 59 Credits

\* Signifies new courses

\*\* Signifies new program requirement/existing course

#### Courses included in the 3/4ths Match

Educational Studies 608. Educational Statistics (3cr)

Educational Studies 702. Foundations of Educational Research and Doctoral Scholarship I (3cr)

Educational Studies 703. Foundations of Educational Research and Doctoral Scholarship II (3cr)

Educational Studies 710. Educational Research Design (3cr)

Educational Studies 711. Qualitative Methods and Analysis (3cr)

Special Education and Disability Policy 708. Grant Writing in Special Education and Other Social Sciences (3cr)

Special Education and Disability Policy 705. Seminar on Disability Policy (3cr)

Special Education and Disability Policy 706. Personnel Development in Special Education (3cr)

Special Education and Disability Policy 707. Critical Issues in Special Education (3cr)

Special Education and Disability Policy 709. Literature Reviews in Special Education and Other Social Sciences (3cr)

Dissertation Credits (9cr)

Total: 39 Credits

## **Appendix F – Faculty Curriculum Vitae (Abbreviated)**

Colleen Thoma, PhD, 1997, Indiana University, Professor of Special Education & Disability Policy. Specialization: Universal Design of Instruction; Transition; Self-determination

Beth Bader, PhD, 2003, Virginia Commonwealth University, Assistant Professor of Special Education & Disability Policy. Specialization: Education of students with severe disabilities and postsecondary education

Chin-Chih Chen, PhD, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Donna Gilles, PhD, 1996, University of Maryland, Associate Professor of Special Education & Disability Policy. Specialization: Neurodevelopment disorders; Disability Policy.

Mary Ellen Huennekens, PhD, 2013, Virginia Commonwealth University, Assistant Professor of Special Education & Disability Policy. Specialization: Early childhood special Education; English language learners.

John Kregel, EdD, 1983, Georgia Tech, Professor of Special Education & Disability Policy. Specialization: Work incentives that promote the employment of adults with disabilities.

LaRon Scott, EdD, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary Education and Transition.

Kevin Sutherland, PhD, 2000, Vanderbilt University, Professor of Special Education & Disability Policy. Specialization: Behavior disorders; at risk students

Christine Walther-Thomas, PhD, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; IHE-community partnerships; teacher leadership development; doctoral education and IHE faculty development

Yaoying Xu, PhD, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.



## Appendix G - Faculty Research Expertise

Several faculty members are or have been Principal Investigators on federally funded training and research projects (e.g., Thoma, Sutherland, Kregel, Gilles, Xu, and Walther-Thomas), serve as Editors or on the editorial boards of leading journals in the field (e.g., Thoma, Sutherland, Xu, and Walther-Thomas). These journals include the *Journal of Emotional and Behavioral Disorders*, *Behavior Disorders*, *Journal of Research and Practice for persons with Severe Disabilities*, *Journal of Learning Disabilities*, *Journal of Vocational Rehabilitation*, *Journal of Early Childhood Special Education*, and *Learning Disabilities Quarterly*. Faculty members have also held national positions on grant review panels and professional organizations (e.g., Sutherland, Thoma, Xu, Kregel, and Walther-Thomas). The department faculty consistently generates over \$18 million annually in external funding to provide ample opportunities for students to participate in research, teaching and service activities on cutting-edge programming.

### Current Research Funding

Faculty	Project	Duration	Total Award	Funding Source
Chin-Chih Chen	VCU - National Center for Leadership on Intensive Interventions (NCLII)	07/01/2015 - 12/31/2019	\$355,250	Vanderbilt/US Department of Education
Donna Gilles	Training and Technical Assistance Center 611 Funds 2015-2017	10/1/2015- 9/30/2017	\$2,308,894	Virginia Department of Education
Donna Gilles	Training and Technical Assistance Center 619 2015-207	10/1/2015- 9/30/2017	\$386,695.00	Virginia Department of Education
Donna Gilles	Autism Spectrum Disorder Screening and Diagnosis: Early Systematic Training in Effective Practices (ASD Early STEP)	9/1/2013- 8/31/2016	\$840,351.22	Health Resources and Services Administration/DHHS
Donna Gilles	Partnership for People with Disabilities: A University Center on Development Disabilities at Virginia Commonwealth University	7/1/2013- 6/30/2018	\$2,163,349.00	Administration on Intellectual and Developmental Disabilities/DHHS

John Kregel	Implementation & Evaluation of a Benefit Offset National Demonstration (BOND)	12/07/2009 - 12/06/2018	\$1,896,143	Social Security Administration/DHHS
John Kregel	Disability Research Consortium (DRC)	08/01/2012 - 09/29/2017	\$494,893	Social Security Administration/DHHS
John Kregel	National Training and Data Center	07/18/2015 - 10/15/2020	\$12,290,599	Social Security Administration/DHHS
John Kregel	Promoting Opportunity Demonstration - Implementation	12/22/2016 - 6/21/2021	\$2,602,327.00	Abt Associates Inc.
John Kregel	Supported Employment Demonstration	1/16/2017 - 1/15/2021	\$464,204.00	WESTAT
Kevin Sutherland	BEST in Class Elementary: A Preventative Classroom-Based Intervention Model	7/1/2015 - 6/30/2018	\$1,499,939.00	US Dept. of Education/IES
Kevin Sutherland	BEST in Class Online: A Web-based Intervention Supporting Early Childhood Teachers? Use of Evidence-based Practices with Young Children at Risk for Emotional/Behavioral Disorders	08/01/2016 - 07/31/2019	\$546,549.00	US Dept. of Education/IES
Colleen Thoma	Research to Policy Advocacy Program	8/15/2015- 8/14/2020	\$717,052.00	US Dept. of Education

Yaoying Xu	Project KSR: Preparing Knowledge, Skilled, Responsive Early Intervention, Early Childhood Special Education Personnel for High-Need Communities	1/1/2014-12/31/2018	\$999,038.00	US Dept. of Education
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#### **Past Research Funding**

Faculty	Project	Duration	Total Award	Funding Source
Beth Bader	Recruiting Family Members to Become LEND Trainees and Future Faculty Members (Supplemental Funds to VA Lend Project)	01/15/2015 - 08/31/2015	\$7,000.00	Association of University Centers on Disabilities
Donna Gilles	Training for Teachers of Students with Severe Disabilities FY16	10/1/2015-9/30/2016	\$63,000.00	George Mason University
Donna Gilles	Training & Technical Assistance Center 2014-2016	10/1/2014-9/30/2016	\$30,600.00	Virginia Department of Education
Donna Gilles	Training for Teachers of Students with Severe Disabilities FY15	10/1/2014-6/30/2016	\$10,400.00	George Mason University
Mary Ellen Huennkens	MLK Collaborative Intervention Project	01/01/2017-06/30/2017	\$135,000	Richmond City Public Schools
John Kregel	Virginia Autism Resource Center	7/1/2015 - 6/30/2016	\$190,000.00	Virginia Department of Behavioral Health and Developmental Services

LaRon Scott	Transforming COVE through a Universal Design for Learning Model of Instruction	7/1/2015 - 6/30/2016	\$105,787.00	Virginia Department of Education
LaRon Scott	Transforming COVE through a Universal Design for Learning Model of Instruction (2016-2017)	7/1/2016 - 6/30/2017	\$81,000	Virginia Department of Education
LaRon Scott	Transforming COVE Through a Universal Design for Learning Model of Instruction	07/01/2013-06/30/2014	\$64,889	Virginia Department of Education
LaRon Scott	Transforming COVE Through a Universal Design for Learning Model of Instruction (2014-2015)	07/01/2014 - 06/30/2015	\$54,454	Virginia Department of Education

## Appendix H - Program Graduates and Positions Held

Graduate Name	Year	Current Position
Meera Mehtaji	2017	Co-Training Director at VA-LEND, Virginia Commonwealth University
Andrew Wojcik	2017	Coordinator of Special Education, Albemarle Public Schools
Alison King	2017	Auditory Therapist – VCU Health System
Irina Cain	2017	Postdoctoral Research Fellow at The Lurie Institute for Disability Policy – Brandeis University
Patricia Onorato	2017	ESL Specialist – Chesterfield County Public Schools
Serra De Arment	2016	Assistant Professor - Virginia Commonwealth University
Katie Best	2016	Director of Curriculum for a Private School
Kenya Williams	2016	Special Educator – Prince George’s County Public Schools
Cecilia Batalo	2014	Interim Director of Licensure and Accreditation - Virginia Commonwealth University
Edwin Achola	2013	Assistant Professor at California State University – Long Beach
Joy Engstrom	2013	Special Education Supervisor for Autism – Loudon County Public Schools
Samantha Hollins	2013	Director, Department of Special Education – Chesterfield County Public Schools
Kira Austin	2013	Assistant Professor – Whitworth College, WA
Mary Ellen Huennekens	2013	Assistant Professor – Virginia Commonwealth University
Karren Streagle	2011	Assistant Professor – Idaho State University
Belinda Hooper	2011	Assistant Professor - John Tyler Community College
Abigail Vo	2011	Assistant Professor, School of Medicine – Virginia Commonwealth University
Roberta Gentry	2011	Coordinator of Assessment – Chesterfield County Public Schools
Carole Ivey	2011	Assistant Professor, OT Dept – Virginia Commonwealth University
Laura Kuti	2011	ESOL Specialist – Chesterfield County Public Schools
Maha Al-Hendawi	2010	Director of Foundation Program, Director of Core Curriculum, Associate Professor – University of Qatar
Margaret Sander	2010	Attorney with Reed-Smith LLP, a private law firm in Richmond, VA (Also graduated with a joint PhD-JD from University of Richmond)
Dawn Hendricks	2009	Early Childhood Specialist – Virginia Department of Education
Elin Doval	2008	Visiting Scholar at Yale-Hasting Program in Ethics and Health Policy – Hastings Center

Mark Richardson	2008	Assistant Professor, Special Education – Virginia State University
Sandra Fritton	2007	Director of Disability Resources – University of Mary Washington
Christina Bartholomew	2007	Richmond Teacher Residency – Virginia Commonwealth University

## **Appendix I – Employment Demand: Job Announcements**



Job Search Results

# Open Rank Faculty Position-Special Education/Early Intervention

University of Texas at El Paso in Texas

- [Save](#)
- [Print](#)

**Date Posted** November 16, 2017

**Type** Non tenure track

**Salary** Not specified

**Employment Type** Full-time

## University of Texas at El Paso College of Education Department of Educational Psychology and Special Services Open Rank Faculty Position-Special Education/Early Intervention

The University of Texas at El Paso invites applications for an open rank faculty position in Special Education/Early Intervention in the College of Education. Applicants will be expected to take a leadership role and teach in the Special Education Program. Additional teaching assignments will be based on candidate's experience and expertise. The successful candidate will assume a range of responsibilities including the following: (1) teaching undergraduate and graduate level courses, including online instruction; (2) developing and/or continuing a sustained program of research and scholarship; (3) participating in broad-based university, college, and departmental committee work and professional service; (4) seeking external funding; and (5) advising students. Optional teaching in summer school is generally available.

**Required Qualifications:** (1) Doctorate in special education with preferred focus in early intervention programs for children who are at risk of having a

developmental delay or who have an established disability (dissertation must be completed before the hire date); (2) evidence of teaching effectiveness; (3) evidence of a sustainable or established (for rank of Full or Associate Professor) program of scholarship, research, and grant writing; and (4) ability to work collaboratively with other faculty and professionals.

**Preferred Qualifications:** (1) Three years' experience working with early intervention programs for young children at risk or who have an established disability; (2) demonstrated excellence in teaching and/or supervision in undergraduate/graduate special education courses with emphasis on inclusive practices and philosophies; (3) active participation in appropriate professional organizations; and (4) a research focus in the applicants area(s) of expertise. For the rank of Associate/Full Professor applicants should have substantial scholarship as evidenced by publications in top peer-reviewed journals.

**ABOUT UTEP:** A leader among Hispanic-serving institutions, UTEP enrolls over 25,000 students and is the only doctoral research university in the nation with a majority Mexican-American student body. The University is set against the backdrop of the Franklin Mountains in the Chihuahuan Desert, in one of the largest binational communities in the world. El Paso is a highly livable, bicultural community of almost 700,000 people, which offers affordable homes and attractive neighborhoods. It has been named among the safest large cities in the United States. El Paso experiences more than 300 days of sunshine annually, and residents enjoy outdoor activities year-round. The City of El Paso is adjacent to the state of New Mexico and the country of Mexico, making it an ideal venue for academic programs and research studies on topics of national interest, including bilingual education/language acquisition, border security and immigration, environmental sustainability and infrastructure, health disparities, and international trade and commerce.

**THE COLLEGE:** UTEP's College of Education comprises three departments: Teacher Education, Educational Leadership, and Educational Psychology and Special Services. Much of the College's innovative work is supported by large

grants from the U.S. Department of Education, the National Science Foundation, and the Carnegie Foundation. The College offers a high level of technical support, generous start-up packages, and mentoring for new faculty. The Department of Educational Psychology and Special Services offers programs at the master's level in community/agency and school counseling, special education, and educational diagnostics.

**SALARY:** Salary is negotiable and commensurate with experience.

**APPLICATION PROCEDURE:** Applicants must submit a letter of interest, curriculum vita, transcripts, and complete contact information with at least three professional references.

Please contact Search Committee Chair Dr. Lawrence Ingalls at [mailto: \(915\) 747-7583](mailto:lawrence.ingalls@utep.edu) for questions regarding the position.

The appointment date is fall 2018. Review of applications will begin immediately and continue until position is filled.

To apply, please visit: [www.utep.edu/employment](http://www.utep.edu/employment)

Hiring decisions are subject to final budget approval.

***In keeping with its Access and Excellence mission, the University of Texas at El Paso is committed to an open, diverse, and inclusive learning and working environment that honors the talents, respects the differences, and nurtures the growth and development of all.***

***The University of Texas at El Paso is an Equal Opportunity/Affirmative Action employer. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, sexual orientation or gender identity in employment or the provision of services.***

PI100211835



### People at University of Texas at El Paso

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### Jobs at University of Texas at El Paso

- **Assistant/Associate Professor of Biomechanics**  
[University of Texas at El Paso](#)
- **Assistant/Associate Professor Literacy Education**  
[University of Texas at El Paso](#)
- **UTEP Dean of Education**  
[University of Texas at El Paso](#)

## How To Apply

You can apply for this position online at <http://www.Click2Apply.net/hw656pdk27c63k6q>

Job Search Results

# Assistant Professor of Communication Disorders (Speech Language Pathology and Audiology)

North Carolina A&T State University in North Carolina

- [Save](#)
- [Print](#)

**Deadline** Open until filled

**Date Posted** November 17, 2017

**Type** Tenured, tenure track

**Salary** Commensurate with experience

**Employment Type** Full-time

Assistant Professor of Communication Disorders (Speech Language Pathology and Audiology)

Position Number 000848

This 9-month faculty position provides support to the undergraduate Communication Disorders/Speech Language Pathology program in the College of Education. The successful candidate will teach speech-language pathology and communication disorders courses in the Department of Administration and Instructional Services. Other duties include, but are not limited to, supporting data collection, analysis, and report writing for accreditation agencies (e.g., Southern Association of Colleges and Schools), advising undergraduate candidates, supervising candidates in internships, participating in the recruitment

of prospective candidates, supporting with the cultivation of new relationships with K-12 public school districts, independent schools, medical facilities, private practices, and corporations, and rendering service to the Department, College of Education, the University, the Community-at-large, and professional organizations.

We seek an ambitious emergent scholar with demonstrated success in undergraduate teaching who is invested in the Communication Sciences Disorders discipline. The successful candidate will help the university recognize its 2020 Pre-eminence goals by producing manuscript publications in top-tier peer-reviewed journals in the discipline area, procurement of extramural grant funds that support innovative initiatives and programs, and presentations at well-respected international and national conferences or meetings. The candidate is expected to remain current in discipline area content, effective pedagogical practices, and professional organization standards.

The vision of the College of Education is to become a recognized national leader in the advancement of research and practice on equity, access, and advocacy through the preparation of scholars, practitioners, and innovators. Faculty in the College strive to prepare educational and human service leaders who create, use, and share knowledge in local, state, national, and global communities. Faculty instill in candidates a lifelong passion for public service while emphasizing the importance of collaboration with key stakeholders. The College consists of four academic units. This position is housed in the Department of Administration and Instructional Services, which prepares professionals as school principals, educational executives, speech professionals, instructional technologists, and reading specialists by focusing on philosophical, theoretical, methodological, and practical foundations.

### Minimum Requirements

The position requires an earned doctorate in Speech-Language Pathology,



Communication Sciences and Disorders, Special Education or closely related field at the time of anticipated appointment date. Must have demonstrated teaching and knowledge in phonetics, speech sound disorders, language disorders, voice disorders, neurologically based communication disorders, and computer applications in communication sciences and disorders. Other areas of expertise will be considered, must articulate a focused research agenda in speech language pathology, communication sciences and disorders, early interventions. services, special education services in the public schools or other closely related fields. Other areas of expertise will be considered. Candidate must articulate a focused research agenda in speech-pathology, communication sciences and disorders, early interventions. services, special education services in the public schools or other closely related fields.

### Preferred

Preference will be given to applicants with demonstrated competence in one or more of the following areas: undergraduate/graduate teaching (faculty/TA), Certificate of Clinical Competence – Speech-Language Pathology (CCC-SLP), online education, dysphagia, working with diverse cultural-linguistic communities, evidence-based practice, or clinical supervision.

### Special Instructions to Applicant

You must complete and submit an electronic application for employment to be considered. Resumes will not be accepted in lieu of completing an electronic application.

Applicants seeking Veteran's Preference must attach a DD 214 form. Certificate of Release or Discharge from Active Duty with your application during the process of applying to the job posting. Final candidates are subject to criminal and sex offender background checks.

North Carolina A&T State University participates in E-Verify. Federal law requires all employers to verify the identity and employment eligibility of all persons hired to work in the United States.

North Carolina A&T State University is an Equal Opportunity and Affirmative Action Employer. No one who applies or seeks employment will be denied admission to or employment at North Carolina A&T State University on the basis of race, religion, color, national origin, sex, age, disabling condition, veteran status, political affiliation, genetic information or sexual orientation and sexual identity.



## People at North Carolina Agricultural and Technical State University

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## Jobs at North Carolina Agricultural and Technical State University

### • Lecturer, English

[North Carolina A&T State University](#)

- **Associate Athletic Director - Compliance**

North Carolina A&T State University

- **Assistant Professor, Chemistry**

North Carolina A&T State University

- **Assistant Professor, Information Technology**

North Carolina A&T State University

- **Extension Specialist - Animal Science**

North Carolina A&T State University

## How To Apply

You can apply for this position online at <https://jobs.ncat.edu/postings/14060>

Job Search Results

# Lecturer, Special Education

Monmouth University in New Jersey

- [Save](#)
- [Print](#)

**Deadline** Open until filled

**Date Posted** November 17, 2017

**Type** Tenured, tenure track

**Salary** Not specified

**Employment Type** Full-time

**Monmouth University**

**Lecturer, Special Education**

**Department:** Special Education

## Position Summary:

The Department of Special Education is accepting applications for a full-time faculty member at the Lecturer level who will teach Special Education methods and content courses in the School of Education. Responsibilities include teaching graduate and undergraduate courses in a learner-centered environment, academic advisement, scholarly activity, and service to the university and community.

We are seeking an outstanding teacher/scholar whose experience, scholarship, and teaching will complement our current faculty. This opening is for the 2018-2019 academic year and is a one year initial appointment subject to subsequent multi-year reappointments without limit.

Special Education Programs at Monmouth University include undergraduate endorsements and a variety of graduate endorsements and degrees. Faculty in Special Education are expected to contribute to ongoing efforts to revise and expand courses and programs, to be involved in the Council for the Accreditation of Educator Preparation (CAEP) accreditation process, and to work closely with partnership school districts. The Special Education Programs are housed in the Department of Special Education.

Monmouth University is initiating a strategic plan centered on academic and transformative education that focuses on innovative, immersive, and personalized education that prepares students for their lives and their careers. Candidates will be asked to demonstrate their experience and passion for innovative teaching that meets these strategic goals.

Additional information about the department can be found at:

<https://www.monmouth.edu/school-of-education/special-education/>><https://www.monmouth.edu/school-of-education/special-education/>

**Required Degree, License or Certifications:**

Doctoral degree, ABD candidates may be considered with degree completion expected by date of employment

**Required Skills or Software:**

Excellent interpersonal, organizational and communication skills

**Required Years of Experience:**

**Other Requirements:**

Doctoral degree in Special Education or a related field. Must hold a Board Certified Behavior Analyst (BCBA) Certification.

Teaching experience in K-12 special education with a range of disabilities including autism. Experience in on-line teaching.

Skills and knowledge in classroom management, assistive and instructional technology, assessment, collaborative practices, special education law and evidence-based practices.

**Preferred Qualifications:**

University teaching experience. Experience in grant writing. Knowledge/skills in assessment, characteristics and intervention for exceptionalities, instructional technology and classroom management.

**Log in to <http://jobs.monmouth.edu> to apply and see the job duties for this position no later than the deadline date.**

**Posting Date:** 11/16/2017

**Closing Date:** 2/1/2018

Monmouth University is a private, mid-sized, residential university that is comprehensive in scope, supported by a broad commitment to the liberal arts. Founded in 1933, Monmouth offers 32 undergraduate and 23 graduate degree programs, and a doctoral program in Nursing Practice. Students benefit from a rigorous academic experience, small classes, and professors who meet the highest standards for scholarship and teaching. They participate in more than 90 active clubs and organizations including 14 fraternities and sororities, six media organizations, and an NCAA Division I athletics program fielding 21 teams, expanded to include swimming in 2015.

Monmouth's beautiful coastal campus is convenient to New York City and Philadelphia, in a vibrant economic region with dynamic arts programming, American Revolution history sites, and nationally recognized parks and golf courses. The 159-acre campus features 54 buildings, which include a blend of historic landmarks and state-of-the-art facilities.

Through its academic offerings in liberal arts, science, and professional programs, Monmouth provides a highly personalized education that prepares students to realize their potential and to become engaged citizens in a diverse and increasingly interdependent world. Within its student body, 29 states and 28 foreign nations are represented.

Five centers of distinction work to promote awareness of specific issues and meet the needs of local and global communities. Our Centers, run by top experts and professors, provide important services in areas including the environment, global affairs, public policy, the arts, and real estate.

For an eleventh consecutive year Monmouth University has been included in The Princeton Review's roster of "Best 380 Colleges," and "Best 296 Business Schools," and recognized for the fourth consecutive year as a top-40 school (Master's North) in U.S. News & World Report's list of "Best Colleges" rankings. Monmouth regularly receives top rankings in veteran-friendly schools and was recently included in Money magazine's list of "Best Colleges for Your Money."

Monmouth University is deeply committed to the principles of equity, diversity, and inclusiveness. The University's policy is to afford equal employment opportunities for all persons without regard to their race, religion, color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, protected veteran



status, or mental or physical disability, including AIDS and HIV related illnesses. Additionally, Executive Order 11246, as amended, protects applicants and employees from discrimination based on inquiring about, disclosing, or discussing their compensation or the compensation of other applicants or employees.

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- **Specialist Professor, PL-BSN Coordinator**

Monmouth University

- **Lecturer, Composition**

Monmouth University

Job Search Results

# Open-Rank Faculty Positions in Technology Innovations in Education

University of Illinois at Urbana-Champaign in Illinois

- Save
- Print

**Deadline** December 15, 2017

**Date Posted** November 22, 2017

**Type** Tenured, tenure track

**Salary** Commensurate with experience

**Employment Type** Full-time

## College of Education Open-Rank Faculty Positions in Technology Innovations in Education

### University of Illinois at Urbana-Champaign

The College of Education at the University of Illinois seeks interdisciplinary scholars with expertise in how new digital technologies can be applied to learning, teaching, assessment, design, and policy in formal and informal educational settings. Up to three faculty positions for nine-month appointments, tenured or tenure-track, will be available. These positions are part of a new University of Illinois initiative called **TIER-ED—Technology Innovations in Educational Research and Design** (<http://tier-ed.education.illinois.edu>). The initiative, based in the College, aims to innovate and develop interdisciplinary research

programs around ways that learning, instruction, and other critical issues in education can be supported and transformed by new technologies. Applicants at all levels (assistant, associate, and full professor) are encouraged to apply.

Recognizing that technology applications in educational research and design are many and varied, the goal is to conduct a cluster hire of individuals who possess specific areas of expertise and will work synergistically across the College and campus. Potential areas of scholarship and expertise include:

Understanding the cognitive and emotional underpinnings of learning or teaching with digital technologies and applying these understandings to the design of new platforms and new products (e.g., virtual reality, augmented reality, video games, multi-touch surfaces, and mobile tech).

- Developing and researching transformative ways of delivering effective education in online environments, including ways to make these environments more personal and making better use of data to enhance learning, teaching, or assessment.
- Investigating the social, political, and ethical implications of implementing new technologies and methodological innovations, and identifying new ways that technologies can transform global inequities.
- Integrating new technologies into teacher preparation and teacher professional development across content areas.
- Incorporating the practices of design research and design thinking into educational technology development, creating a pipeline of innovations, and developing connections with industry.
- Designing and investigating technologies that support learning in informal as well as formal contexts across the lifespan.

In the past five years, the College has increased its focus on technology and education, with several faculty hires in this area and the development of research labs for studying new technology applications (e.g., Illinois Digital Ecologies and Learning Laboratory). New faculty members will help strengthen and extend this

capacity and will have opportunities to play key roles in defining new research directions and future initiatives. The College provides strong support for research and opportunities for collaboration internally and with leaders across campus, including colleagues in the sciences, engineering, medicine, computer science, informatics, and media, as well as at the Beckman Institute, the National Center for Supercomputing Applications, and the under-construction Siebel Center for Design. The College is known for its groundbreaking research, innovative approaches to teaching, and service to the global community. In 2016-2017, the College had \$51 million in grant funding, including 31 active National Science Foundation grants (16 newly awarded), and nine grants from the U.S. Department of Education. External projects are happening in diverse settings that range from the Illinois prison system and the Indianapolis Children's Museum to collaborating with schools in central Illinois and Chicago Public Schools. The College is comprised of four academic departments: Curriculum & Instruction; Educational Psychology; Special Education; and Education Policy, Organization, & Leadership. It has 68 faculty members who are actively engaged in research, 600 undergraduates, and 800 graduate students enrolled annually. More information about the College is available at <http://education.illinois.edu>.

**Position Responsibilities:** Successful candidates will bring expertise and innovation in learning, teaching, design, and/or assessment in formal or informal settings, as well as deep expertise in a field closely associated with technology applications in educational studies such as the research areas listed above. The new faculty hires will contribute educational expertise to College and campuswide initiatives related to the design, development, implementation, assessment, and dissemination of cutting-edge, technology-intensive solutions for teaching and learning in the 21st century.

**Qualifications:** Candidates must have earned a doctorate in educational psychology, educational policy, learning sciences, special education, curriculum and instruction, statistics, teaching and learning, computer science, or another area that the candidate has applied successfully to education. The candidate must also have a scholarly record commensurate with a tenured or tenure-track position

at a doctoral university with highest research activity as defined by the Carnegie Classifications. Senior candidates must have a strong and established track record of externally funded projects, while junior candidates must show potential for such; all candidates must provide evidence of successful interdisciplinary research collaborations with partners in related fields. In addition, the successful candidate will be able to provide evidence of teaching abilities at the undergraduate and graduate levels in on-campus or online formats. The academic departments that will serve as the tenure home in the College of Education will be matched to the successful candidates' qualifications and interests.

**Salary and Starting Date:** Rank and salary will be commensurate with experience. As part of the TIER-ED initiative, exceptionally strong start-up packages are available to qualified candidates. The proposed starting date is August 16, 2018.

The deadline for full consideration of applications is **December 15, 2017**, however review of applications will continue until the positions are filled. Please create a candidate profile at <https://jobs.illinois.edu> and upload one file that contains a cover letter, a curriculum vitae, a personal statement of teaching and research philosophies, and contact information for three references. All requested information must be included for an application to be considered. For more information, contact the search committee co-chairs: Associate Professor **Robb Lindgren** at [robblind@illinois.edu](mailto:robblind@illinois.edu) or 217-244-3655; or Professor **Bill Trent** at [w-trent@illinois.edu](mailto:w-trent@illinois.edu) or 217-333-6153.

**The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.)**

**The University of Illinois is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply. For more information, visit <http://go.illinois.edu/EEO>. To learn more about the University's commitment to diversity, please visit <http://www.inclusiveillinois.illinois.edu>**





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### Jobs at University of Illinois at Urbana-Champaign

- **Assistant Director, Behavioral Health Programs**

[University of Illinois at Urbana-Champaign](#)

- **LECTURER IN INTERPRETING Center for Translation Studies University of Illinois at Urbana-Champaign**

[University of Illinois](#)

- **Tenure-track Open-rank Professor in Bacterial-Host Interactions**

[University of Illinois-College of Veterinary Medicine](#)

- **LINGUISTIC DATA ANALYTICS MANAGER-School of Literatures, Cultures and Linguistics**



University of Illinois

• **Tenure or Non-tenure track Faculty Position in Curriculum and Education**

University of Illinois-College of Veterinary Medicine

## How To Apply

You can apply for this position online at <https://jobs.illinois.edu>

Job Search Results

# Special Education Faculty (Term Assistant/Associate Professor) and Coordinator of Innovative Initiatives

George Mason University in Virginia

- [Save](#)
- [Print](#)

**Date Posted** November 30, 2017

**Type** Non tenure track

**Salary** Not specified

**Employment Type** Full-time

## Special Education Faculty (Term Assistant/Associate Professor) and Coordinator of Innovative Initiatives

The George Mason University College of Education and Human Development invites applications for a 12-month Term Assistant/Associate Professor instructional faculty position in the Division of Special Education to begin spring 2018. The Division of Special Education offers both licensure and non-licensure opportunities for undergraduate and graduate students across a wide-range of content areas including teaching students with disabilities who access the general curriculum and the adapted curriculum as well as those having visual impairments. Certificates in applied behavior analysis, autism, assistive technology, and special education leadership are also available as is a post-secondary program for adults with intellectual disabilities. The person who fills this position will have instructional expertise in at least one of the aforementioned program areas and will provide administrative oversight of selected projects for all programs.

**Responsibilities:**

Responsibilities include, but are not limited to, teaching undergraduate and graduate-level special education courses; leading development of collaborative partnerships within the university community to advance undergraduate program expansion, with a focus on enhancing the student experience; and facilitating efficiencies, including fiscal streamlining and policy clarifications across a variety of programs. The base teaching load will be 4 courses in both the fall and spring semesters and 2 courses in the summer, with reallocation of up to 5 courses to manage the noted administrative responsibilities associated with being the Division's Coordinator of Innovative Initiatives.

**Required Qualifications:**

Applicants must have an earned Doctoral degree in special education or a related field with preference given to those having experience with policy development and implementation; inclusive practices in higher education, including collaborative problem-solving and conflict management; and supervision of higher education personnel and budget. The successful candidate must also demonstrate evidence of successful teaching in higher education with preference given to those having qualifications to teach a wide-range of courses across multiple programs. Successful candidates must demonstrate ability and willingness to take on leadership responsibilities, use technology effectively, and manage multiple tasks in a highly organized manner. Preference will be given to those with potential for obtaining external funds to support research to practice initiatives.

**Additional Required Qualifications Include:**

- Ability to complete a systemic analysis of policies and procedures for the purpose of developing and implementing policies and procedures that offer greater clarity for staff and students
- Ability and willingness to work effectively and professionally with colleagues, students, families, and members of the campus community from diverse backgrounds to better integrate our students in the greater Mason community

- Ability to manage targeted program-centric opportunities and challenges efficiently and effectively, including personnel and budget oversight as assigned
- Ability and willingness to work well as a contributing member of a collaborative group, including department-level, college-level, and university-wide activities
- Willingness to take a leadership role in areas of educational and professional expertise for the purpose of advancing opportunities for people with disabilities

### **Preferred Qualifications:**

- Evidence of teaching excellence in higher education
- Teaching expertise in more than one instructional area within special education
- Experience with HR policies and procedures
- Evidence of campus-wide change initiatives
- Excellent communication skills
- Excellent presentation and public speaking skills
- Experience with undergraduate initiatives within the greater Mason community
- Potential for or evidence of experience in writing, securing, and/or participating in externally funded grants for program initiatives
- Demonstrated participation in academic, professional and civic activities.

Review of applications will begin on December 8, 2017, and will continue until the position is filled.

George Mason University is an equal opportunity employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

### **Special Instructions to Applicants:**

For full consideration, please complete the online application and attach a cover letter, resume, and list of three professional references with contact information. Review of applications will begin on December 8, 2017, and continue until filled.

*George Mason University is an equal opportunity/affirmative action employer, committed to promoting inclusion and equity in its community. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, gender identity, sexual orientation, national origin, disability, or protected veteran status.*

Apply Here: <http://www.Click2Apply.net/3vgww4xdx44qbsqf>

PI100376425



## How To Apply

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Job Search Results

# Assistant Professor of Special Education 9236

University of Wyoming in Wyoming

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**Deadline** Open until filled**Date Posted** December 1, 2017**Type** Tenured, tenure track**Salary** Competitive**Employment Type** Full-time

The University of Wyoming's College of Education invites applications from dynamic, qualified candidates with a strong background in K-12 Special Education for a position as an Assistant Professor. The successful candidate will typically teach five courses per academic year in undergraduate/graduate Special Education teacher licensure/endorsement programs and work closely with graduate students who are pursuing advanced career opportunities in K-12 Special Education. In addition, the candidate will be expected to produce high-quality scholarship and engage in service to the college, university, and professional community.

**Minimum Qualifications**

- An earned doctorate in special education or a closely-related discipline.
- Minimum of 3 years of K-12 special education teaching experience
- Demonstration of or potential for excellence in teaching, supervision and mentoring students.
- Demonstrated of or potential for research and publication
- Demonstrated content expertise on critical issues in special education
- Demonstrated ability to work with, advise, and mentor undergraduate and graduate students

- Effective interpersonal and communication skills as evidenced in the application materials and interviews. Demonstrated commitment to work collectively as a member of a dynamic team

## Desired Qualifications

- Experience collaborating with special education stakeholders in both P-12 and university settings
- Experience working in school/district with a Response to Intervention and/or Positive Behavior Support program
- Experience working with students from culturally and linguistically diverse populations

Experience delivering online or distance education instruction

## Required Materials

Complete on-line application and **upload the following as one document**: cover letter that states both your interest in the position and your teaching philosophy; a description of your research agenda and a copy of a recent publication, if available; your CV; unofficial transcripts; and contact information for three work-related references.

Review of applications will begin on January 31, 2018.

[https://jobs.uwyo.edu/psp/EREC/UWEXTERNAL/HRMS/c/HRS\\_HRAM.HRS\\_CE.GBL?Page=HRS\\_CE\\_JOB\\_DTL&Action=A&SiteId=6&JobOpeningId=9236&PostingSeq=1](https://jobs.uwyo.edu/psp/EREC/UWEXTERNAL/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_JOB_DTL&Action=A&SiteId=6&JobOpeningId=9236&PostingSeq=1)

Qualified candidates may contact Martin Agran at [magran@uwyo.edu](mailto:magran@uwyo.edu) for more information about the position.

## Hiring Statement

*The University of Wyoming is an Equal Employment Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status or any other characteristic protected by law and University policy. To review the EEO is the Law Poster and its Supplement, please see The Diversity & Fairness page.*

*Pursuant to Wyoming State law, W.S. 19-14-102, as amended, an honorably discharged*



*veteran who has been a resident of the state of Wyoming for one (1) year or more at any time prior to the date when the veteran applies for employment, or any surviving spouse who was married to such veteran at the time of the veteran's death, who is receiving federal survivor benefits based on the veteran's military service and is applying for employment, shall receive an interview preference during the applicant screening process with the University of Wyoming. At the time of application the applicant must possess the business capacity, competency, education or other qualifications required for the position. If disabilities do not materially interfere with performance of job duties, disabled veterans will be given preference over able-bodied veterans. Appropriate documentation of veteran status must be provided at time of application as outlined in the application process. No preference will be given to a veteran currently employed by a public department.*

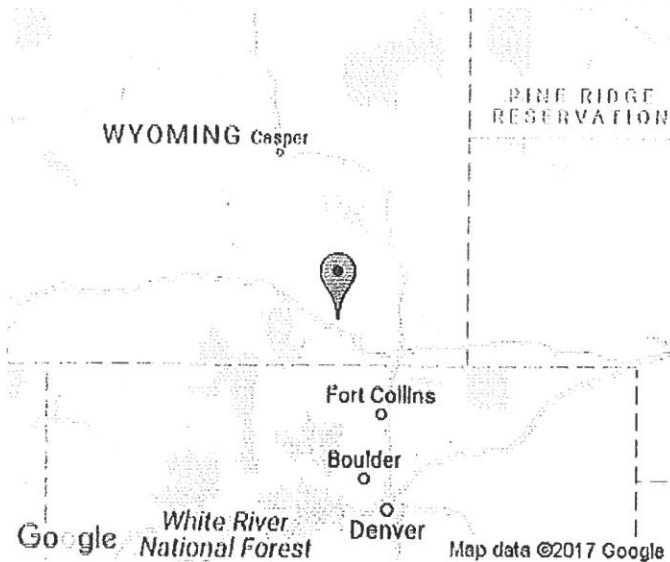
*We conduct background investigations for all final candidates being considered for employment. Offers of employment are contingent upon the completion of the background check.*

Applicants with disabilities may request accommodation to complete the application and selection process. Please notify Human Resources at least three (3) working days prior to the date of need.

## **Welcome to Laramie**

The University of Wyoming is located in Laramie, a town of 30,000 in the heart of the Rocky Mountain West. The state of Wyoming continues to invest in its university, helping to make it a leader in academics, research and outreach. The university has state-of-the-art facilities in many areas and the community provides the advantages of a major university.

Located in a high mountain valley near the Colorado border, Laramie offers both outstanding recreational opportunities and close proximity to Colorado's Front Range, a bustling group of metropolitan cities including Denver, Boulder, and Fort Collins. This beautiful mountain landscape offers outdoor enjoyment in all seasons, with over 300 days of sunshine annually. For more information about the region, please visit <http://visitlaramie.org/>



### People at University of Wyoming

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### Jobs at University of Wyoming

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- **Assistant Professor of Mathematics/Science Education 9217**

[University of Wyoming](#)

- **Assistant Lecturer of Educational Foundations 9215**

[University of Wyoming](#)

- **Assistant Professor of English/Literacy Education 9209**

[University of Wyoming](#)

Job Search Results

# Assistant Professor - Special Education

Western Illinois University in Illinois

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<b>Deadline</b>	Open until filled
<b>Date Posted</b>	December 5, 2017
<b>Type</b>	Tenured, tenure track
<b>Salary</b>	Commensurate with experience

## Employment Type Full-time

Western Illinois University, accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools, serves nearly 10,000 students at its traditional, residential four-year campus in Macomb, IL and its metropolitan, non-residential campus in Moline, IL. Compliance to state and federal hiring standards is coordinated through WIU's Office of Equal Opportunity & Access.

Western Illinois University is an Affirmative Action and Equal Opportunity employer with a strong commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including, but not limited to, minorities, women and individuals with disabilities. WIU has a non-discrimination policy that includes discrimination based on an individual's membership in the following classes: sex, race, color, sexual orientation, gender identity, gender expression, religion, age, marital status, national origin, disability, genetic information, veteran status, and any other classes protected by state or federal law.

**THE DEPARTMENT:** The Department of Curriculum and Instruction offers undergraduate programs in Elementary Education, Middle Level Education, Early Childhood Education, Special Education and a dual program in Special Education and Elementary Education. We also offer graduate programs in Reading (leading to the Reading Specialist and Reading Teacher endorsements), Special Education (including a track for certified teachers seeking an endorsement in special education, a track for special education teachers seeking advanced coursework, and a separate endorsement program), and Curriculum and Instruction (including two areas of specialization in literacy education and elementary curriculum offered entirely online).

The goal of each undergraduate and graduate program is to assist candidates in developing the knowledge, skills, and dispositions needed to positively impact P-12 student learning. To achieve this goal, we offer coursework and a variety of field experiences that focus on the use of evidence-based practices, differentiated

instruction, technology, and varied assessments to plan and implement instruction in ways that promote student growth and achievement.

THE UNIVERSITY: Recognized as a "Best Midwestern College" by the Princeton Review for 14 consecutive years and as one of 37 public universities ranked a top tier "Best Midwestern University" by U.S. News & World Report, Western Illinois University (WIU) serves nearly 10,000 students at its traditional residential campus in Macomb and its metropolitan, non-residential location in Moline, Illinois.

The WIU-Macomb and -Quad Cities campuses are comprised of accomplished faculty, state-of-the-art technology and facilities, and a wide range of academic and extracurricular opportunities. Western is a comprehensive university offering 66 undergraduate and 38 graduate degree programs, which includes a doctorate in education and a doctorate in environmental studies. With a student-to-faculty ratio of 15:1, the University's 514 full-time faculty members teach 96 percent of all undergraduate and graduate courses, in addition to seven pre-professional degree programs and 18 certificate programs.

Western offers a broad-based athletics program, sponsoring 19 NCAA Division I intercollegiate varsity sports. Football competes in the NCAA Division I Football Championship Subdivision through the Missouri Valley Football Conference; all other varsity sports compete at the Division I level through The Summit League. WIU is the cultural center of the region. University Libraries house an extensive collection and offer online database access to thousands of academic periodic journals and publications.

WIU-Macomb, IL (Student Population: 8,109): A traditional, residential four-year campus with select graduate programs, including a doctorate in education, WIU-Macomb is located in the heart of west central Illinois in Macomb (population 20,000). Macomb is an Amtrak city with twice-daily service to Chicago. Macomb is located approximately 75 miles from the Quad Cities International Airport (Moline, IL) and 70 miles from the Greater Peoria Regional Airport (Peoria, IL).

WIU-Quad Cities (Student Population: 1,332): The only public university in the Quad Cities area, WIU-QC offers select undergraduate and graduate programs, including a doctorate in education and a doctorate in environmental studies, at its metropolitan, non-residential campus in Moline, IL (population 44,000). The Quad Cities (population 376,000) rests on the banks of the Mississippi River and is comprised of Moline and Rock Island in western Illinois and Davenport and Bettendorf in eastern Iowa. Moline, Illinois is home to the Quad Cities International Airport.

APPOINTMENT START DATE: Nine-month position starting August 16, 2018.

RESPONSIBILITIES: The successful candidate will assume a range of responsibilities including: teaching undergraduate and graduate courses in Special Education, participating in broad-based university, college, and departmental committee work and professional service, supervising students in field experiences in various school settings, serving on master's committees, research and scholarly activity, and developing and teaching online courses.

RANK AND SALARY: Assistant Professor, tenure track. Salary commensurate with qualifications and experience. Western Illinois University offers a competitive benefits package including domestic partner benefits. For full benefit information visit: [http://www.wiu.edu/vpas/human\\_resources/benefits/](http://www.wiu.edu/vpas/human_resources/benefits/).

REQUIRED QUALIFICATIONS: The candidate must have: earned doctoral degree in Special Education or closely related field from a regionally accredited institution of higher education by date of appointment; a minimum of four years of successful teaching experience in special education in PreK-12 schools in the United States; evidence of a comprehensive knowledge of special education, including evidence based methodologies for students with various disabilities; evidence of and/or

potential for successful scholarship, teaching, service and leadership; evidence of the ability to collaborate and communicate with colleagues and the community; and a proven record of commitment to diverse student populations.

**PREFERRED QUALIFICATIONS:** Five or more years of successful special education teaching experience in PreK-12 schools in the United States; special education teaching experiences with students who have a broad range of disabilities (e.g., mild through severe disabilities, inclusion settings, collaboration and co-teaching) in PreK-12 schools in the United States; expertise in assessment, IEPs, planning for instruction including differentiated instruction, Universal Design for Learning, and multi-tiered instructional procedures, instructional and/or assistive technologies, and special education law; university teaching experience with special education teacher preparation programs, field supervising experience, and graduate studies in special education; and experience in online instruction and development of online courses.

**THE DEPARTMENT:** The Department of Curriculum and Instruction offers undergraduate programs in Elementary Education, Middle Level Education, Early Childhood Education, Special Education and a dual program in Special Education and Elementary Education. We also offer graduate programs in Reading (leading to the Reading Specialist and Reading Teacher endorsements), Special Education (including a track for certified teachers seeking an endorsement in special education, a track for special education teachers seeking advanced coursework, and a separate endorsement program), and Curriculum and Instruction (including two areas of specialization in literacy education and elementary curriculum offered entirely online).

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Complete applications include:

- 1) a letter of application
- 2) current curriculum vita or resume
- 3) the names, telephone numbers, and e-mail addresses of three current professional references
- 4) copies of unofficial academic transcripts, official transcripts will be required for selected candidate

Please upload the requested documents by clicking APPLY NOW or by navigating to the WIU Employment page at the following URL <http://www.wiu.edu/employment/>

**\*\*Note\*\*** In order to upload Individual documents must be under 2 MB in size.

Screening will begin immediately and continue until the position is filled.

Western Illinois University endeavors to provide a safe environment for its employees and students and requires candidates to submit to a background investigation upon offer of employment. Employment is contingent upon compliance with University policies and procedures relating to the receipt and evaluation of information contained in the background investigation.

Questions regarding the search may be directed to: Dr. Laura Frey, Chair of the Department of Curriculum and Instruction, at [Lm-frey@wiu.edu](mailto:Lm-frey@wiu.edu).

For assistance with the online application system contact the Office of Equal Opportunity and Access at (309)298-1977 or via email at [eo-office@wiu.edu](mailto:eo-office@wiu.edu)





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- **Chair of Department of Biological Sciences**

[Western Illinois University](#)

- **Nursing - Medical Surgical Nursing Faculty**

[Western Illinois University](#)



- **Assistant Professor, School of Computer Sciences (2 positions)**

Western Illinois University

- **Assistant Professor of Statistics - 2 positions**

Western Illinois University

Job Search Results

# Assistant Professor of Special Education

SUNY Oswego in New York

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**Date Posted** December 6, 2017  
**Type** Tenured, tenure track  
**Salary** Not specified

**Employment Type** Full-time

## State University of New York at Oswego Assistant Professor of Special Education

The Department of Curriculum & Instruction at the State University of New York at Oswego invites applications for a tenure track position as Assistant Professor in Special Education.

**Posting Date:** November 17, 2017

**Review Date:** Review of applications will begin immediately, and will continue until the position is filled.

**Salary:** Commensurate with qualifications and experience. In addition, the State University of New York provides an excellent benefit package. For more information on benefits for full-time United University Professions (UUP) faculty, visit: <https://www.suny.edu/media/suny/content-assets/documents/benefits/benefit-summaries/FTUUPbenefitssummary-January-2017.pdf> or <http://www.suny.edu/benefits/>

**Date of Appointment:** August 2018

**Description of Responsibilities:** The Assistant Professor of Special Education will teach clinical graduate special education courses, supervise special education candidates in field experiences and internships, provide program and academic advisement, participate in program accreditation assessments and serve on department, School of Education and university committees.

In addition, this position will be expected to display a demonstrated potential for excellence in teaching and scholarship, commitment to undergraduate and/or graduate education, and possess communication and interpersonal skills sufficient to work effectively with an increasingly diverse array of students and colleagues.

**Required Qualifications:**

- Doctorate in Special Education or related field (with Master's in Special Education). ABD will be considered with degree completion within 2 years.
- Sustained teaching experience as a special educator in K-12 schools.
- A commitment to promote all students' ability to succeed in a multicultural and global community.
- Demonstrated expertise in at least 2 of these 3 priority areas: developmental literacy instruction, positive behavior support, and educating students with autism and significant disabilities.

**Preferred Qualifications:**

- Minimum 3 years teaching experience as a special educator in K-12 schools with professional emphasis on teaching for social justice, collaboration, interdisciplinary instruction, and the integration of technology.
- Experience with supervision and school partnerships.

**To Apply:** Submit a cover letter addressing qualifications, resume, copies of unofficial transcripts for all required degrees showing degree awarded and date conferred, and contact information for three professional references (only the three referees listed in your Interview Exchange application can be considered and contacted) electronically to:

<http://oswego.interviewexchange.com/candapply.jsp?JOBID=91765>

If you have any questions about the position, please e-mail:

Amanda Fenlon, Search Chair

[amanda.fenlon@oswego.edu](mailto:amanda.fenlon@oswego.edu)

Official transcripts are required prior to hiring.

**Description of Department:** The Curriculum & Instruction Department has been a central part of the college's history since 1861, when the first programs in elementary education were offered. The department consists of 31 full-time faculty, teaching undergraduate and graduate courses in childhood education, adolescence education TESOL education, literacy education and special education. New programs designed to meet the high-quality teacher certification standards of New York State - coupled with the School of Education's national accreditation, a variety of professional development school initiatives, strong collaboration with Arts & Sciences faculty, and a supportive administrative team - make SUNY Oswego an exciting place to build a successful career. The School of Education Diversity Policy addresses the commitment to social justice and preparing students for multicultural and global communities.

**Description of SUNY Oswego:** Founded in 1861, SUNY Oswego is a public comprehensive college located in Central New York on the beautiful shores of Lake Ontario, 45 minutes from Syracuse. Named one of "Top Up-and-Coming Schools" in U.S. News "America's Best Colleges" in 2010, a Kiplinger's "Best College Value" for 2015, and a "Best Northeastern College" by Princeton Review every year since the first edition in 2003, Oswego offers its 8000 undergraduate and graduate students preeminent academic programs in the arts and sciences, business, communications, and teacher education. The College's success is built on providing students outstanding educational experiences with attention to a liberal arts and sciences foundation, practical applications, interdisciplinary approaches, independent scholarly and creative work, and skills for living in multicultural and

global communities. The emphasis on faculty-mentored student research and creative projects is evidenced by Quest, a daylong symposium spotlighting original student research; a stipend program for students engaged in research and creative work; and the Global Laboratory, a STEM-based research abroad program at top-ranked universities around the world. SUNY Oswego is an unusually collegial and vibrant community and is in a time of wonderful opportunities with extensive facilities construction and renovation, a forward-looking strategic plan, and expanded outreach to regional, national, and international communities.

Additional information about SUNY Oswego can be found at [www.oswego.edu](http://www.oswego.edu).

Oswego is committed to enhancing its diversity. SUNY Oswego is an Affirmative Action/Equal Opportunity Employer and is actively engaged in recruiting, supporting, and fostering a diverse community of outstanding faculty, staff and students. We encourage applications from qualified applicants regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim SUNY status, or criminal conviction. Please see our full non-discrimination policy, <https://www.oswego.edu/title-ix/non-discrimination-policy>.

In accordance with USCIS regulations, successful applicants must be legally able to work in the United States per the Immigration Reform and Control Act of 1986.

Requests for reasonable accommodations of a disability during the application and/or interview process should be made to the Human Resources Office by calling 315-312-2230 or emailing [hr@oswego.edu](mailto:hr@oswego.edu).

For Campus Safety information, please see the Annual Security and Fire Report (Clery) on the Human Resources Website: <https://www.oswego.edu/human-resources/annual-security-and-fire-report>

Pursuant to Executive Order 161, no State entity, as defined by the Executive Order, is permitted to ask, or mandate, in any form, that an applicant for

employment provide his or her current compensation, or any prior compensation history, until such time as the applicant is extended a conditional offer of employment with compensation. If such information has been requested from you before such time, please contact the Governor's Office of Employee Relations at (518) 474-6988 or via email at [info@goer.ny.gov](mailto:info@goer.ny.gov).

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### People at State University of New York College at Oswego

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### Jobs at State University of New York College at Oswego

- **Chief Diversity and Inclusion Officer**

[SUNY Oswego](#)

- **Staff Assistant for Financial and Occupancy Operations**

[SUNY Oswego](#)

# How To Apply

You can apply for this position online at <http://www.Click2Apply.net/h37shnhjn4m89h7h>



Job Search Results

# Graduate School Faculty Position, Early Childhood Bilingual and Special Education Programs

Bank Street College of Education in New York

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**Deadline** February 06, 2018

**Date Posted** December 8, 2017

**Type** Non tenure track

**Salary** Commensurate with experience

**Employment Type** Full-time

About Bank Street Bank Street College was founded over 100 years ago in the tradition of progressive education and is committed to learner-centered education based on sound developmental principles. The master's programs integrate direct experience with children, teachers, and families; exploration and examination of theory and research; and observation and reflection. Our curriculum supports the development of intellectual curiosity grounded in a social justice orientation.

**Position Description** This is a full time, 10-month faculty position for an instructor and advisor for early childhood bilingual and special education programs.

Candidates must have depth of experience in the field teaching, ideally across a range of urban settings; as well as demonstrated depth of knowledge and experience with progressive pedagogies. Bank Street College is not a tenure granting institution, nor does it have traditional professorial ranks. The position is eligible for a renewable 3-year contract pending a review period.

We are looking for expertise across at least three of the following content areas for

course instruction:

- Child development
- Developmental variations and special education history and policies
- Language acquisition and development, inclusive of second language acquisition
- Observation and recording of children
- Curriculum development for multilingual children and/or children with developmental variations
- TESOL theory and methods
- Assessment, diagnosis and evaluation of linguistically diverse children with developmental variations

In addition, the role may include supervised fieldwork advisement in the early childhood special education and/or bilingual education programs which involves:

- Visiting advisees at their sites monthly for a 1/2 day and conducting meetings with site supervisor and student, as applicable
- Convening and facilitating two one-on-one meetings with each advisee monthly
- Leading and facilitating weekly conference group with all advisees

All full-time faculty must engage in service to the community through committee work and participation in program, department and divisional meetings; and mentor graduate students on their integrative master's projects.

This position is based in our Manhattan campus, but requires flexibility to teach at locations in other boroughs.

Qualifications: • Doctorate in special education, bilingual education or related field preferred

- 5 or more years of teaching experience with children
- Teacher certification required in early childhood bilingual and special education
- Experience teaching in higher education
- Orientation to examine practice and theory through multiple and intersecting lenses—e.g. critical race theory, disability studies—preferred.

Bank Street College of Education is an Equal Opportunity Employer and does not

discriminate on the basis of age, color, national origin, ethnic origin, citizenship status, disability, race, religion, creed, gender, sex, sexual orientation, gender identity and/or expression, marital status, veteran status, or any other characteristic protected by federal, state or local law in its employment policies and other college administered programs. In addition, Bank Street College of Education will provide reasonable accommodations for qualified individuals with disabilities.

Bank Street has been recognized as a leader in education, and strives to have its faculty and student body reflect the diversity of the society in which they exist. Candidates from underrepresented groups are encouraged to apply.



## How To Apply

You can apply for this position online at <https://www.bankstreet.edu/administrative-offices/human-resources/job-opportunities/629/faculty-position-early-childhood-bilingual-and-spe/>

Job Search Results

# Assistant or Associate Professor of Special Education

State University of New York at Geneseo in New York

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<b>Deadline</b>	Open until filled
<b>Date Posted</b>	March 19, 2018
<b>Type</b>	Tenured, tenure track
<b>Salary</b>	Not specified
<b>Employment Type</b>	Full-time

## Position Summary

The Ella Cline Shear School of Education at SUNY Geneseo invites applications for an assistant or associate professor (tenure-track) position with a focus on Adolescence Special Education to begin August, 2018.

The Ella Cline Shear School of Education at SUNY Geneseo has a long and rich history of preparing teachers who are knowledgeable, skilled in their instructional practices, passionate about their work, and motivated to provide leadership within their profession. All teacher certification programs of the School are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The School of Education offers undergraduate programs leading to initial teacher certification in Early Childhood and Childhood, Childhood with Special Education, and Adolescence Education. We offer graduate programs leading to professional certification in Multicultural Childhood Education, Literacy (B-12), and Adolescence Education. The School is currently in the process of adding a Master's in Adolescence Special Education (generalist). This candidate selected for this position will play a key role in this degree program.

Primary responsibilities include:

- Teach undergraduate and graduate coursework in special education
- Supervise teacher education candidates in field experiences and student teaching
- Participate in School of Education assessment and accreditation activities
- Conduct research in adolescence special education.
- Advise teacher candidates
- Engage in college and professional service

Our priority is teaching excellence: We seek someone with a strong commitment to teaching in a liberal arts setting and who is prepared to teach both introductory courses and advanced courses in their area of expertise. A commitment to working effectively with students from diverse backgrounds is essential.

### **Required Qualifications**

- Ph.D. or Ed.D. in Special Education conferred by August 2018
- Expertise in addressing needs of students with exceptionalities
- Experience in working with national (e.g., Council For Exceptional Children, Common Core, Next Generation) and state teaching standards
- Middle/High School special education teacher certification
- At least two years of grades 7-12 special education (middle/secondary adolescence) teaching experience
- Evidence of an emerging or established agenda for research in the education of adolescents with disabilities (high or low incidence)
- Demonstrated potential for excellence in teaching both at the undergraduate and graduate levels
- Demonstrated commitment to fostering a diverse and inclusive working/teaching environment

### **Preferred Qualifications**

- Expertise in a content area (Math, Natural Sciences, History, or English education)
- Background suitable for directing clinical experiences in special education (high or low incidence) settings
- Experience in working with or teaching adolescents with high or low incidence exceptionalities
- Experience in working with or teaching adolescents with high and low incidence exceptionalities

### Special Instructions to Applicant

The initial application should consist of a cover letter that addresses the qualifications, a CV, and unofficial graduate transcripts. Applicants should provide contact information for three references, who will be contacted to provide a letter of recommendation when application is completed. At the initial (telephone) interview phase, applicants may be asked to upload additional supporting documents.

Review of applications will begin upon receipt. To be guaranteed consideration, applications must be completed by April 4, 2018. The final date that letters of reference will be accepted is April 11, 2018. Initial interviews are planned for early April, followed by campus interviews in late April.

To be considered for the rank of associate professor, candidates must present evidence of successful completion of a minimum of five years of service in a tenure track position as either assistant or associate professor at an accredited four year college or university. Additionally, individuals hired at the rank of associate professor would be appointed to an initial term of three years with consideration for continuing appointment (tenure) at the end of the second year.

### About SUNY Geneseo

SUNY Geneseo is highly selective and is consistently rated among the top public universities in the north by U.S. News & World Report. Located in the national historic landmark village of Geneseo, the residential campus overlooks the picturesque Genesee Valley, just 30 miles south of the major metropolitan area of Rochester and 70 miles east of Buffalo. SUNY Geneseo is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. <http://www.geneseo.edu/>

### Equal Employment Opportunity/Affirmative Action Employer

SUNY Geneseo is an Equal Opportunity/Affirmative Action employer, committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, citizenship, age, sex, sexual orientation, gender identity, genetic information, disability or protected veteran status. For our full non-discrimination statement, see:

<http://www.geneseo.edu/affirmativeaction>.



## Background Investigation Statement

All applicants are subject to drug and criminal background checks. See our full Background Investigation Statement at <http://www.geneseo.edu/hr/employment>.

## Clery Statement

Applicants interested in positions may access the Annual Security Report(ASR) for the College at [www.geneseo.edu/police](http://www.geneseo.edu/police). The ASR contains information on campus security policies and certain campus crime statistics. Crime statistics are reported in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Applicants may request a hard copy of the ASR by contacting the SUNY Geneseo University Police Department at 585-245-5651.



**People at State University of New York College at Geneseo**

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## How To Apply

You can apply for this position online at <http://jobs.geneseo.edu>



Job Search Results

# Assistant Professor, Special Education

Saint Joseph's University in Pennsylvania

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<b>Deadline</b>	Open until filled
<b>Date Posted</b>	March 19, 2018
<b>Type</b>	Tenured, tenure track
<b>Salary</b>	Not specified
<b>Employment Type</b>	Full-time

## Saint Joseph's University

### Assistant Professor, Special Education

#### Position Summary:

The Department of Special Education at Saint Joseph's University is seeking applications for a tenure-track Assistant Professor position in Special Education with expertise in Learning Disabilities. Responsibilities will include teaching in the department's undergraduate and graduate teacher preparation programs and advising students at the undergraduate level. Candidates will be expected to provide service to the university, the College of Arts and Sciences, the department, and the profession; to participate on doctoral dissertation committees, and to contribute to the scholarly literature in the field. Specific teaching assignments for this position will be matched with areas and levels of expertise. Further information about the university and this department can be found at [www.sju.edu](http://www.sju.edu).

Candidates must have an earned doctorate in Special Education with an emphasis on High Incidence (Specific Learning Disabilities) populations, certification as a Special Education teacher, evidence of effective teaching in K-12 educational settings, and strong potential for scholarship.. Preference will be given to candidates who demonstrate evidence of effective teaching at the college level, have a record of academic publication, have experience with grant writing, and have taught students

**Duties and Responsibilities:**

Responsibilities will include teaching in the department's undergraduate and graduate teacher preparation programs and advising students at the undergraduate level. Candidates will be expected to provide service to the university, the College of Arts and Sciences, the department, and the profession; to participate on doctoral dissertation committees, and to contribute to the scholarly literature in the field.

Specific teaching assignments for this position will be matched with areas and levels of expertise.

**Minimum Requirements:**

Candidates must have an earned doctorate in Special Education emphasizing High Incidence (Specific Learning Disabilities) Populations, certification as a Special Education teacher, evidence of effective teaching in K-12 educational settings, and strong potential for scholarship and the ability to conduct research.

**Preferred Qualifications:**

Preference will be given to candidates who demonstrate evidence of effective teaching at the college level, have a record of academic publication, have experience with grant writing, have training in specific learning disabilities, with experience in one of the following: assessment, gifted and talented education, and/or general Special Education pedagogy, and have taught students classified as high incidence.

On-line applications only. Please provide a letter of application/interest and resume. For a complete description of position responsibilities, qualifications, and to apply, please visit: <https://jobs.sju.edu/postings/14983>.

Saint Joseph's University is a private, Catholic, and Jesuit institution and expects members of its community to be knowledgeable about its mission and make positive contributions to that mission. Saint Joseph's is an equal opportunity employer that seeks to recruit, develop and retain a talented and diverse workforce.

EOE M/F/D/V



### People at Saint Joseph's University (Pa.)

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### Jobs at Saint Joseph's University (Pa.)

- **ASSISTANT PROFESSOR IN EDUCATIONAL LEADERSHIP**

SAINT JOSEPH'S UNIVERSITY

## How To Apply

You can apply for this position online at <https://jobs.sju.edu/postings/14983>

[Job Search Results](#)

# Special Education Lecturer- Student Development

University of Massachusetts Amherst in Massachusetts

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**Date Posted** March 22, 2018

**Type** Non tenure track

**Salary** Commensurate with experience

**Employment Type** Full-time

## Special Education Lecturer- Student Development

### College of Education

### University of Massachusetts Amherst

The Department of Student Development in the College of Education at the University of Massachusetts Amherst invites applications for a position in **Special Education** as a Clinical Assistant Professor at the rank of **Lecturer**. This is a full-time non-tenure track position with a preferred start date of September 1, 2018. Initial appointment is designated for two years. Further appointments following this two-year hire are contingent upon the availability of funds.

The special education program is searching for a candidate with current special education teaching experience to be able to assist with undergraduate: advising, recruiting, teaching, coordinating practicum and student teaching (placements and coursework), supervising TA's for practicum and student teaching, managing information in SPIRE, MTEls, and coordinating with licensure requirements for state and CAEP.

**Required Qualifications:** Master's degree, Ph.D. preferred, in special education or a related field with an emphasis in mild/moderate disabilities and holds a current license. At least three years of field experience and strong organizational skills. Demonstrates a commitment to supporting and implementing evidence-based practices with expertise in academic assessment, curriculum, and instructional interventions. University teaching and/or teaching assistantship in education.

**Desired Qualifications:** Candidates with supervision experience and a track record of establishing collaborative relationships between Post-Secondary and School District settings. Experience advising university students and interest in supporting research. Evidence of ability to work collaboratively across disciplines: special education, general education, school psychology, and counseling.

**Responsibilities:** Advise undergraduate students seeking licensure in special education. Assist with recruitment and management of admissions. Manage and update information on the College website for the special education undergraduate program. Work with the College's undergraduate advisor and the UMass Educator Licensure Office. Manage accreditation process through CAEP, write licensure data reports, and work with TK20 requirements for the state. Teach a minimum of two undergraduate courses per semester (e.g., 370: Writing in Education, 390: Collaboration, 494: Integrative Learning Experience, 431: Math Methods, and 325 Intro to Special Education) in addition to 398: Practicum and 500: Student Teaching seminars. Coordinate practicum and student teaching placements including supervision. Other activities as needed.

In response to the shortage of special education teachers nationwide and to fill the need particularly in Massachusetts, the College of Education has developed a new undergraduate-level, evidence-based teacher training program in special education leading to licensure in moderate disabilities for PreK-8 or 5-12.

The new undergraduate concentration in Special Education is positioned to establish UMass Amherst as a preeminent special education training program in the region, state, and nation. It will be the only undergraduate special education teacher preparation program in the region run and taught by nationally recognized scholars at a Research-Intensive University. The faculty have designed an innovative special

education program that is informed by its scholarly activity and its understanding of research to practice increasing the prospects of making it a nationally recognized program.

The campus is a member of the Five College Consortium along with Amherst, Hampshire, Mount Holyoke and Smith Colleges and is also a member of the Academic Career Network, a resource for dual career couples. The College is NCATE-approved and offers a comprehensive program leading to master's and doctoral degrees. We share a fundamental commitment to social justice and the pursuit of educational excellence.

### **Application Instructions:**

To apply, please submit a curriculum vitae, letter of application, the names and contact information of three professional references, and at least one recent publication to:

<https://umass.interviewexchange.com/candapply.jsp?JOBID=95588>

Review of candidates will begin April 23, 2018, and will continue until a qualified applicant pool has been identified.

Normal starting salary for full-time lecturer start at \$52,000 with additional consideration given to qualifications and experience of candidate. For more information about the College of Education at the University of Massachusetts Amherst, please visit our website at [www.umass.edu/education](http://www.umass.edu/education).

*The University of Massachusetts Amherst is a public research university, the flagship of the University of Massachusetts system and is a leading center of public higher education in the Northeast. The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members. Because broad diversity is essential to an inclusive climate and critical to the University's goals of achieving excellence in all*

areas, we will holistically assess the many qualifications of each applicant and favorably consider an individual's record working with students and colleagues with broadly diverse perspectives, experiences, and backgrounds in educational research or other work activities.



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[University of Massachusetts Amherst](#)

- **Visiting Assistant Professors**

[University of Massachusetts Amherst](#)

- **Lecturer of Junior Year Writing**

[University of Massachusetts Amherst](#)

- **Visiting Assistant Professor**

[University of Massachusetts](#)

- **Network Specialist**

[University of Massachusetts Amherst](#)



## How To Apply

You can apply for this position online at <https://umass.interviewexchange.com/candapply.jsp?JOBID=95588>

[Job Search Results](#)

# Visiting Assistant/Associate Professor, Special Education

Adelphi University in New York

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**Date Posted** March 23, 2018

**Type** Non tenure track

**Salary** Not specified

**Employment Type** Full-time

**Visiting Assistant/Associate Professor, Special Education**

**Ruth S. Ammon School of Education**

**Adelphi University**

Adelphi University is a nationally ranked, doctoral research university offering exceptional liberal arts and sciences programs and professional training. We are a private comprehensive university of nearly 8,000 students, with a main campus located in Garden City, on Long Island, New York, within 15 miles of JFK Airport and convenient to Manhattan.

The Department of Curriculum of the Ruth S. Ammon School of Education is currently seeking for an Assistant or Associate Professor in Special Education full-time (one semester renewable) visiting professor position starting Fall 2018.

## Qualifications:

Earned doctorate in Special Education/or related field with experiences in classroom teaching. Established record of teaching excellence, demonstrated record of scholarly activity, excellence in written/oral communication skills, and value for and capacity to work with diverse populations. Academic experiences with culturally diverse populations and special population are sought.

### **Responsibilities:**

Include teaching undergraduate and graduate courses in Foundation courses, assessment and create a new program on gifted and talented. Should be available to teach in either Garden City or Manhattan Center week days and weekends . Advising and mentoring of students, and service to school, university and community.

The Special Education program prepares students to help children with a diverse range of abilities and disabilities reach their fullest potential. At the core of our teaching philosophy is the commitment to uphold the dignity of every child and to create a climate in which all children and families are valued and respected.

While some children require specialized services, we train teachers to work in inclusive settings and regular classrooms that encourage children to become as independent as possible and to integrate them into a broad spectrum of activities.

Student-faculty relationships are at the heart of our work to support the development of exemplary educators. The School of Education's Department of Curriculum and Instruction prepares critical thinkers and collaborative teachers, who advocate for diversity, dignity and social justice. Together, we integrate theory and practice through ongoing partnerships with schools in an effort to further excellence in all educational settings. Through this work, we aim to foster a rich community that values collaboration, inquiry and professional growth. <http://education-ci.adelphi.edu/>

The Ruth S. Ammon School of Education at Adelphi University, home to the Department of Curriculum and Instruction and the Special education As a scholarly community, is committed to providing educational opportunities for professional growth at the bachelor's, master's and doctoral levels by creating authentic academic and field experiences, cultivating respect for the diverse population we serve, embracing ethical practices, and preparing our students to become reflective change agents through research, collaboration and leadership.

For further information about the School of Education and the department, go to <http://education.adelphi.edu/>

**Please apply online at: [www.adelphi.edu/positions/](http://www.adelphi.edu/positions/)**

Review of Applications will begin upon receipt of application with the search continuing until the position is filled.

*Adelphi University is an equal opportunity/affirmative action employer committed to building a diverse workforce and strongly encourages applications from women, under-represented groups, members of the LGBT community, people with disabilities and veterans. Adelphi University is an EEO/AA employer.*

**Contact:**

Pavan Anthony, Ph.D.

Chair, Special Education Search Committee

Phone: 516 877 4289

Email: [PAntony@adelphi.edu](mailto:PAntony@adelphi.edu)



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### Jobs at Adelphi University

- **Clinical Assistant Professor, Department of Finance & Economics**

[Adelphi University](#)

- **Visiting Assistant Professor, Mathematics and Computer Science**

[Adelphi University](#)

- **Visiting Assistant Professor Fall 2018, Sport Management**

[Adelphi University](#)

- **Assistant Professor, Psychiatric NP**

[Adelphi University](#)

- **Clinical or Tenure-Track Assistant Professor (Adult Health Nursing and/or Adult/ Gerontology Primary Care NP)**

[Adelphi University](#)

# How To Apply

You can apply for this position online at <http://www.adelphi.edu/positions/>

Job Search Results

# Specialized Teaching Faculty in Special Education

Florida State University in Florida

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**Deadline** April 15, 2018

**Date Posted** March 26, 2018

**Type** Non tenure track

**Salary** Commensurate with experience

**Employment Type** Full-time

## Department:

The Special Education Program in the School of Teacher Education at Florida State University invites applications for an instructional position at the rank of Teaching Faculty I in Special Education. We seek a colleague to support the Special Education Program in their commitment to preparing high-quality special education teachers. The Special Education program is non-categorical and coursework is designed to address the needs of children with high and low incidence disabilities across the lifespan (i.e., preschool through adulthood). The successful candidate will coordinate the accelerated BS/MS Special Education program (<https://education.fsu.edu/degrees-and-programs/special-education>). Our goal is to prepare teaching professionals who not only succeed in their classrooms but also seek to improve their schools, communities, academic disciplines, and professions.

The College of Education, the School of Teacher Education, and the Special Education program strive to develop a deep understanding of, and respect for, diversity among students and colleagues.

## Responsibilities:

- Teach undergraduate and graduate courses in Special Education
- Coordinate the Special Education program, including but not limited to: (a)



internship), (c) supervising field experiences (i.e., practicum and internship), and (d) actively participating in recruitment efforts

- Serve on student graduate committees
- Provide service to schools, the University, Department, College, and the profession
- Grow and support existing partnerships/relationships with local schools

### **Minimum Qualifications:**

- Earned doctorate in Special Education or a related field by August 2018
- Strong organizational and interpersonal skills
- Significant experience and leadership in one or more PreK-12 educational settings
- Commitment to and experience with working with diverse student populations

### **Desired Qualifications:**

- Experience teaching Special Education methods courses
- Experience coordinating certification programs (including state-level reporting)
- Experience mentoring pre-service and in-service teachers
- Successful teaching experience at the college or university
- Interest and experience in Applied Behavior Analysis (ABA) and/or Emotional Behavioral Disorders (EBD)

### **How to Apply:**

If qualified and interested in this position, apply to The Florida State University at [www.jobs.fsu.edu](http://www.jobs.fsu.edu). Applicants are required to complete the online application with all applicable information, including work history and education details.

In addition to the online application, candidates should submit an application package that includes: Letter of application, curriculum vita, names of three references with contact information, and statement of teaching and research interests to our application coordinator:

*Terry Graves  
Administrative Specialist  
School of Teacher Education  
G112 Stone Building  
1114 W. Call Street  
Florida State University  
Tallahassee, FL 32306-4459*

*These materials may also be sent electronically to [terry.graves@fsu.edu](mailto:terry.graves@fsu.edu).*

Review of applications will begin immediately and will continue until **April 15, 2018**.

### **Contact Information:**

Dr. Lindsay Dennis  
[lrdenis@fsu.edu](mailto:lrdenis@fsu.edu)

### **Equal Employment Opportunity:**

Florida State University is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran employer. FSU's Equal Opportunity Statement can be viewed at: [hr.fsu.edu/PDF/Publications/diversity/EEO\\_Statement.pdf](http://hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf).



### **People at Florida State University**

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### **Jobs at Florida State University**

- **Dean, University Libraries**

[Florida State University](#)

- **Job Title Visiting Teaching Faculty I, 9 Month Salaried (School of Communication)**

[Florida State University](#)

- **Job Title Visiting Teaching Faculty I, 9 Month Salaried (School of Communication)**

Florida State University

- **Dean, College of Education**

Florida State University

- **Assistant Teaching Professor**

Florida State University

## How To Apply

You can apply for this position online at <http://jobs.fsu.edu>

Job Search Results

# Visiting Assistant Professor of Education

College of Charleston in South Carolina

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- [Print](#)

**Deadline** April 13, 2018

**Date Posted** March 26, 2018

**Type** Non tenure track

**Salary** Not specified

**Employment Type** Full-time

The Department of Teacher Education at the College of Charleston is seeking applications for the following positions effective beginning August, 2018:

## **Special Education: Visiting Professor**

Qualifications include an earned doctorate in special education. Responsibilities include but are not limited to, teaching undergraduate courses in special education and supervising related field experiences and clinical practice. Candidates are expected to teach one or more foundational special education courses as well as specialty courses in the special education program. A minimum of three years' professional experience in educational settings is required. Questions about this position may be directed to Dr. Anne Gutshall, search committee chair, at [gutshalla@cofc.edu](mailto:gutshalla@cofc.edu)

The College of Charleston is a state supported liberal arts institution with an enrollment of approximately 11,500 students, offering NCATE/CAEP accredited undergraduate and graduate teacher education programs in special education, early childhood, elementary, middle grades, and secondary education as well as three masters degrees. The College is located in the heart of historic Charleston, South Carolina. To learn more about the College, visit our website at [www.cofc.edu](http://www.cofc.edu).



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### People at College of Charleston

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### Jobs at College of Charleston

- **Visiting Assistant Professor of Education**  
[College of Charleston](#)
- **Visiting Assistant Professor of Education**  
[College of Charleston](#)
- **Associate Director, Planning and Research**  
[College of Charleston](#)

## How To Apply

You can apply for this position online at <http://jobs.cofc.edu>

Job Search Results

## Department of Education: Program Director/Faculty Position in Students with Disabilities

Medaille College in New York

- [Save](#)
- [Print](#)

<b>Deadline</b>	Open until filled
<b>Date Posted</b>	April 3, 2018
<b>Type</b>	Non tenure track
<b>Salary</b>	Not specified

**Employment Type** Full-time

### Department of Education: Program Director/Faculty Position in Students with Disabilities

Medaille College invites applications for a Program Director/Faculty Position (Professor of the Practice) for the MSSED in Students with Disabilities. In addition to overseeing the graduate program, the successful candidate will be required to teach both undergraduate and graduate special education courses including online and on-ground formats.

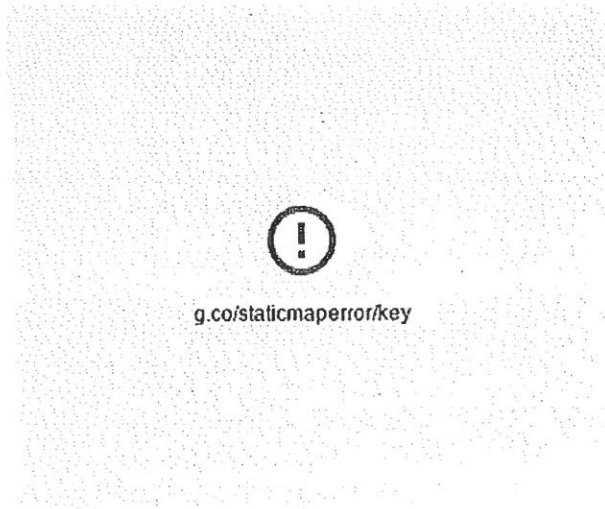
This full-time position requires a terminal degree in Special Education (or completion of doctorate by the fall of 2018) and a minimum of 3-5 years of special education teaching experience in P-12 schools. Successful academic leadership and college-level teaching is preferred. The position will begin August 15, 2018.

Medaille is a growing private four-year liberal arts teaching college in Buffalo, New York serving the educational needs of traditional and non-traditional students in Western New York and Southern Ontario through a variety of undergraduate and graduate programs. ([www.medaille.edu](http://www.medaille.edu))

Please electronically submit a letter of interest, curriculum vitae, a statement of

to: Barbara Bilotta, Director of Human Resources, Medaille College. Please refer to [www.medaille.edu/jobs](http://www.medaille.edu/jobs) to apply. Applications must be submitted by June 30, 2018. Position will be filled pending budget approval. No phone calls please.

*Medaille College invites applications from all qualified individuals. We are committed to a diverse faculty, staff and student body and we support faculty development within a collegial team atmosphere.*



### People at Medaille College

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### Jobs at Medaille College

#### • Tenure Track Assistant Professor, Mathematics

[Medaille College](#)

## How To Apply

You can apply for this position online at <http://www.medaille.edu/jobs>



Job Search Results

# Assistant Professor of Special Education

Franklin Pierce University in New Hampshire

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**Deadline** May 31, 2018

**Date Posted** April 12, 2018

**Type** Non tenure track

**Salary** Not specified

**Employment Type** Full-time

Franklin Pierce University seeks an energetic special education specialist to join our innovative and expanding Division of Education for the 2018-19 school year. Faculty in the Education Division prepare and teach both traditional in class courses as well as online courses; teaching undergraduate and graduate students as well as upper-division/graduate amalgamated courses in both special education and standard curriculum. This position may take part in General Education Curriculum each semester, as deemed appropriate according to program needs.

The successful candidate will have a doctoral degree in Education – ABD considered. A degree in Education with a certification in Special Education will be considered. Previous experience in English, Social Studies, Life Sciences, Science, Math, STEM courses are preferred. An expertise in special education is required. A background in public schools and/or college level instruction is required. Experience and ability to teach online courses is a must, or a strong willingness to learn to teach in an online environment. Experience in supervising student teachers could be a plus. Strong consideration will be given to a generalist who can model effective online teaching and assessment strategies, as well as be competent in the use of instructional technology.

As an Equal Opportunity Employer, we strongly encourage women and minorities to apply for our open positions, and welcome enquiry from qualified applicants for this position beginning August 2018.

continue until the position is filled. Priority review will be given to candidates submitting their applications by May 31, 2018.

Applicants should send a letter of application, a curriculum vitae, letters of reference, copy of transcripts (unofficial are acceptable at this stage), a statement of teaching philosophy, teaching evaluations and sample syllabi of appropriate courses to:

Assistant Professor of Special Education  
Franklin Pierce University  
40 University Drive, Rindge, NH 03461  
[jobs@franklinperce.edu](mailto:jobs@franklinperce.edu)

Please be sure to add "Assistant Professor-Special Ed" to the subject line of the email.  
EOE



### People at Franklin Pierce University

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## How To Apply

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- Manage your job search, whether as a teaching assistant, a tenure-track professor, or a top administrator

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**To apply without using ChronicleVita**

Send all required documents to [jobs@franklinpierce.edu](mailto:jobs@franklinpierce.edu)

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Job Search Results

# Special Education Clinical Assistant Professor in Literacy

The University of Florida in Florida

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**Deadline** Open until filled  
**Date Posted** April 12, 2018  
**Type** Non tenure track  
**Employment Type** Full-time

**Classification**  
**Title:** CLIN AST PROF

**Job**  
**Description:** The Special Education Program is searching for an energetic, experienced, and highly organized professional to work on literacy initiatives and programs. Responsibilities will include working with students in our undergraduate and graduate programs in special education, program coordination, teaching face-to-face and online courses, program development, advisement for undergraduate and graduate students, supervision of students in field placements, and professional development work with school districts. This is a 12-month, non-tenure accruing academic appointment, with a start date of July 1, 2018.

**Responsibilities:**

- Coordinate administrative activities for special education programs
- Teach face-to-face and online undergraduate and graduate level literacy assessment and intervention courses
- Lead program and course development efforts
- Develop content for literacy courses for online and face-to face programs

- Conduct trainings in UFLI literacy intervention methods for students in undergraduate and graduate programs
- Conduct literacy professional development activities in school districts
- Coordinate summer reading program for elementary students
- Advise students
- Supervise field experiences in K-12 schools

**Advertised Salary:** Salary is negotiable, competitive, and commensurate with education and experience.

**Minimum Requirements:** Earned doctorate in special education or related field. Evidence of expertise in literacy assessment, instruction, and intervention, professional development, and teacher education; Experience in the following areas: (1) university teaching and advising, (2) online teaching, (3) coordination of university programs and K-12 field experiences, (4) supervising teachers in K-12 settings, (5) teaching children with disabilities in K-12 settings, and (6) management of school partnerships; Evidence of strong organizational skills.

**Preferred Qualifications:**

- Knowledge of and experience with teacher education related to dyslexia
- Knowledge of and experience with UFLI tutoring and tutor training
- Commitment to inclusive special education services
- Evidence of ability and commitment to working collaboratively
- Collaboration in research efforts

**Special Instructions to Applicants:** Applicants should go to <http://jobs.ufl.edu> and reference requisition number 506775. Applicants will need to upload to the University of Florida's Careers at UF website (1) letter of application describing qualifications, (2) a curriculum vitae, (3) Contact information for three references who will be contacted and asked to send a letter of recommendation through the online application system, (letters will only be requested for finalists) who can address the candidate's qualifications, and (4) contact information for up to three additional references who may be contacted during the search process. Review

of applications will begin on **April 30, 2018** and continue until a suitable candidate is located. Inquiries about the positions can be addressed to Dr. Erica McCray, Search Chair, ([edm@coe.ufl.edu](mailto:edm@coe.ufl.edu)).

The University of Florida is an Equal Opportunity Institution. The selection process will be conducted in accordance with the provisions of Florida's "Government in the Sunshine" and Public Records laws. Search committee meetings and interviews are open to the public and all applications, resumes, and other documents related to the search will be available for public inspection.

Final candidate will be required to provide official transcript to the hiring department upon hire. A transcript will not be considered "official" if a designation of "Issued to Student" is visible. Degrees earned from an education institution outside of the United States are required to be evaluated by a professional credentialing service provider approved by National Association of Credential Evaluation Services (NACES), which can be found at <http://www.naces.org/>.

**Health  
Assessment No  
Required:**



**People at University of Florida**

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**Jobs at University of Florida**

- **Sponsored Programs Administration Manager**

The University of Florida

- **Clinical Assistant/Associate Professor**

The University of Florida

- **Clinical Associate/Full Professor - Surgical Pathology**

The University of Florida

- **Clinical Research Coordinator II**

The University of Florida

- **OPS Research Assistant**

The University of Florida

## How To Apply

You can apply for this position online at <https://secure.dc4.pageuppeople.com/apply/674/gateway/?c=apply&sJobIDs=506775&SourceTypeID=801&sLanguage=en-us>



Job Search Results

# Assistant Professor Learning and Behavior Disorders

University of Louisville in Kentucky

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<b>Deadline</b>	Open until filled
<b>Date Posted</b>	April 19, 2018
<b>Type</b>	Tenured, tenure track
<b>Salary</b>	Commensurate with experience
<b>Employment Type</b>	Full-time

The Department of Special Education in the College of Education and Human

Development at the University of Louisville invites applicants for a tenure-track faculty position in Learning and Behavior Disorders at the Assistant Professor level. Tenure-line faculty members are expected to engage in research, teaching, and service activities consistent with the requirements of a research university. We seek applicants who show evidence of success in, or strong potential for: teaching effectively at the university level, maintaining an active research agenda, competing for extramural funding from state and federal sources, mentoring graduate students, and collaborating with others in and outside of our Department and College.

The ideal candidate will also have knowledge and skills in one or more of the following: curriculum and methods for students with learning and behavior disorders, assessment of students with learning and behavior disorders, reading methods for students with learning disabilities, math methods for students with learning disabilities, and quantitative research methodology (including single-subject methods).

## Department, College, and University

The Department of Special Education currently includes 11 tenure-line faculty members and a number of grant funded personnel. Faculty members are committed to engagement in public school settings and regularly visit classrooms for research,

external funding that involves collaborative projects across faculty. The Department houses CIBRS (the Center for Instructional and Behavioral Research in Schools). CIBRS, directed by Dr. Terry Scott, engages with the application of scientific methods to understand and prevent student failure and dysfunction. The Department also works closely with the Kentucky Autism Training Center (KATC, <http://louisville.edu/education/kyautismtraining>) and the Kentucky Department of Education.

The College includes more than 110 FTE faculty and serves approximately 3,200 students in six departments. The College is committed to advancing knowledge, promoting the highest levels of learning, and developing leaders who generate and use research to inform policy and improve practice. The College is affiliated with the Early Learning Campus (ELC; <http://louisville.edu/education/elc>), an **early child development center for children of UofL faculty, staff and students, and residents of the Louisville Scholar House**. The College houses the Nystrand Center of Excellence in Education. The purpose of this Center, which is one of five Commonwealth Centers of Excellence and the only one in education, is to develop, implement and study collaborative efforts to improve teaching. The College is known for the Grawemeyer Award; support for grant writing and management, new faculty mentoring programs, computer resources and technology support, ongoing research projects, and strong collaborations with the local public schools, including Jefferson County Public Schools (JCPS), the 28th largest school district in the nation. The diversity of our region is reflected in the students served by JCPS, an urban district enrolling a racially/ethnically diverse population of over 100,000 students with more than 12,000 students with disabilities, more than 6,000 students who are homeless, and over 8,000 students who are English language learners. Among this population, over 120 languages are spoken. In addition, more than 60% of the school population receives free or reduced lunch. Please visit the CEHD web site at <http://www.louisville.edu/education/> for more information about our College and its programs and collaborations.

The University of Louisville, a "Very High Research Activity" institution, is a nationally recognized metropolitan university of approximately 22,000 students in an urban area with a population of one million. The University of Louisville is a state supported research university located in the city of Louisville, Kentucky's largest metropolitan area. The University has three campuses. The 287-acre Belknap Campus is three miles from downtown Louisville and houses seven of the university's 11 colleges and schools, including the CEHD. The Health Sciences Center is located in downtown Louisville's medical complex and houses the university's health related programs and the

University of Louisville Hospital. To learn more, visit the University of Louisville web site at <http://www.louisville.edu>.

### **Duties and Responsibilities**

Duties and responsibilities associated with this faculty position include but are not limited to:

- Teaching undergraduate and graduate courses in LBD and the Department of Special Education
- Advising students at undergraduate or master's levels, and mentoring students at the doctoral level
- Maintaining an active research agenda that includes professional publications and the pursuit of external funding
- Contributing to department, college, and university governance

### **Minimum Qualifications**

Applicants should meet all of the following requirements:

- Doctorate in special education with specialization in working with students with learning disabilities
- Ability to teach courses in the LBD area (as examples only: Instructional Methods for LBD; Assessment for LBD; Teaching Reading to Students with Disabilities; Teaching Math to Students with Disabilities)
- Strong evidence or promise of a scholarly research agenda with an emphasis on students with learning disabilities, including evidence or promise of successful grant writing and/or other avenues to external funding
- Demonstrated interest and experience in working in partnership with university centers, schools, postsecondary institutions, government agencies, community groups, businesses, and other key stakeholders
- Demonstrated ability to work well with colleagues
- Demonstrated commitment to diversity and working with students from multicultural communities and backgrounds

### **Preferred Qualifications**

The ideal candidate will also demonstrate knowledge or skills in one or more of the following:

- Experience working with students with learning disabilities
- Have board certification as a behavior analyst (BCBA)

- Experience with supervision of interns or student teachers in classroom settings
- Experience collaborating with local education agencies
- Current or previous external funding
- Expertise in quantitative research methodology (including single-subject methods)

**Salary:** Position rank and salary will be determined based upon the qualifications of the applicant.

**Beginning Date:** August 2018

**Appointment:** 10-month with the possibility of optional summer teaching.

### **Application Procedures**

The Search Committee is co-chaired by Drs. Terry Scott and Justin Cooper. Questions regarding the position may be directed to ([t.scott@louisville.edu](mailto:t.scott@louisville.edu) or [justin.cooper@louisville.edu](mailto:justin.cooper@louisville.edu)). Additional information about the department can be found at: <http://louisville.edu/education/departments/sped>

Review of applications will begin immediately and continue until the position is filled. All applicants must complete an online application available at <http://www.louisville.edu/jobs> using position #34796.

Applicants will be asked to complete a self-ID form on this site, and then to submit electronically (a) a cover letter stating interest in the position and describing how the applicant meets minimum and preferred qualifications, and (b) a curriculum vita, and (c) contact information for three professional references.

The University of Louisville is an Affirmative Action, Equal Opportunity, Americans with

Disabilities Employer, committed to diversity and in that spirit, seeks applications from a broad variety of candidates.



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[University of Louisville](#)

- **Assistant Professor Term of Business Communications**

[University of Louisville](#)

- **Assistant Professor of Geography and Geosciences**

[University of Louisville](#)

- **Chief of Police**

[University of Louisville](#)

- **Director**

[University of Louisville](#)

## How To Apply

You can apply for this position online at <http://louisville.edu/jobs>

## **Appendix J – Student Demand Survey**

1. If VCU offered the Special Education and Disability Policy, Ph.D., would you enroll? (5 point likert scale)
2. If you answered "Not at all likely" or "Somewhat likely", please let us know your questions or concerns:
3. What academic year do you think you would enter the Special Education and Disability Policy, Ph.D. program (assuming program is open for enrollment)?
4. Which one of the following concentrations in the M.Ed. in special education are you currently pursuing?
5. What year do you expect to receive the degree you are currently pursuing? (If you graduated recently, select Other.)
6. What is your gender?
7. What is your ethnicity? (Check as many as apply.)

## **Appendix K – Library Resources**





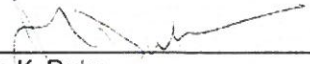
## COLLECTION ANALYSIS & INVESTMENT

### REPORT ON LIBRARY RESOURCES RELATED TO PROPOSED Ph.D. in Special Education and Disability Policy

Librarian: Karen Cary

Date: October 26, 2015

Reviewer:

  
John K. Duke

Date:

10-26-15

Senior Associate University Librarian, VCU Libraries

VCU's School of Education is proposing to spin-off the Special Education and Disability Policy concentration in the Ph.D. in Education program into a stand-alone degree program. The curriculum for the spin-off largely mirrors the curriculum of the existing concentration. Extensive holdings of monographs, databases, journals, and streaming media are in place to support the individual courses. A new course in single subject design will be included in the stand-alone Ph.D. *Education Research Complete*, one of the Libraries' databases, provides access to over 640 full-text articles on single subject design published in peer-reviewed journals, with 102 of these specific to special education and disability policy. Additional articles on single subject design are available in other Libraries' databases and full-text collections, along with several relevant books. VCU Libraries has strong collections in special education and disability policy and has continued to develop research-level collections to support the Special Education and Disability Policy concentration during the past seven years. The VCU Libraries will continue current collection building activities to support the proposed program.



## EXECUTIVE SUMMARY OF PROPOSED POLICY: Student Code of Conduct

New Policy ☐ or Substantive Revision ☒

Policy Type: [Board of Visitors]

Responsible Office: [Division of Student Affairs/Office of Student Conduct and Academic Integrity]

Draft Date: 1/23/2018

Initial Policy Approved: 05/10/2013

Revision History: [07/23/2014 – New Policy Student Code of Conduct; 04/03/2015 – Student Code of Conduct, Minor SCHEV requirement revision added; 01/26/2017 – Student Code of Conduct, minor revision to reflect current policy names and updated hyper-links]

### Governance Process Tracking:

Integrity & Compliance Office Review: 11/02/2017

University Counsel Review: 12/19/2017

Public Comment Posting: 01/25/2018

University Council Academic Affairs and University Policy Committee Review: 03/29/2018

University Council Review: 04/05/2018

President's Cabinet Approval: 04/23/2018

Board of Visitors Approval (if applicable): MM/DD/YYYY

1. Why is this policy being created <input type="checkbox"/> <u>or</u> revised <input checked="" type="checkbox"/> ?	The policy is being revised due to the requirement that all university policies undergo review every three years.
2. <u>New policy</u> <input type="checkbox"/> : What are the general points or requirements covered in this policy? <u>or</u> <u>Revised policy</u> <input checked="" type="checkbox"/> : What are the substantive differences between this draft and the current policy?	<ol style="list-style-type: none"><li>1. Policy Statement includes language with regard to being responsible and that students should not remain passively in the presence of violations. Encouragement to report suspected violations.</li><li>2. Pg. 3. Under the Policy definition, the Alcohol and Other Drug Policy is listed.</li></ol>

	<ol style="list-style-type: none"> <li>3. Pg. 3. Under the Policy definition, the Faculty Guide to Student Conduct in instruction settings is listed.</li> <li>4. Pg. 3. Under the definitions section, a definition for Respondent has been added.</li> <li>5. Pg. 3. Preponderance of evidence section was modified to further explain that the standard means “that the evidence supports a conclusion that it is more likely than not that a violation was committed.</li> <li>6. Pg. 3. Definition of staff modified to include part time employees and that a student can also be a staff member.</li> <li>7. Pg. 3. Definition of Student has changed to explain that the code applies to all student conduct and not just for conduct at all university locations.</li> <li>8. Pg. 4 Definition of University Property now includes VCU transportation vehicles.</li> <li>9. Pg. 5. Prohibited conduct definition regarding assault now has the term “reasonably” preceding the term “fear.” This change allows an investigator to consider if a person reasonably feared their safety due to a student’s behavior or actions.</li> <li>10. Pg. 5. Prohibited conduct definition regarding battery now has the term “unjustified” preceding the terms “use of physical force.” This was added due to the possibility of a student having to use force in instances of self-defense.</li> <li>11. Pg. 5. Prohibited conduct definition regarding harassment now includes the terms repeated, persistent or pervasive regarding unwanted or unwanted contact. Removed the term stalking from harassment and created a separate definition for stalking on pg. 6. This change was consistent with other university policies and avoids any confusion regarding the two behaviors.</li> <li>12. Pg. 5/6. Removed Riotous behavior definition. Such behaviors are addressed in the disorderly conduct and endangering health or safety definitions. Other public institutions in Virginia such as ODU, GMU, JMU, and</li> </ol>
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	<p>Virginia Tech do not have Riotous Behavior definitions in their Student Codes or Student Rights and Responsibilities.</p> <p>13. Pg. 6. Prohibited conduct definition regarding recording and/or disseminating images now includes audio recording. Audio recording was not in the prior iteration of the definition. This change is also consistent with policies at other institutions.</p> <p>14. Pg. 7. Prohibited conduct definition regarding paraphernalia possession now prohibits possession on all university property.</p> <p>15. Pg. 9. Prohibited conduct definition regarding retaliation now includes language referencing threats of harassment.</p> <p>16. Pg. 9. Prohibited conduct definition regarding Violation of any federal, state, or local law now includes a substantive definition. Language is similar to the language used in policies maintained by other universities.</p> <p>17. Pg. 13. Removal of interim suspension language from the document. Interim suspensions are now managed by the Office of the Dean of Students. A Link is provided in the new version of the Code.</p> <p>18. Pg. 16. Language regarding notification of respondent sanctions to complainants when the violation is considered a crime of violence.</p> <p>19. Pg. 17. Language regarding the interpretation and revision of the Student Code of Conduct specifies that interpretation and revision of the Student Code of Conduct falls under the direction of the director of student conduct and academic integrity.</p> <p>20. Pg. 18. Language within the FAQ section regarding the maintenance of student conduct records demonstrates that records will be maintained in a database that is utilized by the Office of Student Conduct and Academic Integrity and is maintained by the Division of Student Affairs.</p>
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<b>3. Which stakeholder offices or personnel have provided input into this policy draft?</b>	Office of Student Conduct and Academic Integrity, Office of the Senior Vice Provost for Student Affairs and designee. Residential Life.
<b>4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?</b>	<ol style="list-style-type: none"> <li>1. Louisiana State University Code of Student Conduct</li> <li>2. Penn State University Code of Student Conduct</li> <li>3. Rutgers University Code of Student Conduct</li> <li>4. The Ohio State University Code of Student Conduct.</li> <li>5. University of Maryland Code of Student Conduct.</li> <li>6. George Mason University Code of Student Conduct</li> <li>7. James Madison University Student Handbook</li> <li>8. Old Dominion University Code of Student Conduct</li> <li>9. Virginia Tech Student Code of Conduct</li> </ol>
<b>5. What is your general assessment of this policy's impact on the university community?</b>	This policy assists the university with protecting the student body population and upholding all students to standards regarding prohibited conduct.



# [DRAFT] Student Code of Conduct

**Policy Type:** Board of Visitors

**Responsible Office:** Office of Student Conduct and Academic Integrity, Office of the Provost

**Initial Policy Approved:** 05/10/2013

**Current Revision Approved:** MM/DD/YYYY

## Policy Statement and Purpose

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VCU Creed: Philosophy for a University Community

Academic institutions exist, among other reasons, to discover, advance and transmit knowledge and to develop in their students, faculty and staff the capacity for creative and critical thought. At Virginia Commonwealth University, members of the community should strive to exemplify the following specific ideals in addition to other worthy ideals:

- To demonstrate academic and personal integrity.
- To respect the rights and property of others.
- To be open to others' opinions.
- To uphold academic freedom and freedom of intellectual inquiry.
- To appreciate diversity and to value and learn from the uniqueness of each person.
- To uphold the right of all persons to be treated with dignity and respect and to refrain from all forms of intimidation, harassment and illegal discrimination.
- To demonstrate and respect intellectual courage in situations that demand it.

Students are encouraged to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community. Students should not remain passively in the presence of violations. Students are encouraged to notify the proper authorities if they observe or have knowledge of other students violating the Student Code of Conduct.

Noncompliance with this policy by staff may result in disciplinary action up to and including termination. Noncompliance with this policy by students may result in sanctions as provided in this policy. VCU supports an environment free from retaliation. Retaliation against any staff who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

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## Who Should Know This Policy

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University students, staff, faculty, and Student Organizations are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

## Definitions

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### **Adviser**

The term “adviser” is a person who has been asked by the respondent or student complainant to attend any part of the student conduct process to provide support and assistance directly to the student but not to participate in the process on the student’s behalf.

### **Complainant**

The term “Complainant” means any person or entity that submits a charge alleging that a student violated the Student Code of Conduct.

### **Conduct Appeal Board (CAB)**

The term “Conduct Appeal Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to consider an appeal from a Student Conduct Board’s determination.

### **Instructional Faculty**

The term “Instructional Faculty” means any person hired by the University to conduct classroom or teaching activities or activities involving research, administration or clinical responsibilities or who is otherwise considered by the University to be a member of its faculty.

### **May**

The term “may” is used in the permissive sense.



**Member of the University Community**

The term “Member of the University Community” includes any person who is a student, faculty, staff, or any other person employed by the University. A person’s status in a particular situation shall be determined by the Director of Student Conduct and Academic Integrity or designee.

**Off-campus**

The term “Off-campus” applies to any location not on university property.

**Policy**

For the purpose of this policy, the term “Policy” means any written standards of student conduct as found in, but not limited to, the Student Code of Conduct, Sexual Misconduct/Violence and Sex/Gender Discrimination, the Residential Life and Housing Contract, VCU Alcohol and Other Drugs, the Faculty Guide to Student Conduct in Instructional Settings, Student Conduct in Instructional Settings, Procedures for Registering Student Organizations, the University Computer and Network Resources Use Policy, the Undergraduate/Graduate Bulletins as found on the University web page, or other University publications or resources.

**Preponderance of Evidence**

The term “Preponderance of Evidence” is the standard of proof that applies to student conduct proceedings or determinations. It means that the evidence supports a conclusion that it is more likely than not that a policy violation occurred.

**Respondent**

The term “respondent” means any student or student organization charged with violating this Student Code of Conduct.

**Sanction Review Board (SRB)**

The term “Sanction Review Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to determine appropriate sanctions.

**Staff**

Any person with a direct employment relationship with VCU, including those who work on a part-time or adjunct basis. An individual can hold a status as both a student and staff.

**Student**

The term “Student” includes all persons taking courses through VCU, either full-time or part-time, on-line or in-person, single or dual enrolled, pursuing undergraduate, graduate or professional studies. “Student” also includes all persons who withdraw after allegedly violating the Student Code of Conduct, persons who are not enrolled officially for a particular term but who have not officially withdrawn from the university, persons who have been notified of their acceptance for admissions, and persons living in VCU residence halls regardless of course enrollment.

**Student Conduct Administrator**

The term “Student Conduct Administrator” means the Director of the Office of Student Conduct and Academic Integrity or other University administrator official designated on a case-by-case basis to administer the adjudication process under this policy, including investigating reported misconduct, determining responsibility for misconduct, and assigning appropriate sanctions.

**Student Conduct Board (SCB)**

The term “Student Conduct Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to determine whether a student has violated the Student Code of Conduct and to recommend sanctions that may be imposed when a violation has been committed.

**Student Organization**

The term “Student Organization” means any student group registered with the University.

**University Property**

The term “University Property” means any property owned, leased, or controlled by Virginia Commonwealth University.

**Contacts** 

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The Office of Student Conduct and Academic Integrity officially interprets this policy. The Office of Student Conduct and Academic Integrity is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to The Office of Student Conduct and Academic Integrity. Comments can be directed to the director of the Office of Student Conduct and Academic Integrity at [stuconduct@vcu.edu](mailto:stuconduct@vcu.edu).

**Policy Specifics and Procedures** 

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**All complaints of alleged sexual misconduct committed by University students, as defined in the University’s Sexual Misconduct/Violence and Sex/Gender Discrimination policy, are governed exclusively by the rules and procedures in the Sexual Misconduct/Violence and Sex/Gender Discrimination policy. All those seeking information regarding the adjudication of sexual misconduct complaints against University students shall refer to the [Sexual Misconduct/Violence and Sex/Gender Discrimination](#) policy.**

**Prohibited Conduct**

The University Student Code of Conduct shall apply to all conduct by students on University property, at VCU-sponsored activities, and off-campus. The Director of Student Conduct and Academic Integrity or designee shall decide at their sole discretion on a case-by-case basis whether the Student Code of Conduct shall be applied to conduct occurring off campus. The Student Code of Conduct governs students at all campuses; however, students are advised to consult local campus (i.e. VCUarts Qatar) publications for additional information or rules pertaining specifically to those campuses that may establish hearing boards or processes, consistent with the Student Code of Conduct.

Each student shall be responsible for their conduct from the time of application for admission through the actual awarding of the degree. The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending or if conduct is discovered after a degree is awarded.

The following conduct, committed or attempted, is prohibited for all students and student organizations, and is subject to disciplinary sanctions:

### **1. Abusive Conduct**

- a. Assault – Words or actions that would cause an individual(s) to reasonably fear for their immediate safety. Words do not constitute assault unless they are accompanied by the apparent ability to inflict immediate bodily harm.
- b. Battery – The unjustified use of physical force against an individual or group.
- c. Disorderly conduct - Disrupting or preventing the peaceful or orderly conduct of classes, lectures, meetings, or other University functions, or interfering with the lawful freedom of other persons, including invited speakers, to express their views, or interfering with the performance of the duties of University personnel.
- d. Endangering health or safety - Taking or threatening actions that endanger the physical safety, mental health, or life of any person(s) or creates reasonable fear of such action.
- e. Harassment – Repeated, persistent, or pervasive actions directed towards specific individual(s) with the intent or effect to harm, or alarm, including attempted or threatened physical contact or repeated or pervasive acts that create the reasonable apprehension of unwanted physical or verbal contact as well as contact through any electronic or digital medium.
- f. Hazing – Recklessly or intentionally subjecting a person(s) to any mental or physical requirement, request, or obligation that could cause discomfort, pain, fright, disgrace, injury, that is personally degrading, or that violates any federal, state, or local statute or University policy in connection with initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, fraternity, sorority, or other group; the willingness of the individual to participate in such activity notwithstanding.
- g. Recording and/or disseminating images or audio without consent - Using electronic or other means to make or disseminate a video, audio, or photographic record of any person(s) where there is a reasonable expectation of privacy without the person's consent.

- h. Stalking – A course of conduct (i.e., more than one act) directed at a person that would cause a reasonable person to feel or experience fear, intimidation, or emotional distress, or to fear for the safety of a third person. A series of acts that together constitute stalking may be direct actions or may be communicated by a third party, and can include, but are not limited to: threats of harm to self or others; pursuing or following; non-consensual (unwanted) communication by any means; trespassing; and surveillance or other types of observation

## **2. Academic Misconduct**

Refer to the [Honor System](#) for academic expectations, rights, responsibilities, violations, hearing processes, sanctions, and records related to charges of academic misconduct, including plagiarism, cheating, lying, stealing, and facilitation of academic misconduct.

## **3. Acts of Dishonesty**

- a. Furnishing false information to any staff, faculty member, or office.
- b. Forgery, alteration, or misuse of any University document (e.g., student transcript), record or instrument of identification.

## **4. Alcoholic Beverages/Drugs**

- a. Alcoholic beverages – The unlawful possession, distribution, sale or use of alcoholic beverages or public intoxication are prohibited. Alcoholic beverages may not, in any circumstance, be used, possessed by or distributed to any person under 21 years of age. The possession and/or use of alcohol in University facilities and at University events by those individuals 21 years of age or older, may be subject to additional University regulations and restrictions. Any violation of the [Alcohol and Other Drugs](#) policy may result in action under the Student Code of Conduct.
- b. Drugs – Illegal possession, use, manufacture, sale, dispensation, or distribution of any controlled substance (including prescription drugs/medication) are prohibited except as expressly permitted by law. Any violation of the [Alcohol and Other Drugs](#) policy may result in action under the Student Code of Conduct.
- c. Paraphernalia – Possession of paraphernalia used to consume illegal drugs is not permitted on university property. Paraphernalia includes but is not limited to roach clips, bongs, pipes, blow tubes, bowls, and any type of water pipe or object filled with water through which smoke is drawn.

## **5. Failure to Comply**

- a. Failure to comply with a reasonable request or directive of University Officials. This includes, but is not limited to, failure to present a University identification card, failure to keep or attend a required meeting, or failure to leave any University premise when requested by a University Official.
- b. Failure to observe rules and regulations issued by the University.
- c. Failure to complete or comply with a University imposed sanction.

## **6. False Reports**

- a. Making an intentionally false report of any Student Code of Conduct or other policy violation is prohibited and may also violate state criminal statutes and civil defamation laws.

## **7. Weapons**

- a. Possession or carrying of any weapon by any person, except a duly authorized law enforcement personnel, is prohibited on university property, including but not limited to, academic offices, administrative office buildings, medical venues, clinics, laboratories, research facilities, residence halls, dining facilities; or while attending sporting, entertainment or educational events.
- b. For purposes of this document, in addition to items defined as weapons by the [Virginia Commonwealth University Weapons Regulation](#), anything used by a student to injure or attempt to injure another person is considered a weapon.

## **8. Fireworks/Explosives/Dangerous Chemicals**

- a. Unauthorized possession or use of fireworks, explosives or dangerous chemicals is prohibited.

## **9. Gambling**

- a. Participation in any form of illegal gambling as delineated in the [Commonwealth of Virginia Code 18.2.325](#).

## **10. Theft or Unauthorized Use of Property**

- a. Theft - Theft, attempted theft, or possession of stolen property or services or possession of burglarious tools.

- b. Unauthorized use of university property or services.
- c. Climbing - Unauthorized climbing inside or outside campus buildings or structures.
- d. Defacing/vandalizing - Defacing or vandalizing University land, buildings, equipment or property.
- e. Damage or destruction of property - Actual or threatened damage or destruction of University property or property of others, whether done intentionally or with reckless disregard.
- f. Unauthorized presence or entry - Entering or being present in University buildings, rooms, or other areas without proper authorization.
- g. Tampering -Tampering with University equipment, including but not limited to, any elevator, wiring, plumbing, doors, locking mechanisms, University keys, access cards, or other University equipment without authorization from a University Official.
- h. Misuse of fire-fighting equipment/disregard of fire alarm signals/arson - Misuse or tampering with fire-fighting equipment, disregard of a fire alarm signal or refusal to evacuate a building, tampering with detection or suppression equipment, initiating a false fire alarm or unauthorized burning of any material in any University building or on University property.
- i. Obstruction - Blocking of the free flow of pedestrians or vehicular traffic on University premises or at University sponsored or supervised functions.

## **11. Abuse of Computer Facilities and Resources**

- a. Violations include, but are not limited to, unauthorized entry, unauthorized transfer of a file, use of another individual's identification and/or password, use of computing facilities and resources to interfere with the work of another University member, use of computing facilities and resources to send obscene or abusive messages, use of computing facilities and resources to interfere with the normal operation of the University computing system, use of computing facilities and resources in violation of copyright laws, or any violation of the [University Computer and Network Resources Use](#) policy.

## **12. Retaliation**

- a. Any actual or threatened adverse action against a person because of the person's participation in a complaint, investigation, or adjudication of misconduct.

### **13. Involvement in a University Violation**

- a. Presences during any violation of the Student Code of Conduct in such a manner to condone, support, or encourage that violation.

**14. Violation of other disseminated University regulations, policies, or rules.** Examples of such regulations include, but are not limited to, University computing policies, Residential Life and Housing policies, and recreational sports facility policies.

**15. Violation of any federal, state or local law.** Any violation of local, state or federal law, which affects a substantial university interest, such as a violation committed in the municipality where the University is located; when the violation is detrimental to the educational interests of the University; or when the violation presents a danger to the student or others.

## **VIOLATION OF LAW AND UNIVERSITY DISCIPLINE**

University disciplinary proceedings may be instituted against a student or student organization charged with conduct that potentially violates criminal or civil law and the Student Code of Conduct (that is, if both possible violations result from the same factual situation). Proceedings under the Student Code of Conduct may be initiated and carried out prior to, simultaneously with, or following civil or criminal proceedings at the sole discretion of the Director of the Office of Student Conduct and Academic Integrity (OSCAI) or designee. Determinations made or sanctions imposed under this Student Code of Conduct shall not be subject to change because of the criminal or civil outcomes.

## **STUDENT CODE OF CONDUCT AUTHORITY**

The Director of the OSCAI or designee shall determine the composition of the Student Conduct Board (SCB), Sanction Review Board (SRB) and the Conduct Appeal Board (CAB) and will determine which administrator or board shall be authorized to hear each matter. The Director of the OSCAI or designee shall develop procedures for the administration of the student conduct system and procedural rules for the conduct of SCB Hearings that are not inconsistent with the provisions of the Student Code of Conduct. Decisions made by the SCB, SRB and/or Student Conduct Administrator shall be final, pending the appeal process provided in this policy.

## **RIGHTS AND RESPONSIBILITIES**

All student complainants and respondents are provided the following rights and responsibilities throughout the University student conduct process:

1. The right to receive written notification of any alleged violation via official forms of University communication (i.e., VCU email).
2. The right to know the source of any allegation.
3. The right to know the specific alleged violation of the Student Code of Conduct.
4. The right to know any sanctions that may be imposed by the University if found responsible for specific violations of the Student Code of Conduct.



5. The right to present their own information.
6. The right to be accompanied by an adviser of their choice and at their own expense during the University student conduct process for advisory purposes only. Advisers are not permitted to speak or to participate directly in the University student conduct process unless authorized by the Student Conduct Administrator. When selecting an adviser, students should be cognizant of any scheduled meetings or hearings. Delays in the University student conduct process will not be allowed due to the scheduling conflicts of an adviser.
7. The right to have the opportunity to respond to any allegation and provide witnesses and/or pertinent additional information.
8. The right to refrain from making any statement concerning alleged violations of the Student Code of Conduct.
9. The right to know that any statements made by the Complainant and/or respondent can be used during the University student conduct process.

## **CHARGES AND STUDENT CONDUCT BOARD (SCB) HEARINGS**

Any member or entity of the University community, including the OSCAI based on information provided to the university, or others outside of the University may file charges against a student respondent or student organization for violations of the Student Code of Conduct. Any charge should be submitted as soon as possible after discovery of the alleged violation. Absent extraordinary circumstances, the written charge must be filed within six months of discovery of the offense. A charge shall be prepared in writing and directed to the OSCAI or other designated office. Once the charge has been submitted, the Director of OSCAI or designee will review the charge and appoint a Student Conduct Administrator to complete an investigation.

OSCAI will send a Notification Letter to the VCU email address of the respondent citing the specific charges and instructions to contact the Student Conduct Administrator to schedule a meeting to discuss the charges. The respondent will have five business days from the date of the Notification Letter to contact the Student Conduct Administrator. If the student fails to respond to the Notification Letter or does not attend the scheduled meeting, the University may proceed with adjudication of the charges without the student's input.

The Student Conduct Administrator will complete an investigation of the charges in the Notification Letter. The Student Conduct Administrator will offer to meet with the respondent to discuss the charges. The Student Conduct Administrator may meet with the complainant as well as with any witnesses and examine additional information. Based upon all of the examined information and witness statements, the Student Conduct Administrator will make a determination of responsibility using the preponderance of the evidence standard. The student will have the following options based upon the Student Conduct Administrator's determination:

#### *1 - No Violation Established by the Administrator:*

The Student Conduct Administrator will notify the respondent that the University has found the respondent not responsible for the violation(s) charged and that no sanction will apply. The matter will be closed without requiring further action by the respondent.

#### *2- Violation Established - Administrative Adjudication:*

##### *Respondent accepts responsibility and sanctions*

The respondent may accept responsibility for violating specified provisions of the Student Code of Conduct and agrees to complete the sanctions assigned by the Student Conduct Administrator. Students choosing this option may not appeal.

#### *3 – Violation Established - Sanction Review Board (SRB):*

##### *Respondent accepts responsibility, but disagrees with sanctions*

If the respondent accepts responsibility for violating specified provisions of the Student Code of Conduct but disagrees with the sanctions assigned by the Student Conduct Administrator, the respondent may seek review by the SRB. The request to the SRB must be submitted in writing and completed within five business days from the date of notification of the Student Conduct Administrator's determination. The SRB is comprised of three University Community members with at least one student and one staff or instructional faculty member.

The SRB will review the respondent's written statement contesting their sanction, as well as a written statement from the Student Conduct Administrator explaining the recommended sanctions. The SRB will assign an appropriate sanction, which may be more severe than the recommended sanction. Decisions of the SRB are final and not subject to further appeal.

Based upon the SRB's review, OSCAI will notify the respondent, and if necessary the individual complainant, in writing of sanctions via their VCU email address. A decision by the SRB that results in a student being suspended or expelled from the university must be approved by the Senior Vice Provost for Student Affairs (SVPSA) or designee.

#### *4- Violation Established – Student Conduct Board (SCB):*

##### *Respondent disagrees with finding of responsibility*

If the student denies responsibility for violating the specified provisions of the Student Code of Conduct, OSCAI will schedule a SCB hearing to consider the information and evidence and make a determination concerning the allegations and, if necessary, any sanctions. The SCB is comprised of four University Community members with at least one student, one staff or instructional faculty member, and a non-voting chair. OSCAI will notify the respondent of the date, time and location of the

hearing at least five business days prior to the scheduled SCB hearing. If the respondent (and/or the complainant, if appropriate) fails to attend the scheduled SCB hearing, the hearing will proceed in the student's absence and the student's ability to appeal the SCB hearing decision may be limited.

A SCB hearing typically consists of the following components:

- Introduction and procedural rules presented by the SCB chair.
- Introductory statement and presentation of information by Student Conduct Administrator and/or complainant.
- Witnesses presented by the Student Conduct Administrator and/or complainant if any.
- Introductory statement and presentation of information by the respondent.
- Witnesses presented by the respondent if any.
- Closing statement by Student Conduct Administrator and/or complainant.
- Closing statement by respondent.
- Closed session deliberation by SCB.

Witnesses will provide information to and answer questions from the SCB. The respondent or complainant may propose questions to the chairperson to be asked of the other party or witnesses. The chairperson will determine whether proposed questions or information will be presented.

All procedural questions are subject to the final decision of the chairperson of the SCB.

There shall be a single record, such as a digital recording, of all SCB hearings excluding deliberations. The record shall be the property of the University and maintained securely consistent with university standards.

When the alleged victim is serving as the complainant or as a witness, alternative testimony options will be available, such as allowing the alleged victim to testify via electronic means.

The SCB will determine, by majority vote, if the respondent is responsible for the charges based on a preponderance of the evidence presented at the hearing. The SCB will notify the Director of Student Conduct and Academic Integrity or designee of the determination and any recommended sanctions. The Director of Student Conduct and Academic Integrity or designee will determine the final sanctions and notify the respondent, and if appropriate the complainant, within five business days of the SCB hearing in writing via their VCU e-mail address.

Any appeal of the SCB's decision must be made by the respondent in writing to the OSCAI ([see section 5: "Formal Appeals Process"](#)) within five business days following the date of the notification. The OSCAI will then forward the appeal as well as a written statement responding to the appeal from the Student Conduct Administrator to a Campus Appeal Board (CAB). The CAB is comprised of three University Community members with at least one student and one staff or instructional faculty member. The CAB will review the respondent's written appeal as well as the written statement of the

Student Conduct Administrator. The CAB will then make one of two recommendations to the SVPSA or designee concerning the appeal: (1) uphold the SCB determination, or (2) remand the matter to the SCB. The SVPSA or designee will review the recommendation of the CAB, make a final determination concerning the respondent's appeal and notify the respondent of that outcome. The SVPSA or designee, in their sole discretion, may accept the CAB recommendation or reject the recommendation and remand or render an alternative finding.

### *5 - Formal Appeals Process*

All appeals to the SRB and CAB must be in writing using the appropriate Appeal Form (provided by OSCAI). All appeals must be submitted to OSCAI within (5) business days following the date of the SRB's or CAB's decision. Appeals to the CAB may be based only on one or both of the following two criteria:

1. New and pertinent evidence or information has come to light.
2. A procedural error occurred that would have impacted the outcome of case.

The written appeal must contain any and all information relevant to the appeal, including any new evidence or information when new and pertinent evidence is the selected appeal ground. After receipt of the appeal, the Student Conduct Administrator and/or Complainant may submit a statement responding to the claims or issues presented by the written appeal. The OSCAI will submit the written appeal and all other written statements to the SRB or CAB, as applicable.

## **ADMINISTRATIVE ACTIONS**

### **Interim Suspension**

Temporary measure to remove a student reasonably believed to pose a threat to the University Community. For more detail refer to the Dean of Students resource page regarding [Interim Suspension](#).

### **Revocation of Admission**

Revocation of Admission entails rescinding the offer of University admission that had been awarded under circumstances of fraud, misrepresentation, or other violation of University standards in the student's matriculation to the University.

### **Revocation of Degree**

Revocation of Degree entails rescinding a University degree that had been awarded under circumstances of fraud, misrepresentation, or other violation of University standards. For more detail refer to the [VCU Procedures for Degree Revocation](#) policy.

## **SANCTIONS**

Upon any final finding of responsibility of a Student Code of Conduct violation, one or more sanctions may be imposed for each violation. Failure to complete any assigned sanction is a separate violation of the Student Code of Conduct. Violations involving impairment from the voluntary use of alcohol and/or other drugs, (other than medically prescribed) shall be considered an aggravating, and not a mitigating, factor in sanctioning. All sanctions become part of a student respondent's permanent University disciplinary record. The University may withhold a degree, or any other academic achievement, otherwise earned, until the completion of the process set forth in this Student Code of Conduct, including appeals and the completion of any and all sanctions.

The following sanctions **are not** recorded on a student's transcript. These sanctions are not reported to external agencies as a University disciplinary action, unless required by law.

### **Censure**

Censure is a written notice warning to the respondent to avoid a recurrence of any conduct that violates the Student Code of Conduct and/or any University policy. Subsequent violations of the Student Code of Conduct or any University policy may result in more severe disciplinary action.

### **Disciplinary Probation**

Disciplinary probation is a specified period of time, a minimum of one semester, requiring the respondent to avoid a recurrence of any conduct that violates the Student Code of Conduct and/or any University policy that may result in additional University sanctions including but not limited to suspension or expulsion.

### **Educational Experiences**

Educational experiences are learning opportunities, including but not limited to, community service, drug and alcohol education, and written papers, designated to be completed by the student. In addition, an alcohol and drug assessment and/or behavioral health assessment may be completed by a qualified medical or mental health professional and released to an appropriate University official.

### **Loss of Privileges**

Loss of privileges is a denial of services, privileges, and benefits which may impact participation in extracurricular activities, residence in University housing, University employment, Honors College, leadership within student organizations, academic activities, and study abroad, for a designated period of time.

### **Fines**

Previously established and published fines may be imposed.

### **Bans, Deactivations and Holds**

Bans, deactivations and holds are restriction of access to University services, activities, facilities or registration.

## **Restitution**

Restitution is monetary reimbursement to the University and/or a member of the University community or others to cover the cost of damage, injury, or loss of community or personal property as a result of a violation.

## **No Contact**

The respondent is instructed to avoid direct and indirect contact with an identified individual or group. This includes but is not limited to contact in person, through electronic means, or through a third party.

## **University Policy Sanctions**

University Policy Sanctions are any sanctions not specified in the Student Code of Conduct, but which are applied to a respondent as a result of prohibited behavior of another University policy.

## **Deferred Suspension**

Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the Student Code of Conduct. Subsequent violations of the Student Code of Conduct during the term of a deferred suspension will result in a full suspension.

The following sanctions **are** recorded on a student's transcript. These sanctions are reported to external agencies as a University disciplinary action and as required by law.

## **Suspension**

Suspension is removal of a respondent for a defined period of time, for a maximum of six consecutive semesters, during which a student loses all University privileges, which generally includes access to facilities, programs, classes, and premises. Consistent with the University's continuous enrollment policy, all students who do not attend VCU for three or more successive semesters, excluding summer sessions, must submit an application for readmission.

## **Expulsion**

Expulsion is permanent dismissal from the University, administrative withdrawal from classes and loss of all University privileges.

## **NOTIFICATION OF SANCTIONS**

### *Notice to the Public*

Sanctions and other records related to student conduct processes are part of the educational record of the respondent and are protected from release under the Family Educational Rights and Privacy Act (FERPA), a federal law. However, the University observes the legal exceptions to FERPA, which permit the university to release publicly the student's name, violation committed, and any sanction imposed if the violation is a "crime of violence" (arson, burglary, robbery, criminal homicide, assault, destruction/damage/vandalism of property, and kidnapping/abduction).

#### *Notice to a Complainant*

The University shall release to the complainant the respondent student's name and the nature of the policy violation that is final results described above related to a crime of violence as described above regardless of the outcome.

#### *Notice to Parents*

When students under the age of 21 are found responsible for violating alcoholic beverage and/or controlled substance laws or policies, VCU will notify their parent or guardian of such violations if the student is under the age of 21 at the time of the notification, in accordance with FERPA.

## **INTERPRETATION AND REVISION**

Any question of interpretation or application of the Student Code of Conduct shall be referred to the director of Student Conduct and Academic Integrity or designee for final determination. The Student Code of Conduct shall be reviewed every three years under the direction of the director of Student Conduct and Academic Integrity.

### **Forms**

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There are no forms associated with this policy.

### **Related Documents**

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1. VCU Policy: [Sexual Misconduct/Violence and Sex/Gender Discrimination](#)
2. VCU Policy: [Honor System](#)
3. VCU Policy: [Alcohol and Other Drugs](#)
4. VCU Policy: [University Computer and Network Resources Use Policy](#)
5. VCU Policy: [Procedures for Degree Revocation](#)
6. [Graduate Bulletin](#)
7. [Undergraduate Bulletin](#)
8. VCU Policy: [Computer and Network Resources Use](#)
9. VCU Information on [Rights of Students Under FERPA](#)
10. [Residential Life and Housing Contract](#)
11. VCU Policy: [Procedures for Registered Student Organizations](#)
12. VCU Student-Athlete Code of Conduct
13. VCU Policy: [Faculty Guide to Student Conduct in Instructional Settings](#)
14. [Interim Suspension](#)

### **Revision History**

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This policy supersedes the following archived policies:



May 10, 2013 [New Policy]	<i>Student Code of Conduct</i>
April 3, 2015	<i>Student Code of Conduct</i> (Minor SCHEV requirement revision added)
January 26, 2017	<i>Student Code of Conduct</i> (minor revision to reflect current policy names and updated hyperlinks)

## FAQ

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### **Q: What is the policy regarding alcohol and other drugs?**

**A:** Students under the age of 21 may not procure, possess, or consume alcoholic beverages. Additionally, students may not manufacture, distribute, dispense, possess or use illegal or illicit drugs. Please see the university's [Alcohol and Other Drugs](#) policy.

### **Q: If I did not commit the violation of which I am being accused, why do I need to respond?**

**A:** All allegations of misconduct will be investigated. The investigation process affords the respondent the right to respond to and refute the allegation. If it is determined that a respondent is not responsible for the alleged misconduct, the matter will then be closed with no formal action taken against the respondent.

### **Q: What does a hold on my registration mean?**

**A:** Your registration may be blocked for failure to schedule or attend a meeting regarding an alleged violation or failure to comply with a sanction. In such circumstances, the hold is removed once you schedule and attend your conduct meeting, or upon completion of the sanction.

Additionally, students classified as seniors or nearing the end of their graduate/professional program shall have a degree hold imposed pending the adjudication of the alleged misconduct, including all appeal options.

### **Q: What if I am off campus at the time of the alleged violation?**

**A:** The University Student Code of Conduct may apply to any conduct by a student whether on University property, at VCU-sponsored activities, **or at off-campus locations.**

### **Q: Can my case go through the courts and the university conduct process?**

**A: Yes. They are entirely independent and separate process.** University disciplinary proceedings may be instituted against a student charged with conduct that may violate criminal or civil law and the Student Code of Conduct (that is, if both possible violations result from the same factual situation). Proceedings under the Student Code of Conduct may be initiated and carried out prior to, simultaneously with, or following civil or criminal proceedings. Determinations made or sanctions imposed under the Student Code

of Conduct shall not be subject to change because of the criminal or civil outcomes. The concept of 'double jeopardy' applied in criminal settings is not applicable to a University proceeding.

**Q: What is FERPA?**

**A:** The Family Education Rights and Privacy Act (FERPA, 1974) affords students the right to consent to disclose their educational records. A student can authorize in writing to have a designated person access confidential academic information. Additional resources can be found here:

<https://rar.vcu.edu/records/family-educational-rights-and-privacy-act/>

**Q: Will my parents or guardians be notified of a violation?**

**A:** When a student under the age of 21 is found responsible for violating alcohol, drugs, and/or controlled substance laws or policies, the student's parents or guardians may be notified. The notification will include information concerning the violation, the university sanctions, and reiterate the University's expectations for future behavior.

NOTE: Residential Life and Housing or the Dean of Students may notify parents, guardians, or others in connection with a health or safety emergency.

**Q: Will my records be released for a background check?**

**A:** A student may need to provide a disciplinary history to a third party for a study abroad program, graduate school, employment, etc. With a signed release by the student, the University may release to the external agency disciplinary records as requested by the student and generally related to suspension or expulsion.

**Q: What conduct records are maintained and for how long?**

**A:** All student conduct records are maintained in an electronic database for a minimum of seven (7) years, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. If an individual receives additional sanctions during the seven-year period, records of all violations will be retained until there is a period of seven years following the most recent incident. If an individual is suspended or expelled, complete records of the proceedings and all pertinent documents, including records of previous lesser sanctions, shall be maintained permanently.

**Q: What sanctions are recorded on a student's transcript?**

**A:** Suspensions and expulsions are noted on a student's transcript.

**Q: If a respondent is found responsible for arson, assault, battery, or endangering health and safety, and an identified party is the victim of such behavior, will the identified party be notified of the outcome of the respondent's student conduct process?**

**A:** Yes. The University will consider the interest of an individual victim of arson, assault, battery, or endangering health or safety and may notify them of the outcome of the respondent's student conduct process.



# VCU

## Faculty Senate

### **Bylaws of the Faculty Revision**

February 2018

Revision of the *Bylaws of the Faculty* was undertaken this academic year in order to update language related to the new Human Resources (HR) redesign (definitions of faculty). In addition, content related to roles of members of the Faculty Senate has been moved to the *Standing Rules of the Faculty Senate* and the *Faculty Senate Leadership Guidelines*. Information on faculty governance and transparency as well as alignment of Board, Administration, and Faculty responsibilities was added. Grammatical and stylistic edits were also accomplished.

Specific changes in alignment of faculty descriptions necessitated the removal of terms “teaching and research faculty” from the Preamble (Article I). Content relating to shared governance was added to the Purpose section (Article II). In Article III, in accordance with the new HR redesign terminology, a new definition of Voting Membership states

“Faculty shall consist of the professors, associate professors, assistant professors, and instructors, who are full-time employees of the University and who hold continuing appointments for the Board of Visitors as faculty members.”

Comments on definition of naming “schools” within the document were removed, and reference to the term “school” within the document has been changed to “Unit” as this term covers the distinction of individual academic entities described in the *Bylaws of the Faculty*. “Schools,” “Colleges,” “Libraries,” and “Units” now carry the designation “Unit.”

In Article IV, language has been moved to *Standing Rules of the Faculty Senate* where it relates more appropriately to specific roles and guidelines for Faculty Senate leadership, nomination and election of officers, and standing committees of the Faculty Senate.

In Article V, information for meetings of the General Faculty was clarified, as was a statement on parliamentary authority governing those meetings (formerly Article VII). Article VI on Unit Governance remained essentially the same. Article VIII on Review and Revision of the Bylaws became Article VII and incorporates some clarifications and stylistic changes.

This revision of the *Bylaws of the Faculty* has come before the Faculty Senate twice, with the latest resulting in a unanimous approval of the Voting Senators on February 27, 2018. Please access <https://goo.gl/zsgNPW> to view the current (2004) version of the *Bylaws of the Faculty*.

Respectfully submitted,

Joan M. Pellegrini, PhD, RDH

Chair, Credentials and Rules Committee of VCU Faculty Senate



# VCU

Planning and Decision Support

## Faculty Bylaws Ballot Total Responses and Comments

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**Approve: 202**  
**Do not approve: 9**

### Q2. Please provide additional comments below (optional):

- Document is silent on parliamentary authority of the faculty senate itself. Does Roberts Rules of Order apply to a meeting of the faculty senate, as it does for a meeting of the general faculty? (see Article IV.3) I checked the standing rules of the faculty senate and they too are silent on parliamentary authority.
- Good job tightening the verbage. Further attempts at efficiency & clarity should be applauded. (Shorter Bylaws are more likely to be read in full, and therefore, comprehended.)
- Well thought-out; revisions/updates made with due consideration of the history of the Senate and its Bylaws and their function within the university, adjusted to accommodate new processes but maintaining fundamental university faculty prerogatives.
- I strongly oppose the exclusion of adjuncts from the definition of "faculty."
- Looks good. Nice job!
- Why waste our time with paper pushing, and not do anything actually important? VCU has unsubstantive (fake) shared governance
- Thank you so much for your work!
- Many thanks for renewed commitment to shared governance!

**Please note all responses are actual no spell check nor words/statements has been adjusted.**

Faculty Senate responses to above comments:

- This has been addressed in the Standing Rules of the Faculty Senate revision by stating that Roberts Rules of Order will be our guide on parliamentary procedure.
- Thank you.
- Thank you.
- Adjunct Faculty are excluded from the definition of "voting membership of the Faculty" (there is no definition of "faculty" in this document); however, the role of Adjunct Faculty is recognized as an important role by the University. Faculty Senate has an adjunct faculty member as an Honorary Senator and is working with the University to create a communications pathway for adjunct faculty (likely a listserv).
- Thank you.
- — — —
- You're welcome.
- You're welcome.

## **BYLAWS OF THE FACULTY**

### **ARTICLE I: PREAMBLE**

We, the Faculty of Virginia Commonwealth University, having been duly appointed by the Board of Visitors, and believing the purposes and objectives of any university can best be met through the combined effort and cooperative deliberation of its governing board, its administrators, and its faculty, do hereby establish these *Bylaws* to set forth the governing principles and procedures which will guide the Faculty of Virginia Commonwealth University in all its deliberations.

### **ARTICLE II: PURPOSE**

The purpose of the Faculty shall be the furtherance and dissemination of knowledge and professional skills through teaching, study, research, creativity, exhibition, performance, and provision of community engagement. An additional objective will be to help ensure through investigation, examination, comment, and recommendation the educational goals of the University are being realized by the policies and procedures employed in the University. The Faculty should have appropriate representation on University committees impacting faculty functions. The Faculty value collaboration, representative voice, transparency, accountability, and the alignment of Board, Administration, and Faculty responsibilities in pursuit of the University's mission. The Faculty affirm their commitment to shared governance and seek to act in accordance with the ideals of shared governance set out by the VCU University Council and the President of the University.

### **ARTICLE III: VOTING MEMBERSHIP**

The voting membership of the Faculty shall consist of the professors, associate professors, assistant professors, and instructors who are full-time employees of the University and who hold continuing appointments from the Board of Visitors as faculty members.

### **ARTICLE IV: FACULTY SENATE**

#### **Section 1. Purpose of the Faculty Senate**

The Faculty Senate shall represent the Faculty in areas of its responsibilities and concerns:

- a. to help create, maintain, and protect a university-wide environment conducive to growth of scholarship, creativity, learning, teaching, research, service, and respect for human dignity and rights;
- b. to accept and share responsibility with administration and students in an effort to improve the stature and effectiveness of the University;
- c. to consider such policies, programs, and other matters as the administration, unit faculties, student organizations, and individual members of the Faculty may propose;

- d. to develop and propose academic or educational policies which affect the University, the Faculty, or students;
- e. to express opinions on University affairs as the Faculty Senate deems appropriate and necessary.

## Section 2. Composition of the Faculty Senate

- a. Members of the Faculty, as defined in Article III, who are not serving in administrative positions at or above the level of Department Chair are eligible to be members of the Faculty Senate.
- b. There are four categories of Senator:
  - (i) Elected Senators: are elected as specified below in Section 5, and have full debating and voting privileges.
  - (ii) Senators at Large: in those instances when it is necessary for their continued membership in the Faculty Senate, the officers and the outgoing President of the Faculty Senate shall be Senators at Large with full rights of membership and shall occupy specially created seats for one year.
  - (iii) Honorary Senators: in addition to the membership identified above, the President of the Faculty Senate will, as specified in the Standing Rules, appoint Honorary Senators with rights of discussion in Faculty Senate proceedings, but they do not have voting rights.
  - (iv) Alternate Senators: are elected as specified below in Section 5. They serve as substitutes, with full debating and voting privileges, for Elected Senators from their Unit when the latter are unable to attend a meeting. When not serving as substitutes, they have rights of discussion in Faculty Senate proceedings but do not have voting rights.
- c. The term "Voting Senator" shall refer to Elected Senators, Senators at Large, and Alternate Senators actively serving as substitutes.

## Section 3. Terms of Office of Faculty Senators

- a. Elected Senators shall serve three-year terms beginning on August 16<sup>th</sup> following their election. Elected Senators who served a full three-year term shall not be eligible to serve again as Elected Senators for one year following the expiration of their term; however, such Senators are eligible for election as Alternate Senators. Alternate Senators who fill vacated Senate seats as directed in Section 5.b shall be eligible for immediate re-election at the end of the completed term.
- b. Honorary Senators are appointed annually and are eligible for reappointment without restriction.
- c. Alternate Senators shall serve one-year terms beginning on August 16<sup>th</sup> following their election. They are eligible to serve again as Alternate Senators or as Elected Senators following the completion of their term.

#### Section 4. Timing of Elections

- a. Unit elections of Elected Senators and Alternate Senators shall take place during the spring semester according to the procedures stated in Article IV, Section 5. The election process should be completed during the spring semester, but certainly no later than August 1st.
- b. The Faculty Senate is responsible for notifying in writing by March 15<sup>th</sup> the leadership of each Unit's faculty governance organization or Dean's Office of their responsibility for scheduling, conducting, and overseeing the election of Elected Senators and Alternate Senators from that Unit.

#### Section 5. Method of Elections

- a. Elected Senators: Elected Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.
- b. Alternate Senators: Alternate Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.
  - (i) Alternate Senators will be designated by the Unit as First Alternate, Second Alternate, Third Alternate, etc. based upon election results with the First Alternate receiving the most votes, the Second Alternate receiving the second most votes, and so forth.
  - (ii) If an Elected Senator's seat becomes vacant before the expiration of his/her term, the seat shall be filled for the remainder of the term by the highest designated Alternate Senator elected by that Elected Senator's Unit. The designated Alternate Senator will complete the full term of the replaced Elected Senator.
  - (iii) Upon notification by the Faculty Senate that a Unit's pool of Alternate Senators is diminished, the Dean of that Unit shall expeditiously direct the selection of replacement Alternate Senators in accordance with the procedures of that Unit.
- c. Nominations and Elections: Nominations of faculty to serve as Elected Senators and as Alternate Senators shall be made following the Unit's nominating procedures and in accordance with the following:
  - (i) The Unit Nominating Committee shall be composed of faculty eligible to vote as defined in Article III.
  - (ii) The Unit Nominating Committee shall solicit nominations throughout its Unit or from an open meeting of the Unit to which all members of a Unit's faculty have been invited at least two weeks in advance and at which nominations have been indicated to be an agenda item. The Nominating Committee itself may add nominations.



- (iii) The Unit Nominating Committee should notify potential nominees of the usual day and time of the Faculty Senate meetings and that Elected Senators are expected to represent their Unit at these monthly meetings from September through May.
- (iv) In accordance to the Unit's procedure for conducting elections, a secret ballot with the names of all the nominees who have accepted their nominations shall be distributed to all faculty eligible to vote as defined in Article III. Nominees are elected to open positions in descending order of votes received.
- (v) Units may have an election for Alternate Senators separately from the election for Elected Senators, or they may combine the election of Elected Senators and Alternate Senators. If the latter, after all open Elected Senator positions have been filled, nominees are elected to open Alternate Senator positions in descending order of votes received.
- (vi) The election results should be conveyed to the Faculty Senate within two weeks of the election, but certainly by August 15<sup>th</sup>.

#### Section 6. Meetings of the Faculty Senate

- a. Regular meetings shall be held monthly during the academic year (September through May), except that either the December or the January meeting may be omitted. The President of the Faculty Senate may call special meetings as needed.
- b. A quorum exists whenever more than 50% of the Voting Senators are present, and once in existence, continues to exist as long as at least 25% of the Voting Senators are present. Voting Senators are defined in Article IV. Section 2.c.
- c. Faculty members who are eligible for election to the Faculty Senate may attend its regular and special meetings without vote. Such members may participate in Faculty Senate discussion on a given agenda item only if they have received advance permission from the President of the Faculty Senate to speak on that item or if the President of the Faculty Senate requests that they provide information to the Faculty Senate on a specific issue.
- d. Faculty Senate meetings may be called at the discretion of the President of the Faculty Senate or upon written request of ten Voting Senators to the President of the Faculty Senate.

#### Section 7. Standing Rules of the Faculty Senate

- a. The Faculty Senate shall operate in accordance with the *Standing Rules of the Faculty Senate*.
- b. These rules may be amended or rescinded by a majority vote of the Faculty Senate if advance notice is given at the previous Faculty Senate meeting. If no such advance notice has been given, the *Standing Rules of the Faculty Senate* may be amended or rescinded by a two-thirds vote.

## **ARTICLE V: MEETINGS OF THE GENERAL FACULTY**

Section 1. The President of Faculty Senate shall formally request that the President of the University convene the Faculty for a General Faculty Meeting annually for the purpose of reporting on the state of the University and receiving questions from the Faculty. This request shall be conveyed each year by the President of the Faculty Senate by October 1<sup>st</sup>.

Section 2. The President of the Faculty Senate shall convene a meeting of the General Faculty upon the written petition of 25 or more members of the Faculty.

Section 3. Parliamentary authority: *Robert's Rules of Order, Revised*, shall be the authority on all questions of parliamentary procedure not covered by the *Bylaws of the Faculty*.

## **ARTICLE VI: UNIT GOVERNANCE**

The Faculty of each Unit of the University shall organize and establish in assembly, rules, and procedures for faculty participation in the governance of the Unit.

## **ARTICLE VII: REVIEW AND REVISION OF THE BYLAWS**

Section 1. The Faculty Senate shall review and, if appropriate, propose revisions to these *Bylaws* every five years or as deemed appropriate by the Faculty Senate.

Section 2. On approval by its members, the Faculty Senate shall provide the proposed revised *Bylaws of the Faculty* to the Faculty for approval. Two weeks' notice of proposed revisions to the *Bylaws of the Faculty* must be provided to the Faculty before the votes are tallied.

Section 3. Revisions to these *Bylaws* shall be approved by two-thirds of those voting. Voting membership is defined in Article III.

Section 4. History

- a. The original *Bylaws of the Faculty* were ratified by a vote of the entire VCU Faculty in February 1970.
- b. The original *Bylaws of the Faculty* were approved by the University Assembly and were transmitted to the Board of Visitors by the incumbent president, Dr. Warren E. Brandt.
- c. The original *Bylaws of the Faculty* were approved unanimously by the Board of Visitors on July 23, 1970 including "that the Faculty Senate be established and recognized to represent the faculty in the areas of (its) responsibilities and concerns."
- d. Revised *Bylaws of the Faculty* were approved by the Faculty on March 12, 2004, and by the Board of Visitors on May 21, 2004.
- e. These revised *Bylaws of the Faculty* were last approved by the Faculty on April 2, 2018, and by the Board of Visitors on May \_\_\_\_, 2018.

## AHAC Dashboard for 2017-18 (for May 11, 2018 meeting)

Student Success					Quest Peer Comparisons <sup>1</sup>		
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> )	17 ( <i>as of 5/1</i> ) vs. 21 <i>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	Available spring 2019	\$30,873	\$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>1<sup>st</sup> 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</i> ): <i>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

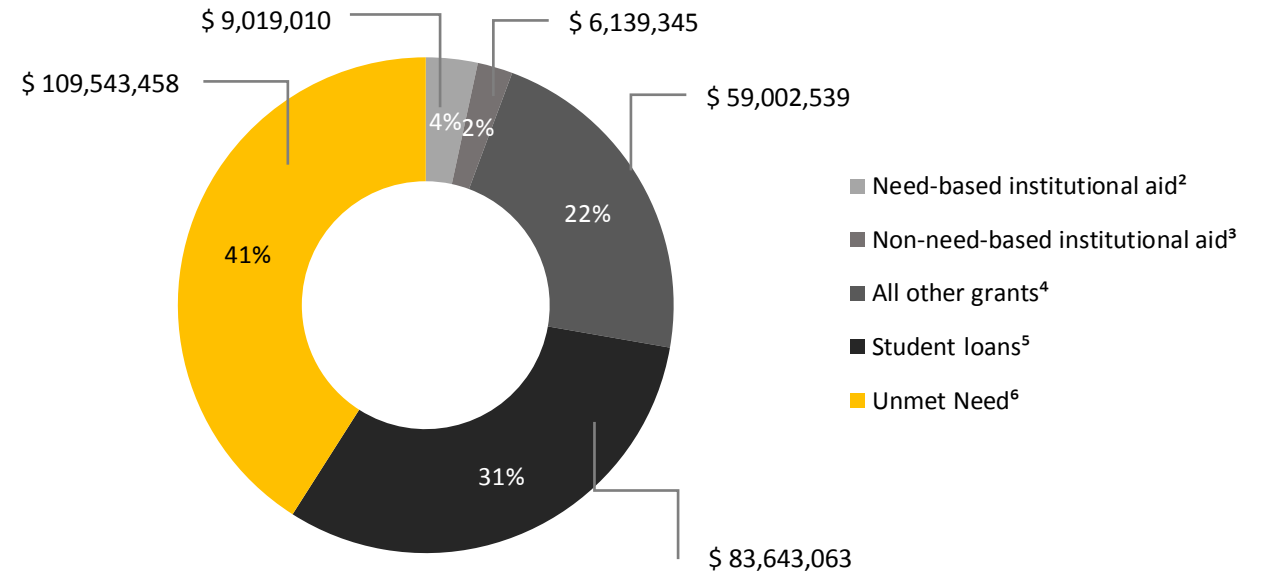
## AHAC Dashboard for 2017-2018 (for May 11, 2018 meeting)

Research Productivity					Quest Peer Comparisons <sup>1</sup>		
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	\$104.4 ( <i>as of 5/1</i> ) vs. \$125.7 prior year	\$157.0	\$144.1/ approx. 76 <sup>th</sup>	\$156.5/ approx. 70 <sup>th</sup>	\$276.1/ approx. 44 <sup>th</sup>	\$87.8/ approx. 112 <sup>th</sup>	\$205.2/ approx. 57 <sup>th</sup>
Federal R&D expenditures ( <i>millions</i> ) ( <i>NSF AY2016 for peers/Nat'l Ranking</i> ) reflects VCU fiscal year	\$117.7 ( <i>as of 5/1</i> ) vs. \$122.4 prior year	\$147.6	\$143.8/80 <sup>th</sup>	\$142.4/81 <sup>st</sup>	\$348.6/31 <sup>st</sup>	\$93.9/107 <sup>th</sup>	\$228.4/55 <sup>th</sup>
Invention disclosures/ ( <i>AUTM FY2016 for peers</i> )	119 ( <i>as of 5/1</i> ) vs. 95 prior year	134	134	93	50	62	288
					Quest Peer Comparisons <sup>1</sup>		
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 <sup>st</sup> time students enrolling from diversity pipeline programs into health professions training programs	18	27	14	25	N/A	N/A	N/A

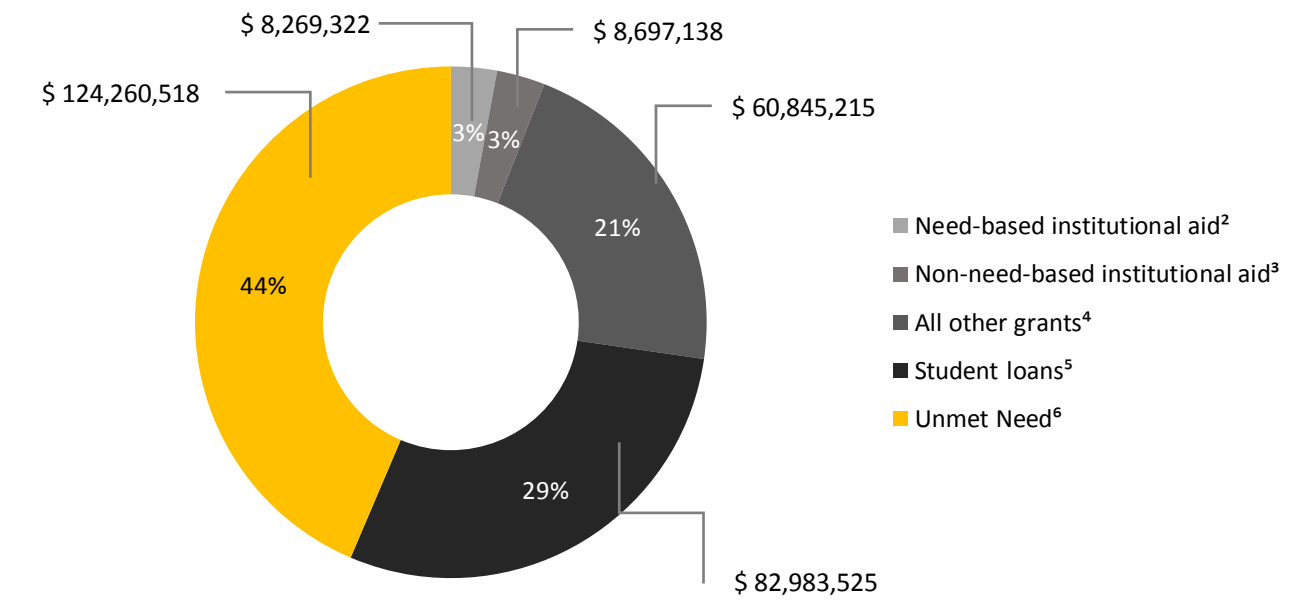
<sup>1</sup> Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

**Financial Need and Aid**  
**Degree-seeking In-state Undergraduates<sup>1</sup>**  
**AY 2014-15 through AY 2016-17**

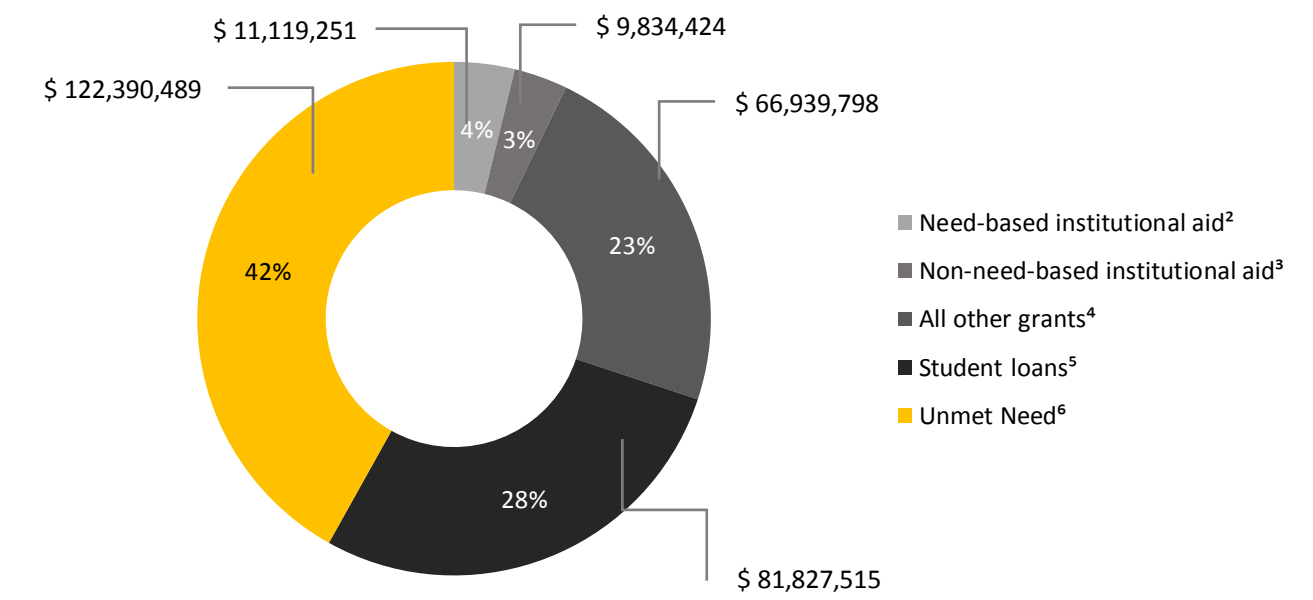
	AY 2014-2015				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,283 (21.3%)	4,158 (26.9%)	7,441 (48.2%)	7,989 (51.8%)	15,430 (100%)
Need-based institutional aid <sup>2</sup>	\$ 2,627,958	\$ 3,794,881	\$ 6,422,840	\$ 2,596,171	\$ 9,019,010
Non-need-based institutional aid <sup>3</sup>	\$ 808,138	\$ 1,161,531	\$ 1,969,670	\$ 4,169,676	\$ 6,139,345
All other grants <sup>4</sup>	\$ 22,186,131	\$ 25,073,957	\$ 47,260,088	\$ 11,742,451	\$ 59,002,539
Student loans <sup>5</sup>	\$ 19,624,342	\$ 23,854,622	\$ 43,478,964	\$ 40,164,099	\$ 83,643,063
Unmet Need <sup>6</sup>	\$ 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 <sup>2</sup>	\$ 2,629,453	\$ 3,294,659	\$ 5,924,111	\$ 2,345,210	\$ 8,269,322
Non-need-based institutional aid <sup>3</sup>	\$ 1,044,359	\$ 1,856,170	\$ 2,900,528	\$ 5,796,610	\$ 8,697,138
All other grants <sup>4</sup>	\$ 24,543,776	\$ 25,003,170	\$ 49,546,947	\$ 11,298,268	\$ 60,845,215
Student loans <sup>5</sup>	\$ 18,865,533	\$ 24,149,688	\$ 43,015,221	\$ 39,968,304	\$ 82,983,525
Unmet Need <sup>6</sup>	\$ 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 <sup>2</sup>	\$ 4,552,932	\$ 3,756,502	\$ 8,309,433	\$ 2,809,817	\$ 11,119,251
Non-need-based institutional aid <sup>3</sup>	\$ 1,275,549	\$ 2,079,188	\$ 3,354,737	\$ 6,479,687	\$ 9,834,424
All other grants <sup>4</sup>	\$ 27,019,478	\$ 25,716,772	\$ 52,736,250	\$ 14,203,547	\$ 66,939,798
Student loans <sup>5</sup>	\$ 18,482,655	\$ 22,490,416	\$ 40,973,071	\$ 40,854,444	\$ 81,827,515
Unmet Need <sup>6</sup>	\$ 32,017,859	\$ 47,736,796	\$ 79,754,655	\$ 42,635,835	\$ 122,390,489



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

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

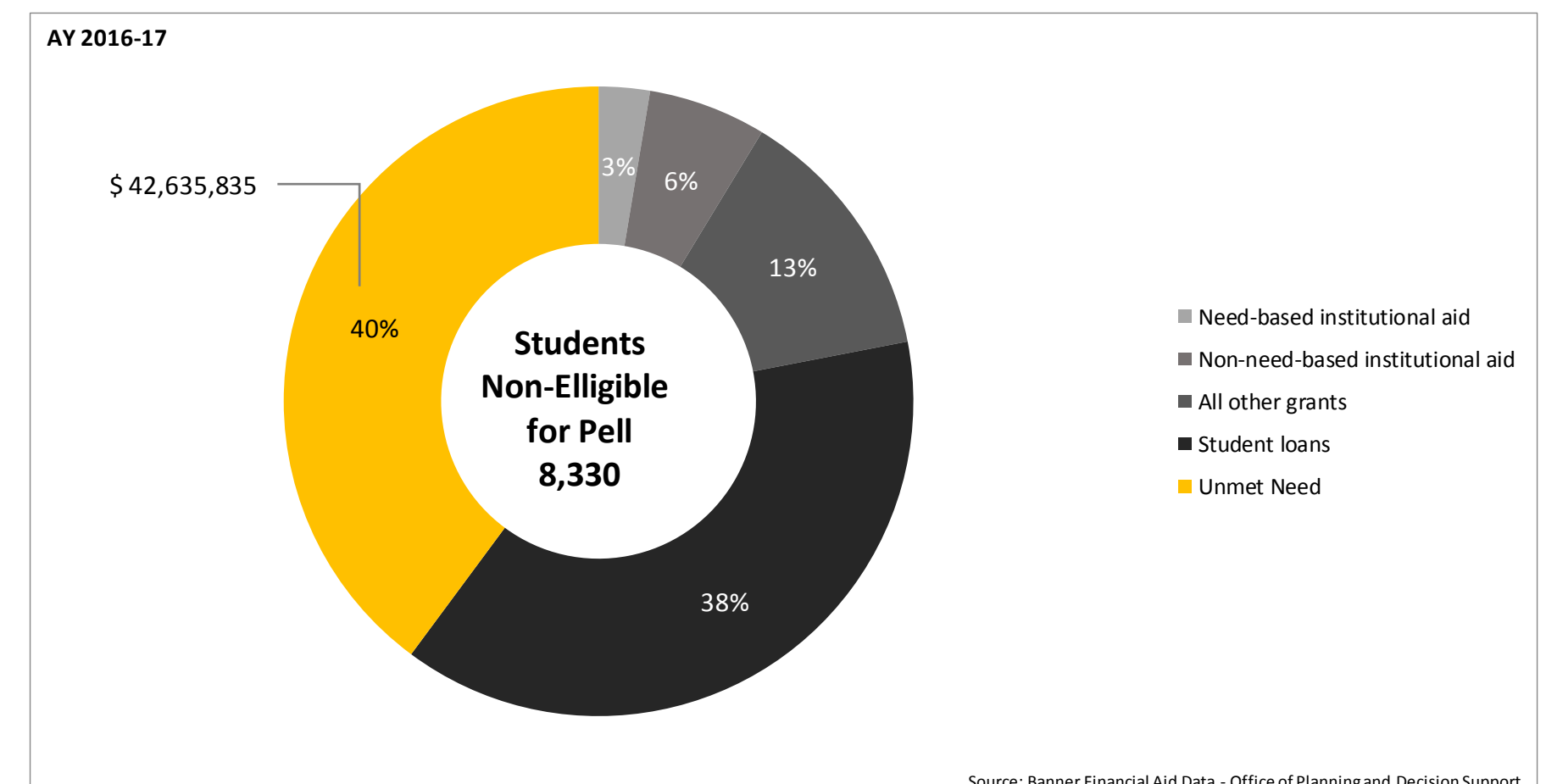
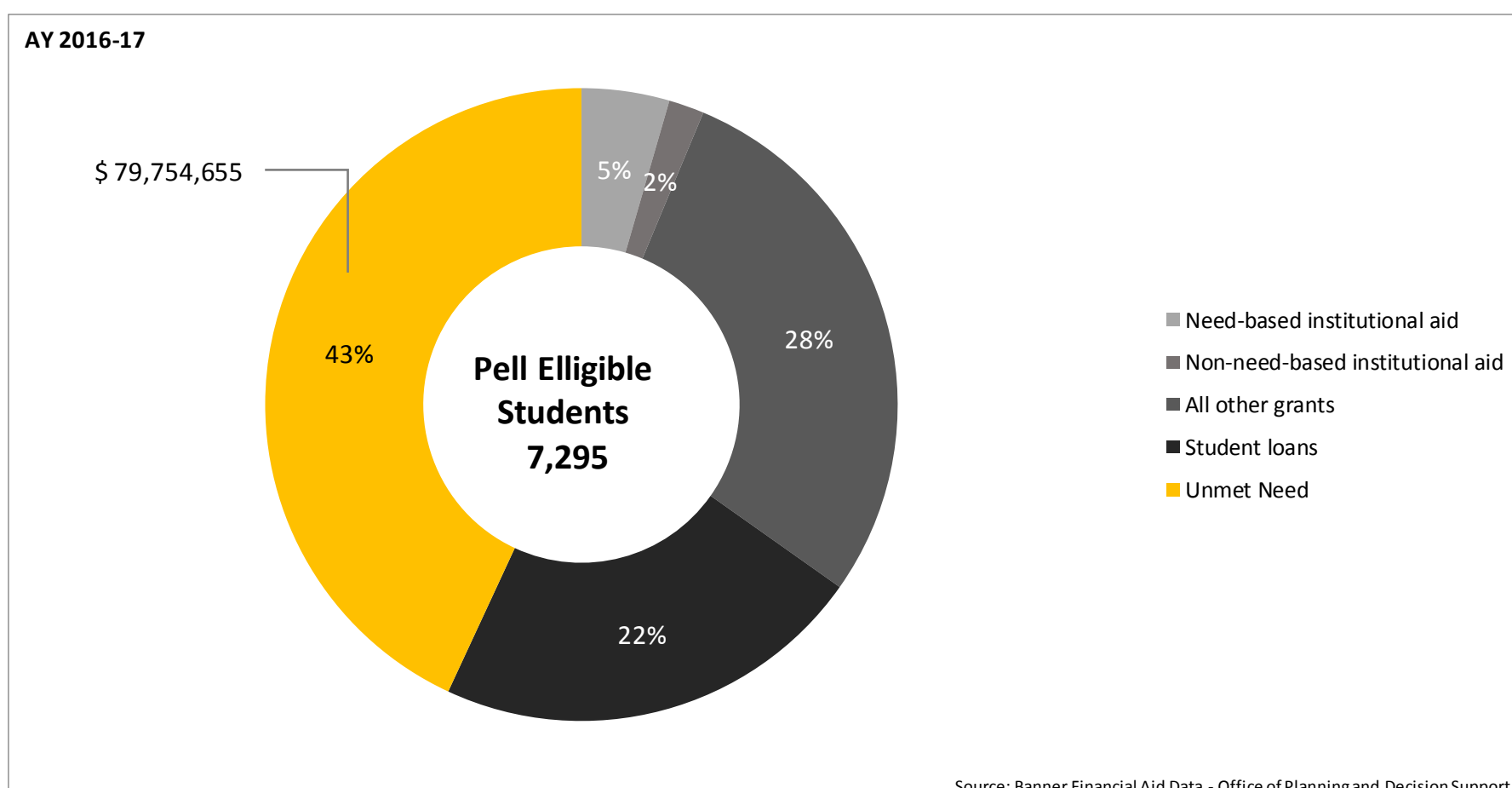
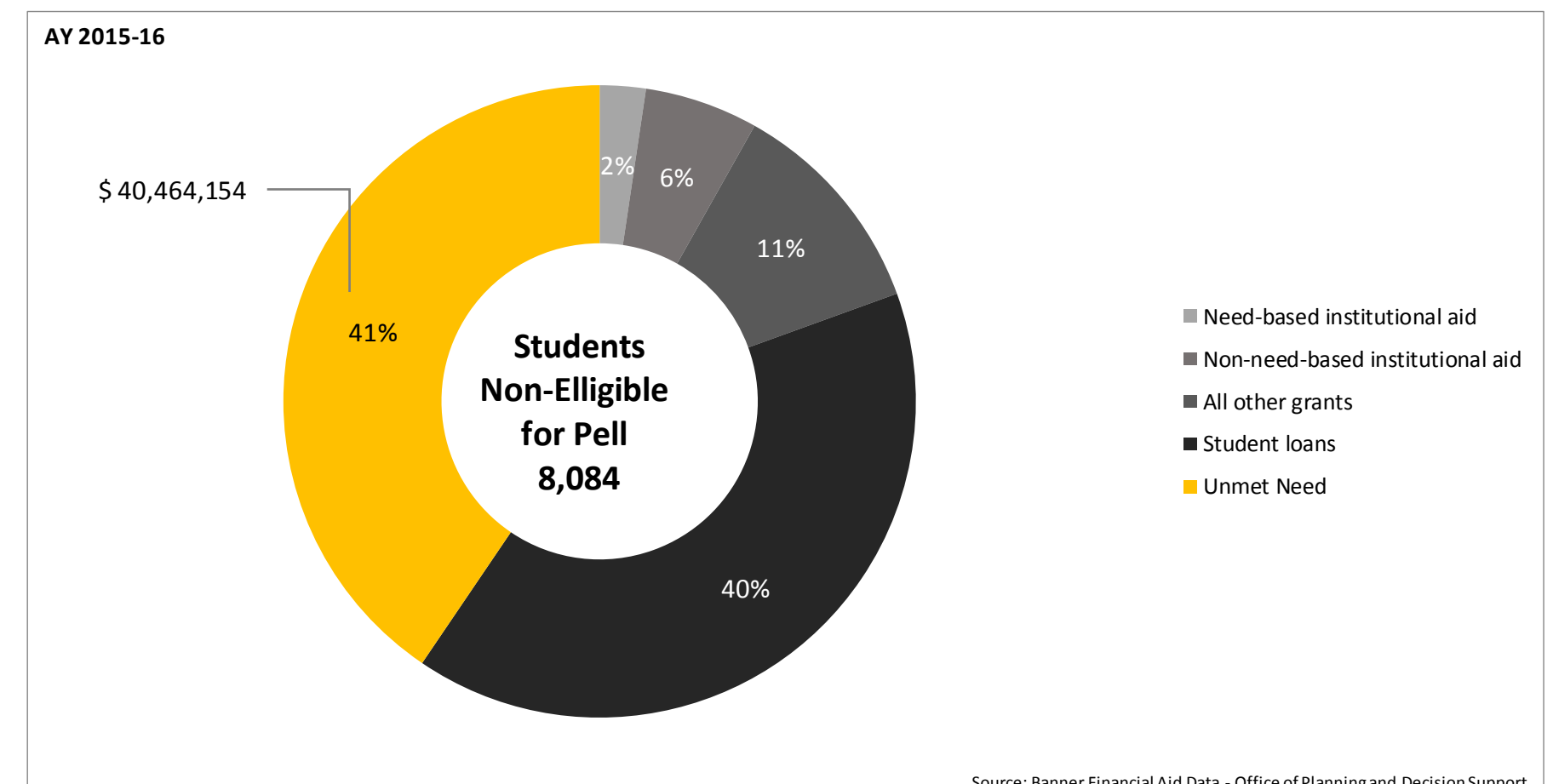
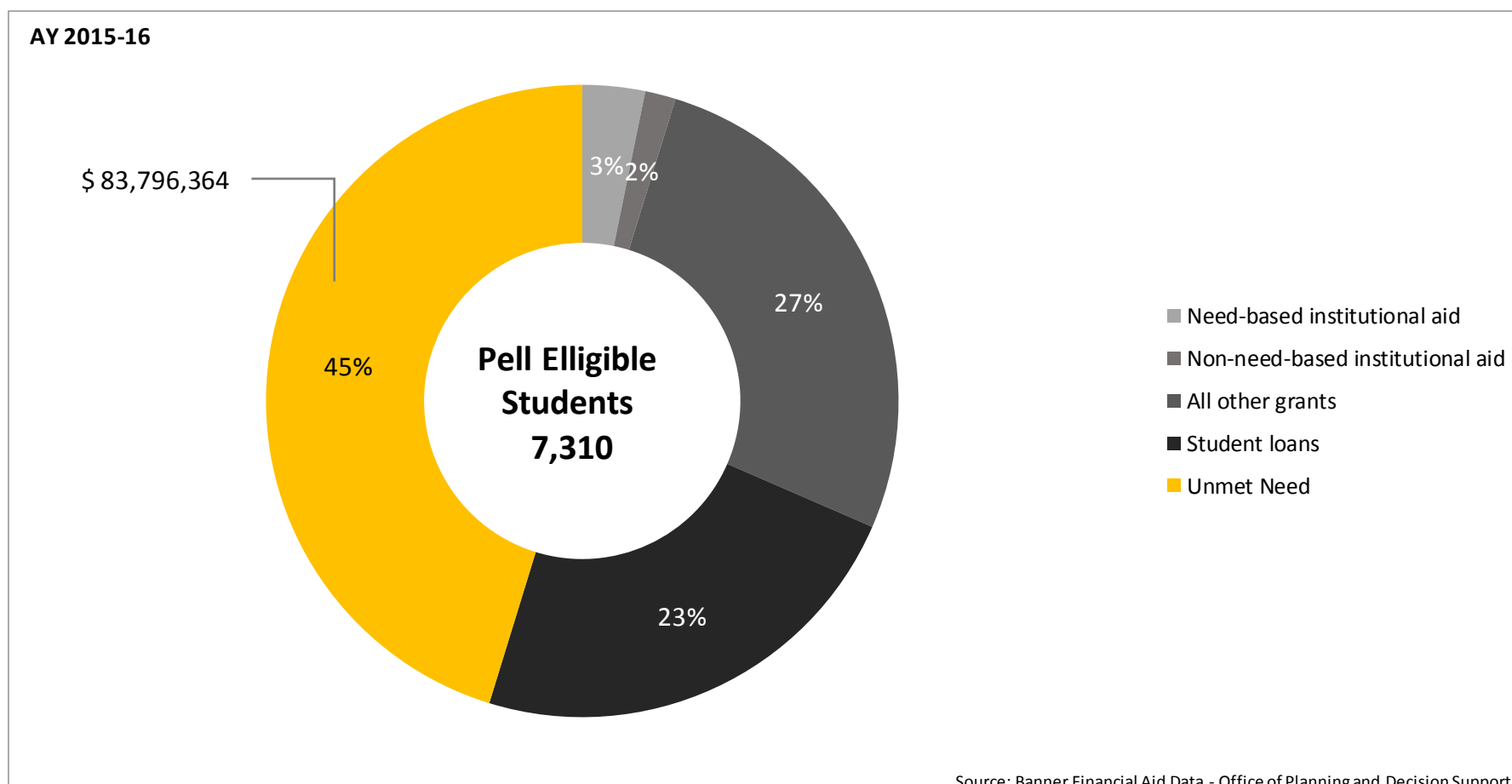
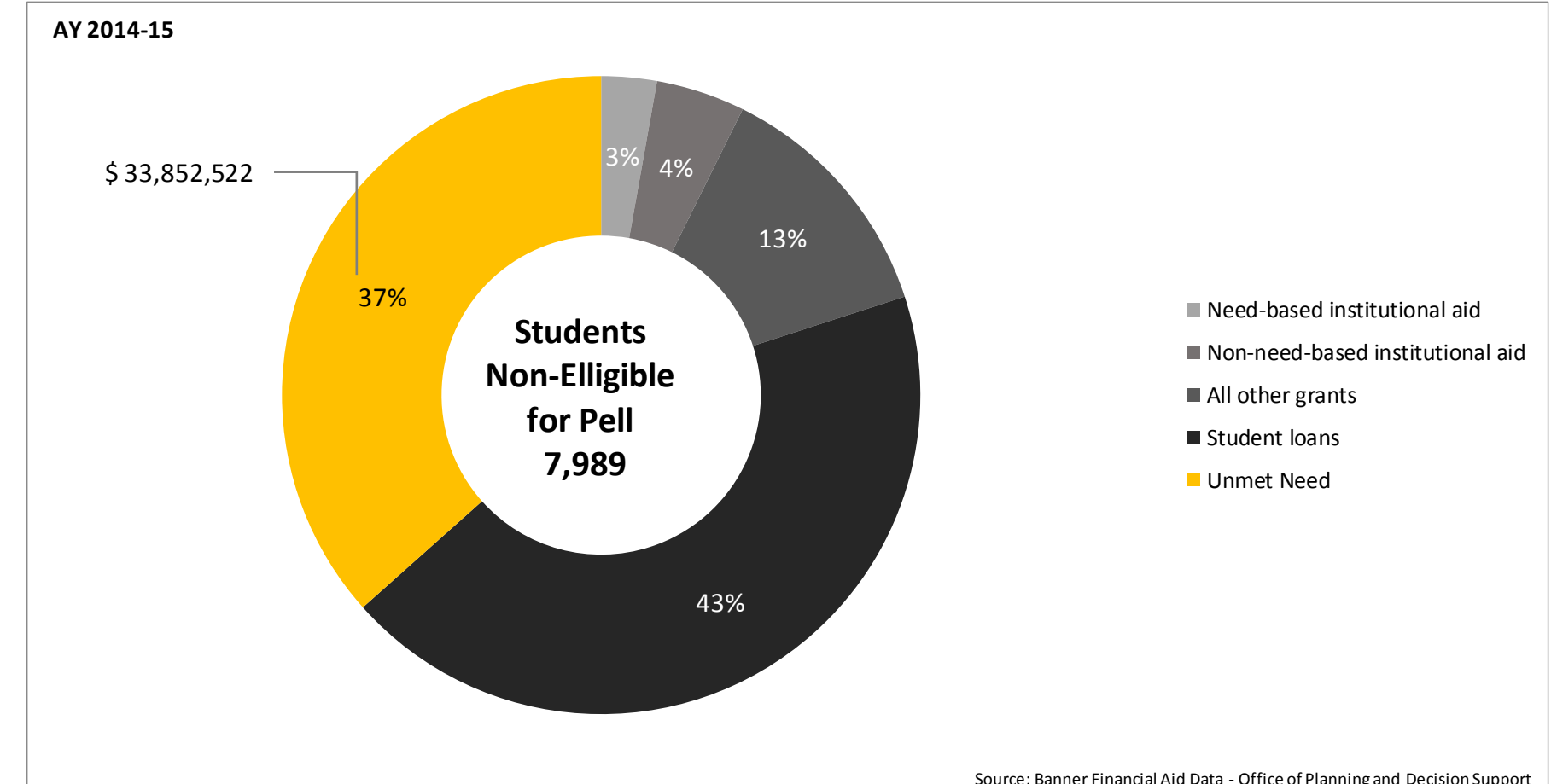
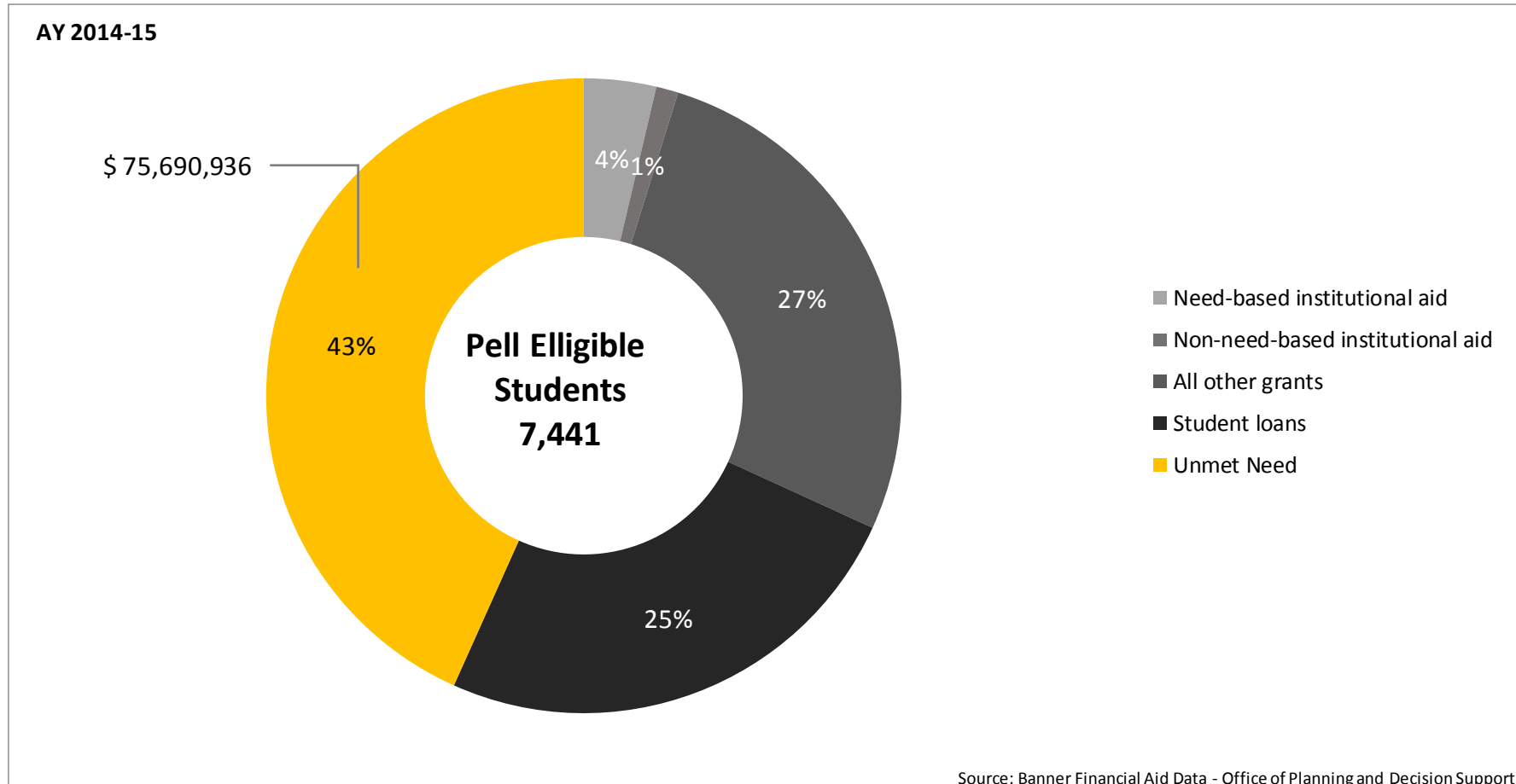
<sup>3</sup> Non-need-based institutional aid (grants/scholarships) reflect merit and other institutional funds that are not solely based on need

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

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

<sup>6</sup> 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 Undergraduates<sup>1</sup> AY 2014-15 through AY 2016-17



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



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: • 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: • 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): • 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)



# GEN ED 30

Final Report to the Provost from the General Education Task Force- March 20, 2018

General  
Education at  
VCU

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**General Education Task Force Recommendation**  
***Framework for new VCU General Education Curriculum***  
***Full Committee Report--FINAL***

**Charge from the Provost:**

In January 2016, the General Education Task Force (GETF) was charged by the Provost with developing a general education curriculum comprised of 30 credit hours, all of which are portable across all undergraduate majors in the university. This new GenEd30 curriculum is to be governed by a coherent rationale as required by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and all units responsible for undergraduate education at VCU may participate. Additionally, the task force was asked to develop processes for implementing and managing the new GenEd30 curriculum. Assessment matters, or the development of student learning outcomes, were considered out of scope for the GETF.

Co-chairs of the GETF include:

- Jennifer A. Johnson, Associate Professor & Chair of Sociology, College of Humanities & Sciences
- Faye Prichard, Director of Writing, Assessment, and Evaluation, Honors College

Members of the GETF include:

- Genevieve Beaird, Assistant Professor, School of Nursing
- Leigh Ann Craig, Associate Professor, Department of History, CHS
- Alen Docef, Associate Professor, School of Engineering
- Shelli Fowler, Interim Dean for University College (*previous representative: Kristin Reed, Associate Professor*)
- Nicholas R. Garcia II, Director of Undergraduate Studies, Wilder School of Government and Public Affairs (*previous representative: John Mahoney, Associate Professor*)
- Robert H. Gowdy, Associate Professor, Department of Physics, CHS
- Jeffrey S. Legg, Associate Professor, School of Allied Health Professions
- Sara Wilson McKay, Associate Professor, School of the Arts
- Joan M. Pellegrini, Associate Professor, School of Dentistry<sup>1</sup>
- Allison K. Ryals, Assistant Professor in Teaching, School of Social Work
- Daniel P. Salandro, Associate Professor, School of Business
- Mikhail J. Valdman, Associate Professor, Department of Philosophy, CHS
- Joy Whitenack, Associate Professor, Department of Mathematics, CHS (*previous representative: Angela Reynolds, Associate Professor*)

Ex-officio member: Linda S. Birtley, Director of Academic Program Review and Accreditation, Office of the Provost.

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<sup>1</sup> Due to scheduling conflicts, Joan Pellegrini was not able to attend any meetings. She remained on the email listserve and was kept abreast of all decisions.

## Preamble:

The GenEd30 curriculum model set forth in this document is governed by a set of shared commitments:

1. *Commitment to faculty governance:* As echoed by the Provost during the initial charge to the committee, the members of the GETF firmly believe the study, development, and improvement of the general education program is primarily within the purview of the faculty. This proposed GenEd30 model entrusts the faculty and departments with decisions regarding how to participate in VCU GenEd30 as well as with the ongoing management of the curriculum.
2. *Commitment to the mission and aspirations of VCU:* As required by SACSCOC, all general education curricula must be grounded in a ‘coherent rationale’ that outlines the guiding principles governing the curriculum. In order to align the GenEd30 curriculum with the mission and aspirations of VCU, we grounded our coherent rationale in the values espoused in VCU Quest for Distinction. Specifically, we emphasized VCU’s deep commitment to rigorous intellectual inquiry via interdisciplinarity and creativity in a diverse, inclusive, global community.
3. *Commitment to interdisciplinary problem solving via disciplinary thinking:* Members of the committee were committed to building an interdisciplinary approach to general education that reveals the complexity of inquiry, discovery, and innovation in a global setting while at the same time respecting and advancing the value of disciplinary thinking. We resisted using a disciplinary model for organizing general education. Instead, guided by our coherent rationale, we organized the VCU GenEd30 into five *areas of inquiry*, all of which are open to any discipline or unit. In other words, these areas of inquiry are designed to make general education ‘real’ at VCU by illustrating how different disciplinary thinking can be brought to bear on shared questions, complex problems, and global challenges.
4. *Commitment to transparent, sustainable, and shared processes:* In designing the recommended processes for both the GenEd30 model and its implementation and management, members of the GETF committee are committed to transparent processes that empower faculty across the university to manage, sustain, and improve the GenEd30 curriculum. We envision GenEd30 to be a ‘living’ model such that it is flexible enough to grow and change with the university while retaining the essential coherent rationale.

## Background

SACSCOC is the governing body that sets forth curriculum requirements for a university's general education curriculum. [Standard 9.3](#)<sup>2</sup> states that a general education curriculum consists of a minimum of 30 semester credit hours drawn from, and including at least one course from each of the following areas: social/behavioral sciences, natural science/mathematics, and humanities/fine arts. In this requirement, SACSCOC advises that general education courses should not “narrowly focus on those skills, techniques, or procedures specific to a particular occupation or profession” (p.22).

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<sup>2</sup> <http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>

In the past 20 years, VCU has had two General Education models. The first, operating prior to 2006, was a typical discipline-based model that included numerous courses in several discipline-based categories from which a student could select. This model was bloated and diffuse that it no longer constituted a cogent general education curriculum. In 2006, under the leadership of Dr. Joe Marolla, the general education curriculum was revised to include a core curriculum and three tiers of requirements. The number of courses included in the core was scaled back significantly and required 21 specific credits, with nine credits in Tier II to be completed in the major, at the discretion of each unit, for a required total of 30 credit hours. While this new model created a concise set of courses, it also created a portability problem where students who changed majors across schools lost general education credit due to the different ways in which units resolved the nine discretionary credits (i.e. the 'dangling' nine problem). This model, particularly the issue of the 'dangling nine' was confusing and so limiting as to not constitute a consistent university-wide general education curriculum.

In 2016, the General Education Task Force was charged with once again updating the VCU general education curriculum with a strong, coherent rationale that organized 30 credit hours into a portable set of requirements. The GETF was comprised primarily of faculty across the university representing a broad spectrum of interests and disciplines. From January 2016 to June 2017, the committee developed the model outlined below. In October 2017, the co-chairs presented the model to the Provost's office for review. From November 2017 through March 2018, the committee vetted the model with the faculty for input that was used to revise and make decisions on the final draft.

### **Overview of GenEd30 Curriculum Model**

As required by the SACSCOC, the GenEd30 model is grounded in a coherent rationale which states:

#### ***VCU General Education Coherent Rationale:***

VCU's General Education Program seeks to provide a diverse student body with a broad base of knowledge and the intellectual skills to participate actively in a changing world. To those ends, the VCU General Education Program challenges students to seek creative answers to complex problems, see connections between disciplines and between ideas, and develop an informed perspective on the varieties of human experience.

This coherent rationale defines *Areas of Inquiry* that are the organizational structure for the GenEd30 model. These areas of inquiry include *Foundations of Learning; Diversities in the Human Experience; Creativity, Innovation, and Aesthetic Inquiry; Global Perspectives; and Scientific & Logical Reasoning*. Each area of inquiry is operationalized by a set of course objectives that define the types of questions, theories or modes of inquiry appropriate for that particular area (see below for details). While all areas of inquiry lend themselves to some disciplines more than others, no area of inquiry is discipline based.

All disciplines and/or units may contribute a course to any or all areas. These areas are intentionally multidisciplinary, encouraging students to approach issues from a variety of perspectives and encouraging faculty to share their expertise across disciplinary boundaries. They are drawn broadly so units can design courses that are traditional in their role in general education but also encourage units to stretch beyond tradition to innovate new ways of connecting ideas. The goal of this model is to illustrate how questions about the world transcend disciplinary boundaries while exposing students to the myriad of disciplined ways in which those questions can be asked. General education curricula should provide students with a breadth of knowledge while at the same time allowing for some depth of inquiry. To these ends, the model operates under the following parameters:

Students complete up to 12 credits in the *Foundations of Learning* courses (UNIV and MATH/STAT courses). Students must complete the UNIV sequence & MATH/STAT requirement unless they have approved exceptions.

- Students complete 18+ credits from the remaining four *Areas of Inquiry* by:
  - Selecting at least one course from each area for a total of 12 credits;
  - Selecting the remaining two+ courses from any area for a total of six+ credits;
  - Of the six courses taken across the four areas of inquiry, three must meet the SACSCOC requirements of one math/natural science, one social/behavioral science and one humanities/fine arts course.
- Students will be allowed to take a maximum of two courses per rubric, for example, SOCY, BUSN, MASC, with the exception of UNIV where students may take a maximum of three UNIV courses.
- AP and transfer credits count towards these course restrictions.
- Initially, units, as defined by the course rubric code, should be encouraged to contribute up to four courses across the five areas of inquiry. See Responsive Controls for further suggestions.
- Only GenEd30 courses may function as pre/co-reqs for other GenEd30 courses.
- All GenEd30 courses must be open to all students across the university with no restrictions on what majors may take these courses.
- All GenEd30 courses must be offered at least one time per academic year during the Fall or Spring semesters but may also be offered in Summer.

We recommend a standing Gen Ed committee be created at the Provost's level to manage the process for approving new courses and to ensure the continued integrity and viability of General Education at VCU (see below for detailed description).

## **VCU General Education Curriculum Model:**

### ***Foundations of Learning (up to 12 credits)***

Courses in this area provide the student with the core competency skills necessary for academic success across all disciplines:

- UNIV 111, UNIV 112, & UNIV 200 or HONR 200 & HONR 250
  - MATH 131\* or higher OR STAT 208 or higher
- \*Portability problem = School of the Arts uses MATH 121 as general education math.

### ***Diversities in the Human Experience (3-9 credits)***

Courses in this area encourage students to:

1. Examine modes of inquiry used in the study of social institutions, patterns of culture, historical narratives, and human behavior;
2. Understand and evaluate patterns and processes affecting social organization and distributions of power and resources;
3. Investigate the relationship between the individual and society through a diverse range of voices;
4. Explore varieties of human psychology or development;
5. Compare theories about human society, culture, history, and behavior;
6. Examine patterns of inclusion and exclusion, and other forms of social grouping;
7. Consider the civic and ethical implications inherent in the study of the human experience.

### ***Creativity, Innovation, and Aesthetic Inquiry (3-9 credits)***

Courses in this area encourage students to:

1. Examine the circumstances and choices that influence the production of creative work;
2. Investigate, establish, and/or apply criteria used to evaluate creative work;
3. Attend and/or participate in creative activities and explore their relevance;
4. Analyze how creative work reflects, responds to, and shapes various contemporary and historical contexts;
5. Consider the role of imagination in confronting and expressing the human condition;
6. Encounter ambiguity and diverse interpretations as aspects of aesthetic inquiry;
7. Consider the civic and ethical implications in production, consumption, and access to creative works.



***Global Perspectives (3-9 credits)***

Courses in this area encourage students to:

1. Encounter, comprehend, and appreciate cultures and contexts outside the U.S.;
2. Develop an understanding of how the world is organized and interconnected;
3. Interpret regionally specific social, political, historical, and/or economic issues within the larger global context;
4. Recognize how knowledge is constructed differently in various communities;
5. Consider alternate viewpoints among disciplines, histories, cultures and groups;
6. Explore the complexities of cross-cultural communication and problem-solving;
7. Consider their civic and ethical responsibilities as local and global actors.

***Scientific & Logical Reasoning (3-9 credits)***

Courses in this area encourage students to:

1. Explore how logical and empirical methods can be used to form and revise beliefs;
2. Apply methods of logical and empirical reasoning to their own beliefs;
3. See relations between ideas, both contemporaneous and historical;
4. Use and connect scientific concepts to describe the world, formulate questions, and solve problems;
5. Consider and compare different applications of evidence-based reasoning;
6. Model phenomena in a variety of ways such as through mathematics or the use of computer programs or physical representations;
7. Consider the civic and ethical implications of scientific inquiry.

### **Standing GenEd30 Committee Representation Recommendation**

The General Education Task Force recommends that the standing GenEd30 committee be comprised of the following voting members:

- A. Four faculty representatives from the College of Humanities and Sciences, representing Humanities, Social Sciences, Sciences, and Mathematical Sciences, respectively.
- B. Two faculty representatives from University College.
- C. One faculty representative from the Honors College.
- D. One faculty representative from VCU Health Sciences.
- E. One faculty representative from the School of Education.
- F. One faculty representative from the School of Engineering.
- G. One faculty representative from the Wilder School of Government & Public Affairs.
- H. One faculty representative from the School of Business.
- I. One faculty representative from Life Sciences.
- J. One faculty representative from the School of the Arts.
- K. One faculty representative from Social Work.

This representation is intended to be reflective both of the size of units and their participation in general education curricula. The committee is empowered to alter the balance of this representation by their own vote as needed in the future. Voting members shall be chosen by and serve at the pleasure of the deans of their units.

The committee shall also include the following non-voting members, in a consultative capacity:

- A. One representative from University Undergraduate Curriculum Committee (UUCC).
- B. One representative from Assessment Council.
- C. One representative from University Academic Advising Board.
- D. One representative from the Office of Transfer.
- E. A representative from the Division of Strategic Enrollment Management.
- F. A student representative, selected by the Student Government Association.
- G. A representative from the Center for Teaching and Learning Excellence.

Two senior tenured faculty, one from the CHS and one from another unit shall chair the committee. Both shall be elected from the committee's membership and shall retain voting rights on the committee.

One voting member of the standing GenEd30 committee shall serve as a non-voting delegate to UUCC.

## **Responsive Controls for GenEd30**

The committee charged with maintaining the General Education Curriculum must ensure that students have a list of courses that maintain a balance across disciplines. The General Education Task Force suggests an initial limitation of four course offerings from each unit, as defined by the course rubric code, for example SOCY, to be included in the four areas of inquiry. Furthermore, we recommend that students be limited to two courses from each rubric, with the exception of UNIV where students are allowed three courses. We recognize these parameters as starting points to allow for responsible vetting of new courses under the GenEd30 framework and to allow space for units new to general education to develop course contributions. We recommend that the new standing committee evaluate new courses and adjust the aforementioned limits by reference to the following questions:

- (1) How many total new general education courses should be approved in any given year?
- (2) How many new general education courses should be approved in any given year from any particular department?
- (3) How many courses should be in the current GenEd30 list?
- (4) How many courses should be in each GenEd30 area of inquiry?
- (5) Should there be any limit on course capacity?
- (6) How should interdisciplinary courses be counted in the overall GenEd30?

General considerations that could give rise to controls are:

1. The areas of inquiry are designed to emphasize interdisciplinary and multidisciplinary approaches to common disciplinary questions. Therefore, the committee should strive to maintain disciplinary balance; no theme should be dominated by a single department.
2. However, the areas of inquiry should also maintain the integrity of disciplinary ways of knowing and seeing the world. Therefore, the committee should consult with the department when considering courses that bridge disciplines to ensure courses are taught by appropriate subject matter experts in the field.
3. The greater a department's representation in the general education curricula, the more reluctant the committee should be to grant that department new courses or to grant it more or larger sections of an existing course.
4. Each department should be encouraged to have at least one general education course.

## **Addendum A: GenEd30 committee responses to Faculty feedback and concerns**

The following are responses to comments and concerns discussed during twenty presentations of the framework across the university as well as solicited online feedback. These comments are on file and accessible to the Provost's office. There were a total of 65 written comments from across VCU.

### **Process, Transparency, and Faculty Governance**

The primary concern raised in both the written comments and those expressed at the presentations focused on the roles, responsibilities and transparency of the standing committee. Most faculty were deeply concerned about how the new general education framework would be vetted and managed once the proposal from the task force was submitted. The concerns are as follows:

#### *Transparency*

Many faculty were concerned about the level of transparency both up to this point and going forward. While all were appreciative of the support for faculty governance, many expressed concerns about a lack of transparent and clear guidelines for how this proposal would be voted on and approved. They were particularly concerned about how additional layers of details, such as, connecting general education with assessment, REAL and approval processes, would be developed, vetted and approved. While assurances by the Vice Provost that the proposal would follow standard committee approval processes were appreciated, many remain unsure of what those processes are, given the new committees being developed in the Provost's office as well as the process through which membership on those committees were being assigned. For many faculty, these new developments were not in line with transparent or clear administrative processes.

#### *Faculty Governance*

Of particular concern was the process for membership on the new standing committee as it aligns with the value of faculty governance. The general education curriculum is at the heart of liberal arts education and defines the character of VCU. As Provost Hackett emphasized during her charge to the GETF, the faculty "own" general education and should be deeply involved in developing and managing the curriculum. However, there is no clear indication of the scope of responsibilities of the new standing committee nor how the composition of the committee will be decided. Faculty were gravely concerned about the representation of faculty as a measure of the Provost's office commitment to faculty governance. Questions that were asked included:

- Will the committee be comprised of faculty with experience in general education?
- Will the committee be overloaded with administrative tasks such that the faculty are unable to serve effectively?
- Will appointment to the committee be through a vote or through appointment?

- Will members of the task force serve on the standing committee in an effort to ensure continuity of faculty input?

In response to these concerns, the GETF puts forth the following recommendations:

- The standing committee should be comprised primarily of faculty, preferably senior faculty who are designated as members by other faculty via democratic vote.
- Attention should be paid to the ratio of tenure to non-tenure faculty with a higher proportion of tenured faculty represented.
- Composition of the standing committee should be proportional to the unit's responsibility for general education. We encourage the standing committee to consider how its own constitution can best provide that proportional representation as the Gen Ed develops, without excluding any unit or undermining its own functionality.
- A member of the CHS should always serve as a co-Chair as has been the case for the GETF.
- The final GenEd30 framework and structure should be vetted through the undergraduate academic committees for each unit involved in general education, and faculty governing organizations including, but not limited to, Faculty Senate, the CHS Faculty Council, the School of Engineering Undergraduate Academic Committee, the Wilder School Curriculum Committee, the CHS Undergraduate Academic Committee, the School of the Arts Undergraduate Curriculum Committee, the School of Social Work BSW Committee, the School of Nursing Undergraduate Curriculum Committee, the School of Business Undergraduate Programs Committee.
- The standing committee should focus on ensuring the integrity of and adherence to the coherent rationale. While assessment is a part of that process, the standing committee should not be responsible for implementing assessment. Rather, the standing committee should be tasked with applying assessment data to the curation process.
- As Provost Hackett affirmed in her Fall 2017 meeting with GETF, several members from the GETF should serve on the standing committee to ensure continuity of faculty governance.

### **Role of University College and College of Humanities and Sciences**

Of significant faculty concern was the role of University College in the general education curriculum beyond Focused Inquiry (FI). University College (UC) faculty voiced a desire to play a larger role in general education beyond FI based on their commitment to innovative interdisciplinary teaching as well as a desire for the option to teach courses beyond UNIV 111, UNIV 112 & UNIV 200. Other faculty, particularly in the CHS, voiced concerns about the disproportionate role that a single unit--University College--plays in general education and the way in which the faculty and courses are uncoupled from disciplines and departments, connections which are critical for strong interdisciplinary learning and teaching.

The GETF appreciates the values and concerns of both sets of faculty. In line with University College, the proposed GenEd30 framework emphasizes the importance of interdisciplinary study for our students.

We also support the UC faculty's desire for an intellectually stimulating work environment. However, we also share the CHS faculty's concern about concentrating general education in one unit that stands apart from other faculty in the disciplines and departments which anchor general education, including the SACS requirements. The task force does not see the GenEd30 curriculum as a means of resolving the constraints created by the teaching and fiscal policies of the University College.

In response to both of these sets of concerns, we revised the framework from two to four course offerings per rubric but limiting the students to two course in each rubric except UNIV in which students are allowed to take three courses. For most students, those three UNIV courses will be the FI courses. However, those who transfer in credits which meet one of those FI course requirements, can take a UNIV course outside the FI sequence thus allowing for more teaching opportunities for the UC faculty. By expanding the number of courses a unit could offer to four, the CHS departments have more flexibility in developing their general education offerings thus ensuring students experience disciplinary breadth in their general education experience.

We also encourage the Provost's office to work with both University College and the College of Humanities and Sciences to build connections between faculty. The CHS faculty would benefit from working with UC faculty to better understand how various disciplinary ways of knowing can come together in the classroom in innovative and interesting ways. And, the UC faculty would benefit from engaging with their CHS colleagues who conduct research and teach inside departments where disciplinary logics and scholarship are produced, vetted, and challenged.

## **Clarification of Curricular Policies**

### *Degree Completion*

Several concerns about clarification of policies were raised during presentations, particularly those related to 'double-dipping' and the percent of shared credits across tracks. The State Council of Higher Education for Virginia (SCHEV) requires that curriculum leading to a baccalaureate degree share a common core of courses. The common core requirement for a baccalaureate degree is 25% of the total credit hours required for the degree, excluding the general education core. This common core requirement extends to the concentrations, tracks, and other course groupings within the degree. At VCU, these course groupings are commonly understood to be part of the 'major.'

The General Education Task Force recommends that the Office of the Provost provide written guidance to the academic units on whether courses taken to fulfill general education requirements could be counted toward the major or the fulfillment of any other degree requirements. Could a student receive credit for approved general education Course ABC as fulfilling a general education requirement AND as fulfilling a 'major' requirement, OR would this constitute 'double-dipping'?

### *Cross-listing courses*

In discussing the promotion of an interdisciplinary general education, the General Education Task Force received comments and questions about the future of cross-listed courses at VCU. While we were not tasked with determining the future of cross-listed courses, there was significant discussion, concerns, and questions from faculty that the Task Force felt ill equipped to answer. Many questions stemmed

from the two course per rubric framework proposed by the Task Force. For instance, if POLI/INTL 105 remained in the General Education Curriculum, would it count as one of the Political Science department's courses, or International Studies', or both?

Historically, cross-listed courses have played a role in the development of interdisciplinary learning at VCU. With changes to General Education and the New Budget Model on the horizon, clarification is needed in this area. It is the recommendation of the Task Force that the Provost Office provide an update to faculty regarding the continuation, value, and role of cross-listed courses in regards to general education and en masse.

### *Transfer Students*

In response to numerous questions raised about the impact of these changes on transfer students, the standing GenEd committee should evaluate the impact of the new General Education curriculum on students completing coursework outside VCU and adopt relevant policies. The overarching principles for these policies should be clarity and transparency.

The following categories of such coursework should be considered:

1. *Students transferring to VCU with an earned degree (Associate-level or higher).* VCCS graduates are covered by articulation agreements; the committee should ensure that the new curriculum does not impede these students' curricular progress. For all other degree holders, the committee should adopt explicit policies governing general education requirements.
2. *Students transferring to VCU with completed courses that have one-to-one VCU equivalents.* The committee should adopt explicit policies allowing or limiting the use of these courses to meet some (or all) GenEd30 requirements.
3. *Students transferring to VCU with completed courses that do not have one-to-one VCU equivalents.* The committee should adopt a process by which these courses can be evaluated and allowed to meet some (or all) GenEd30 requirements.
4. *Students entering VCU with completed AP/IB courses (with or without one-to-one VCU equivalents).* The committee should adopt explicit policies allowing or limiting the use of these courses to meet some (or all) GenEd30 requirements.
5. *Students who have completed credit by examination or other credentialing processes.* The committee should adopt explicit policies allowing or limiting the use of these credits to meet some (or all) GenEd30 requirements.
6. *Students who intend to obtain credit using any of the mechanisms in parts 1-5 AFTER they have enrolled at VCU.* The committee should adopt explicit policies allowing or limiting the use of these credits to meet some (or all) GenEd30 requirements.

## Assessment

The Charge from The Office of the Provost did not include matters of assessment; the development of an assessment plan was considered out of scope. The General Education Task Force has the following recommendations in response to questions and comments received during the open feedback sessions across campus:

1. So as to ensure faculty governance of the proposed standing committee on general education, we propose a separate standing committee on general education assessment.
2. The charge of the standing committee on general education assessment would be to develop, implement, and monitor the assessment of the new general education program.
3. We recommend that this new standing general education assessment committee be comprised of faculty who teach in the general education program for each College or School.
4. We recommend that each School or College have at least one faculty representative on this committee.
5. We recommend that the committee commence its work in tandem with the timeline of the standing committee on general education.
6. We recommend that the Office of the Provost provide incentives for the professional development of faculty who commit to these additional assessment leadership responsibilities, in order to develop VCU's institutional assessment capacity and to reinforce the faculty-ownership of the general education curriculum, .
7. We envision the faculty committee members actively engaged in the development of the assessment plan for the general education program, e.g. identifying the student learning outcomes, the benchmarks or targets, the methods and frequency of data collection, how results are disseminated and put to use, and identifying lessons learned.
8. We envision that this committee's ongoing work functions in tandem with the standing committee on general education, providing data and information at the following levels: course, areas of inquiry, and overall program.
9. We envision that this committee will ensure that the university fulfills its obligations to external stakeholders, including the State Council of Higher Education and the Southern Association of Colleges and Schools Commission on Colleges, for the measurement and reporting of student learning outcomes and VCU's commitment to student success through the continuous improvement of the educational experience.

## Conclusion

This proposal was developed, refined, and submitted in a spirit of faculty governance, and we hope to see it received and considered in that same spirit.

**Final Vote taken on March 23, 2018 with majority (13 yes/1 no) approval of the 14 active voting members.**



# VCU MAKING IT REAL: RELEVANT EXPERIENTIAL & APPLIED LEARNING

VCU'S EXPERIENTIAL LEARNING INITIATIVE

# REAL: RELEVANT EXPERIENTIAL & APPLIED LEARNING

VCU'S EXPERIENTIAL  
LEARNING INITIATIVE

VCU is positioning itself to be a 21<sup>st</sup> century research institution—committed to being relevant to our students, our community and our world. In January 2016, President Rao delivered his annual State of the University Address. Rao stated, *“The 21<sup>st</sup> century university must become something new. We must become more relevant to the people who depend on us. Recently, we asked current and prospective students what they hope to gain by attending VCU. What’s most important to them about their university? 80 percent said it’s a curriculum that includes a practical experience. And so, as a more relevant university for our students, VCU will help them do just that. We will be at the intersection of education and opportunity, a home for scholars and practitioners. It will be here where you find your place and your potential, where “make it real” means you’re not dreaming about big things, it means you’re doing them.”*

As part of our commitment to making it real, beginning with the fall 2017 entering class, we are committed to having all VCU undergraduates have a **Relevant Experiential and Applied Learning** activity (REAL) as part of their education<sup>1</sup>. This REAL experience will help our students develop as scholars who are going to contribute to their field and as servants who contribute to their world. VCU's relevance will be its impact.

## STEERING COMMITTEE

In October 2016, the REAL (**R**elevant **E**xperiential and **A**ppled **L**earning) steering committee comprised of faculty and students<sup>2</sup> was charged with the following:

- To consider current academic experiences that lead to 'real world' application
- To create an inventory of current REAL practices and activities
- To provide criteria for defining REAL as part of the curricular experience of undergraduates
- To recommend a process for establishing new REAL activities with necessary academic components
- To highlight potential opportunities to link REAL activities to important student success outcomes
- To involve and engage the internal and external community in the implementation recommendations for REAL activities for undergraduates to ensure buy-in, coordination and support of the effort.

This summary report highlights the work of the steering committee and recommendations for consideration and adoption.

## INVENTORY

Appendix B provides a draft inventory of current credit-bearing experiential and applied learning. This list was generated by review of academic units' websites, course offerings, and select interviews with offices across the university (i.e.

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<sup>1</sup> The REAL initiative spans undergraduate and graduate education. However, the charge to the steering committee focused on undergraduates with the understanding that over time the initiative will more formally address graduate education. It is also noted that the majority of graduate programs by design have REAL components.

<sup>2</sup> For a full list of steering committee members, see Appendix A.

community engagement, living learning programs, etc.). It is important to note that the draft inventory has not been vetted against the criteria by a designated governing body as recommended by the steering committee. This is a necessary action for the inventory to be adopted as a final resource for students, faculty, staff and other partners. In the interim, the steering committee recommends that the draft inventory is shared with the academic units across the university for accuracy and addition of any opportunities not captured. Hence, when the recommended governing body reviews the inventory for designation of a bona fide REAL activity, the inventory can be adopted as official.

## CRITERIA FOR REAL ACTIVITIES

The Steering Committee purposes four themes from which VCU would organize existing and newly created REAL activities. The four themes are SERVE, DISCOVER, CREATE and CAREER.

- **SERVE:** REAL activities in the Serve theme occur when a student's knowledge and skills are applied, tested, developed, and even transformed during collaboration with community partners, while creating mutually beneficial and ethical relationships that address social issues and envision social justice.
- **DISCOVER:** REAL activities in the Discover theme are driven by the concepts of inquiry, exploration, and investigation. Students who pursue a Discover experience are compelled by a sense of inquiry to engage with new knowledge and to develop living/learning skills through an education abroad experience, research activity, or both.
- **CREATE:** REAL activities in the Create theme provide students opportunity to innovatively implement and reflect on an application of their academic foundation to a real world setting or challenge.
- **CAREER:** REAL activities in the Career theme are designed to provide students with exposure to the work environment in a possible field of employment.

From these four themes, the steering committee created work groups to further define the criteria related to each theme<sup>3</sup>.

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<sup>3</sup> For a full list of work group members, see Appendix B.

Academically anchored, all four themes have specific criteria which are based on the eight principles for experiential learning as defined by the National Society of Experiential Education.

*Eight Principles of Good Practice for All Experiential Learning Activities*<sup>4</sup>

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. **Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. **Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. **Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the

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<sup>4</sup> Taken directly from <http://www.nsee.org/8-principles>. National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA. Last updated on Monday, December 09, 2013.

outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. **Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.
6. **Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.
7. **Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.
8. **Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

The specific criteria for the four REAL themes can be found in Appendix D.

## RECOMMENDATIONS

The REAL Steering Committee recommends that the 2017-18 academic year is used as an implementation planning year to address key infrastructure needs, necessary vetting and demonstration of shared governance, communication, and resource allocation needs. Each of these areas are addressed within the full list of recommendations proposed.

### Communication

The steering committee recognizes the importance of communication over the next academic year to allow for vetting and engagement of the work done by the committee and to shape the path forward. It is also important that a communication plan be established that will outline ongoing support of this initiative and provide a multi-faceted approach to reaching all critical stakeholders with necessary information for implementation and assessment. The communication plan should address engagement of internal (students, faculty, staff) and external (parents, employers, community partners, etc.) stakeholders and clearly articulate a clear message of why REAL matters, particularly for student learning outcomes.

### Administration

The steering committee is cognizant of scarce resources and intends for the bulk of financial and people resources to be deployed across the units that are involved in delivery high quality, high impact REAL activities. At the same time, the steering committee recognizes that there is a need for some centralized coordination of this effort. Hence, the steering committee recommends sharing the ownership and the administration of this effort between a central office and across academic and support/auxiliary units.

The steering committee recommends the appointment of a director (or similar) to provide the central coordination of REAL activities across the university. This leader will work with school/college liaisons as well as other unit liaisons (e.g. career services, community engagement, student affairs) to provide administrative support and oversight.



### Governance Structure

The steering committee proposes the establishment of two committees: a REAL curriculum committee and a REAL advisory board.

The REAL curriculum committee would be comprised of faculty<sup>5</sup> representatives from all academic units and key auxiliary units, and charged with proposal review and approval for all REAL activities, including curriculum review. All proposals would follow the university prescribed approval processes as well (e.g. curriculum approval processes would add the REAL curriculum committee to the work flow of approvals). The committee would be chaired by the REAL director and members would serve a term for a set period of time.

The REAL advisory board would be comprised of both internal and external stakeholders. The board would serve term appointments and provide non-binding strategic advice to the REAL director. The board could provide input that would shape direction of the REAL initiative and both the short- and long-term engagement with students and key partners.

### Implementation

The steering committee recommends that an implementation plan be developed by the REAL director with the information generated from the vetting and engagement inside and outside of VCU. This includes vetting of the steering committee proposals, any actions adopted by university leadership, data collected from the REAL inventory, and conversations with the various stakeholder groups. This implementation plan should outline a methodology to achieve economies of scale and allow for increased capacity such that every student has a predetermined way to take advantage of one or more REAL activities during their program of study at VCU.

### Tracking Activity & Successful Completion

The steering committee recommends that a REAL attribute is assigned to any credit-bearing REAL activity that is approved by the university. For those

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<sup>5</sup> The term faculty refers to the current broad definition of both T&R and A&P faculty. Largely due to the assignment of roles for those already leading REAL efforts (e.g. director for undergraduate research).



activities that may be non-credit bearing and formally recognized by the REAL curriculum committee, the steering committee recommends a completion notation be added to the student's transcript.

### Assessment

It is important to understand how REAL activities impact student exploration, experience and application, as well as marketability and translation into generalizable competencies. In order to demonstrate effectiveness, a comprehensive assessment plan must be established at both the local level (each activity being linked to student learning outcomes) as well as at the program level (evaluation of the impact of the REAL initiative).

As an academically anchored initiative, REAL activities should be data driven to allow for accurate tracking and assessment of outcomes. It is critical that the data collection component is carefully planned and implemented. Data collection must be carefully planned and implemented in order to track and assess multiple outcomes. Likewise, the infrastructure for assessment must include the investment in necessary people, process and policies to support measurement of this effort.

### Access & Participation

The steering committee is cognizant that information must be communicated widely and stakeholders engaged to understand the barriers to access and participation that students may experience. Once understood, intentional interventions should be designed to eliminate as many barriers as possible.

The committee also recognizes the need to overcome barriers to participation by those who would offer the opportunity to students (faculty, staff, employers, etc.). It is essential that the data collection provides the necessary information to identify barrier and issues of access. For example, the steering committee identified several examples of barriers to students being able to access certain REAL activities, including knowledge gaps about what count as REAL, REAL courses that have too many prerequisites, participation in REAL being restricted by GPA, and major or education level requirements. Some examples of participation barriers for faculty include recognition of faculty contribution to REAL in their annual and P&T evaluations, providing incentive as it relates to faculty. In particular, it will be essential to enhance buy-in to this effort so that it can be institutionalized and not seen as another initiative that is not enduring.

This includes how REAL is incentivized under the new budget model and prioritized among other university efforts.

Finally, in order to overcome barriers to access and participation, it is necessary that the communication and launch of this effort is tied to university strategic priorities and messaging both within the university as well as outside of the university.

### *More Definitions and Fine Tuning*

While the steering committee has outlined a set of criteria for vetting and adoption, the proposal as outlined is a work-in-progress. The committee believes that further definition and fine tuning may be necessary for large scale implementation. For example, a critical distinction across all themes is the need to have the REAL activity academically anchored in a program of study. This language is intentional given that the designation of a “degree program” or “major” may eliminate opportunities for activities in earlier stages of a student’s educational experience. Similarly, these alternative designations may lead faculty to assume assign responsibility in limiting ways (e.g. If “major” were used as the academically anchored designation, then a faculty member not in the “major” may perceive that they cannot oversee REAL activities for students outside of their department. This would be counter to the thinking of the steering committee).

Additional deliberations that need to be made include how capstone courses, externally funded opportunities, and opportunities that come forward from student or staff proposals may be considered in this effort.

### *Technology*

The integration and effective use of technology to facilitate administration and implementation of the REAL initiative, communication and tracking of opportunities, and assessment are all areas that are acknowledged by the steering committee as needing further exploration over the recommended implementation planning year.

Technology can be used to lower the burden on faculty and enable easy access to information for students. Specifically, the creation of a formalized data collection system can be implemented at an institutional level. If existing

technology can be adapted to serve this purpose, then resources could be used to fund support and oversight to ensure that the system is working.

### Resources

The steering committee believes that the effective delivery of REAL opportunities to all students will require allocation of people and fiscal resources. Given the scope of what needs to be determined, the committee suggests that the comprehensive implementation plan serve as the basis for specific budget considerations.

## SUMMARY

The REAL Steering Committee has proposed a framework and set of recommendations for consideration in making the REAL vision a reality. Throughout this process the steering committee was encouraged by the many positive discoveries of experiences already taking place at VCU. Despite the many challenges and largeness of the task at hand, the committee heard a lot of enthusiasm for REAL. Stakeholders were seriously engaged and the committee was able to identify important things that need to happen to enable the initiative's success. Numerous examples of many well-established and impactful REAL activities were recognized, and the committee believes that with adequate funding this could be a defining feature of the experience at VCU.

## APPENDIX A: REAL STEERING COMMITTEE

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## APPENDIX B: REAL THEME WORK GROUPS

### SERVICE

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Outcomes Science  
School of Pharmacy

Elizabeth Kreydatus, Ph.D.  
Associate Professor  
Department of Focused Inquiry  
University College

Michelle Peace, Ph.D.  
Assistant Professor  
Department of Forensic Science  
College of Humanities and Sciences

Lynn Pelco  
Associate Vice Provost  
Division of Community Engagement

### DISCOVER

Jeffrey Dupree, Ph.D.  
Associate Professor  
Department of Anatomy and  
Neurobiology  
School of Medicine

Sarah Golding  
Instructor  
Department of Biology  
College of Humanities and Sciences

Herb Hill (chair)  
Director  
Office of Undergraduate Research

William Korzun, Ph.D.  
Associate Professor  
Department of Clinical Laboratory  
Sciences  
School of Allied Health Professions

Faye Prichard  
Director of Honors Writing  
Honors College

Stephanie Tignor  
Director of Education Abroad  
Global Education Office

## CREATE

Teg Brickhouse, D.D.S., Ph.D.  
Chair  
Department of Pediatric Dentistry  
School of Dentistry

Pamela Parsons, Ph.D. (chair)  
Clinical Associate Professor  
Director for Practice and Community  
Engagement  
Department of Family and  
Community Health Nursing  
School of Nursing

Irvin Morazan  
Assistant Professor  
Department of Sculpture  
School of the Arts

Bennett Ward, Ph.D.  
Director of Project Outreach  
Dean's Office  
School of Engineering

Garret Westlake, Ph.D.  
Executive Director  
daVinci Center

## CAREER

Kristina Anthony (chair)  
Instructor  
Mathematical Sciences  
College of Humanities and Sciences

Jeff Diritto  
Instructor  
Kinesiology and Health Sciences  
College of Humanities and Sciences

Alan Dow, M.D.  
Assistant Vice President of Health  
Sciences  
for Interprofessional Education and  
Collaborative Care

Heidi McCormick  
Director  
VCU Career Services

Shajuana Isom-Payne  
Director of Student Success  
Wilder School

Cathy Viverette, Ph.D.  
Assistant Professor  
Center for Environmental Studies  
VCU Life Sciences

## APPENDIX C: DRAFT INVENTORY



School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
CHS	Afr/Amer Studies	AFAM 401	Experiential Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext</a>
CHS	Afr/Amer Studies	AFAM 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/</a>
CHS	Afr/Amer Studies	AFAM 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext</a>
CHS	Afr/Amer Studies	AFAM 494	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/african-american-studies/#coursestext</a>
CHS	Biology	BIOL 312	Field Based Activity	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Biology	BIOL 391	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Biology	BIOL 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Biology	BIOL 491	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Biology	BIOL 497	Service Learning	1 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Biology	BIOL 498	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/biology/#coursestext</a>
CHS	Chemistry	CHEM 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/chemistry/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/chemistry/#coursestext</a>
CHS	English	ENGL 366	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/english/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/english/#coursestext</a>
CHS	English	ENGL 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/english/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/english/#coursestext</a>
CHS	Forensic Science	FRSC 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/forensic-science/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/forensic-science/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 335	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 336	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 356	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 391	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	Gender, Sexuality, and Women's Studies	GSWS 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/gender-sexuality-womens-studies/#coursestext</a>
CHS	History	HIST 493	Internship	2-4 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/history/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/history/#coursestext</a>
CHS	Humanities and Sciences	HUMS 391	Service Learning	1-4 credits	<a href="http://bulletin.vcu.edu/azcourses/hums/">http://bulletin.vcu.edu/azcourses/hums/</a>
CHS	Kinesiology and Health Services	HPEX 230	Field Experience	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 293	Practicum	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 294	Practicum	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 295	Clinical Practice	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 296	Clinical Practice	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 391	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 393	Field Experience	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 394	Field Experience	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 395	Clinical Experience	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 491	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 493	Field Experience	3-12 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 494	Field Experience	3-12 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEX 495	Clinical Experience	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Kinesiology and Health Services	HPEZ 450	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/kinesiology-health-sciences/#coursestext</a>
CHS	Mathematics and Applied Mathematics	MATH 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/departementofmathematicsandappliedmathematics/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/departementofmathematicsandappliedmathematics/#coursestext</a>
CHS	Military Science and Leadership	MILS 203	Practicum	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/military-science-leadership/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/military-science-leadership/#coursestext</a>
CHS	Military Science and Leadership	MILS 306	Practicum	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/military-science-leadership/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/military-science-leadership/#coursestext</a>
CHS	Political Science	POLI 493	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/political-science-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/political-science-program/#coursestext</a>
CHS	Political Science	POLI 494	Mentorship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/political-science-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/political-science-program/#coursestext</a>
CHS	Psychology	PSYC 304	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 306	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 307	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 335	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 492	Service Learning	1-2 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 493	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>
CHS	Psychology	PSYC 494	Research Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/psychology/#coursestext</a>



CHS	Statistical Science & Operational Research	SSOR 494	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/statistical-sciences-operations-research/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/statistical-sciences-operations-research/#coursestext</a>
CHS	Sociology	SOCY 410	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext</a>
CHS	Sociology	SOCY 336	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext</a>
CHS	Sociology	SOCY 391	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext</a>
CHS	Sociology	SOCY 445	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext</a>
CHS	Sociology	SOCY 493	Research Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/sociology-program/#coursestext</a>
CHS	Economics	ECON 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/economicsprogram/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/economicsprogram/#coursestext</a>
CHS	Interdisc. Degree Program in Science	BIOL 415	Study Abroad	4 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/interdisciplinarydegreeprograminscience/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/interdisciplinarydegreeprograminscience/#coursestext</a>
CHS	Media and Culture	MASC 425	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 334	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 335	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 439	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 450	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 467	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 475	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	Media and Culture	MASC 496	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-media-culture/#coursestext</a>
CHS	World Studies	ANTH 398	Field Investigation	1-8 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	ANTH 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	INTL 341	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext</a>
CHS	World Studies	INTL 398	Study Abroad	0-8 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	INTL 493	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	RELS 340	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext</a>
CHS	World Studies	RELS 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext</a>
CHS	World Studies	RELS 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	WRLD 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	FRLG 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	FREN 422	Field Experience	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	SPAN 322	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext</a>
CHS	World Studies	SPAN 494	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#header</a>
CHS	World Studies	RUSS 330	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext">http://bulletin.vcu.edu/undergraduate/college-humanities-sciences/school-worldstudies/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Allied Health	Clinical Laboratory Sciences	CLLS 337	Clinical Experience	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Clinical Laboratory Sciences	CLLS 483	Practicum	1-4.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Clinical Laboratory Sciences	CLLS 485	Practicum	1-4.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Clinical Laboratory Sciences	CLLS 493	Practicum	1-4.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Clinical Laboratory Sciences	CLLS 494	Practicum	1-4.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Clinical Laboratory Sciences	CLLS 496	Practicum	1-4.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/">http://bulletin.vcu.edu/undergraduate/allied-health-professions/clinical-laboratory-sciences/</a>
Allied Health	Radiation Sciences	CLRS 294	Clinical Experience	.5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 295	Clinical Experience	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 393	Clinical Experience	2-5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 394	Clinical Experience	2-4 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 395	Clinical Experience	2-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 492	Directed Study	1-4 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 493	Clinical Experience	1-5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>
Allied Health	Radiation Sciences	CLRS 494	Clinical Experience	1-5 credits	<a href="http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext">http://bulletin.vcu.edu/undergraduate/allied-health-professions/radiation-sciences/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Arts	Cinema	CINE 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/cinema-program/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/cinema-program/#coursestext</a>
Arts	Art Education	ARTE 310	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 311	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 402	Service Learning	4 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 404	Internship	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 450	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 493	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art Education	ARTE 494	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-education/">http://bulletin.vcu.edu/undergraduate/arts/art-education/</a>
Arts	Art History	ARTH 207	Field Experience	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext</a>
Arts	Art History	ARTH 261	Field Experience	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext</a>
Arts	Art History	ARTH 493	Internship	3-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/art-history/#coursestext</a>
Arts	Communication Arts	COAR 492	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/communication-arts/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/communication-arts/#coursestext</a>
Arts	Craft and Material Studies	CRAF 493	Fieldwork	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/craft-material-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/craft-material-studies/#coursestext</a>
Arts	Craft and Material Studies	CRAF 494	Fieldwork	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/craft-material-studies/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/craft-material-studies/#coursestext</a>
Arts	Dance and Choreography	DANC 293	Prof Performance	7 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext</a>
Arts	Dance and Choreography	DANC 294	Prof Performance	7 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext</a>
Arts	Dance and Choreography	DANC 393	Prof Performance	8 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext</a>
Arts	Dance and Choreography	DANC 450	Practicum	3-9 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext</a>
Arts	Dance and Choreography	DANC 492	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/dance-choreography/#coursestext</a>
Arts	Fashion Design and Merchandising	FASH 401	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext</a>
Arts	Fashion Design and Merchandising	FASH 402	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext</a>
Arts	Fashion Design and Merchandising	FASH 493	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/fashion-design-merchandising/#coursestext</a>
Arts	Graphic Design	GDES 418	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/graphic-design/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/graphic-design/#coursestext</a>
Arts	Graphic Design	GDES 492	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/graphic-design/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/graphic-design/#coursestext</a>
Arts	Interior Design	IDES 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/interior-design/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/interior-design/#coursestext</a>
Arts	Interior Design	IDES 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/interior-design/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/interior-design/#coursestext</a>
Arts	Kinetic Imaging	KINE 492	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/kinetic-imaging/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/kinetic-imaging/#coursestext</a>
Arts	Music	APM 493	Internship	1-4 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
	Music History, Lit, and Theory	MHIS 491	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/mhis/">http://bulletin.vcu.edu/azcourses/mhis/</a>
Arts	Music	MUED 381	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
Arts	Music	MUED 382	Practicum	4 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
Arts	Music	MUED 483	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
Arts	Music	MUED 485	Field Exp./Student Teaching	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
Arts	Music	MUED 486	Field Exp./Student Teaching	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/music/#coursestext</a>
Arts	Photography and Film	PHTO 493	Practicum	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/photography-film/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/photography-film/#coursestext</a>
Arts	Sculpture and Extended Media	SCPT 493	Internship	1-6 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/sculpture-extended-media/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/sculpture-extended-media/#coursestext</a>
Arts	Theatre	THEA 223	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext</a>
Arts	Theatre	THEA 224	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext</a>
Arts	Theatre	THEA 324	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext</a>
Arts	Theatre	THEA 325	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext</a>
Arts	Theatre	THEA 493	Internship	3-9 credits	<a href="http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext">http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext</a>

Arts

Theatre

THEA 494

Internship

3-9 credits

<http://bulletin.vcu.edu/undergraduate/arts/theatre/#coursestext>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Business	Accounting	ACCT 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/accounting/#coursestext">http://bulletin.vcu.edu/undergraduate/business/accounting/#coursestext</a>
Business	Accounting	ACCT 291	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/accounting/#coursestext">http://bulletin.vcu.edu/undergraduate/business/accounting/#coursestext</a>
Business	Economics	ECON 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/economics/#coursestext">http://bulletin.vcu.edu/undergraduate/business/economics/#coursestext</a>
Business	Finance, Insurance, and Real Estate	FIRE 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/finance-insurance-real-estate/#coursestext">http://bulletin.vcu.edu/undergraduate/business/finance-insurance-real-estate/#coursestext</a>
Business	Information Systems	INFO 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/information-systems/#coursestext">http://bulletin.vcu.edu/undergraduate/business/information-systems/#coursestext</a>
Business	Information Systems	INFO 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/information-systems/#coursestext">http://bulletin.vcu.edu/undergraduate/business/information-systems/#coursestext</a>
Business	Management	MGMT 318	Study Abroad	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/management/#coursestext">http://bulletin.vcu.edu/undergraduate/business/management/#coursestext</a>
Business	Marketing	MKTG 445	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext">http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext</a>
Business	Marketing	MKTG 470	Field Project	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext">http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext</a>
Business	Marketing	MKTG 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext">http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext</a>
Business	Marketing	MKTG 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext">http://bulletin.vcu.edu/undergraduate/business/marketing/#coursestext</a>
Business	Supply Chain Mgt. and Analytics	SCMA 493	Internship	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/business/supply-chain-management/#coursestext">http://bulletin.vcu.edu/undergraduate/business/supply-chain-management/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Dentistry	Dental Hygiene	DENH 412	Clinical/Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext">http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext</a>
Dentistry	Dental Hygiene	DENH 437	Clinical Experience	5 credits	<a href="http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext">http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext</a>
Dentistry	Dental Hygiene	DENH 449	Clinical Experience	1-5 credits	<a href="http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext">http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext</a>
Dentistry	Dental Hygiene	DENH 457	Clinical/Service Learning	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext">http://bulletin.vcu.edu/undergraduate/dentistry/dental-hygiene-program/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Education	Extd. Teacher Prep	EDUS 101	Clinical Experience	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 310	Practicum	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 311	Practicum	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 312	Practicum	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 313	Practicum	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 386	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 485	Student Teaching	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>
Education	Extd. Teacher Prep	TEDU 486	Student Teaching	6 credits	<a href="http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext">http://bulletin.vcu.edu/undergraduate/education/extended-teacher-preparation-program/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Engineering	Biomedical Engineering	EGRB 101	Practicum	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	EGRB 402 Service Learning	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	EGRB 491	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	ENGR 296	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	ENGR 396	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	ENGR 398	Cooperative education exper.	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Biomedical Engineering	ENGR 399	Cooperative education exper.	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/biomedical-engineering/#coursestext</a>
Engineering	Chem/Life Sci Eng	ENGR 296	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext</a>
Engineering	Chem/Life Sci Eng	ENGR 396	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext</a>
Engineering	Chem/Life Sci Eng	ENGR 398	Cooperative education exper.	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext</a>
Engineering	Chem/Life Sci Eng	ENGR 399	Cooperative education exper.	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext</a>
Engineering	Chem/Life Sci Eng	CLSE 403	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/chemical-life-science-engineering/#coursestext</a>
Engineering	Computer Science	CSMC 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/computer-science/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/computer-science/#coursestext</a>
Engineering	Elec/Computer Eng	ENGR 296	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext</a>
Engineering	Elec/Computer Eng	ENGR 396	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext</a>
Engineering	Elec/Computer Eng	ENGR 398	Cooperative education exper.	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext</a>
Engineering	Elec/Computer Eng	ENGR 399	Cooperative education exper.	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/electrical-computer-engineering/#coursestext</a>
Engineering	Mech/Nuclear Eng	ENGR 296	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext</a>
Engineering	Mech/Nuclear Eng	ENGR 396	Internship	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext</a>
Engineering	Mech/Nuclear Eng	ENGR 398	Cooperative education exper.	0 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext</a>
Engineering	Mech/Nuclear Eng	ENGR 399	Cooperative education exper.	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext">http://bulletin.vcu.edu/undergraduate/engineering/mechanical-nuclear-engineering/#coursestext</a>

Note: ENGR 296, ENGR 396, ENGR 398, ENGR 399 are the same across all engineering programs.



School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Nursing--Accel Program	Nursing	NURS 416	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-accelerated-program/#coursestext">http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-accelerated-program/#coursestext</a>
Nursing--Completion Program	Nursing	NURS 416	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-rn-bs-completion-program/#coursestext">http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-rn-bs-completion-program/#coursestext</a>
Nursing--Completion Program	Nursing	NURS 488	Practicum	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-rn-bs-completion-program/#coursestext">http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-rn-bs-completion-program/#coursestext</a>
Nursing--Trad Program	Nursing	NURS 396	Internship	1-5 credits	<a href="http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-traditional-program/">http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-traditional-program/</a>
Nursing--Trad Program	Nursing	NURS 397	Clinical Experience	1 credit	<a href="http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-traditional-program/">http://bulletin.vcu.edu/undergraduate/nursing/nursing-bs-traditional-program/</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Social Work	BSW	SLWK 200	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 201	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 230	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 391	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 393	Fieldwork	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 494	Fieldwork	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>
Social Work	BSW	SLWK 495	Fieldwork	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext">http://bulletin.vcu.edu/undergraduate/socialwork/bsw-program/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
UC	Focused Inquiry	UNIV 111	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 112	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 200	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 211	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 250	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 251	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>
UC	Focused Inquiry	UNIV 299	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/azcourses/univ/">http://bulletin.vcu.edu/azcourses/univ/</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Life Sciences	Environ Studies	ENVS 493	Internship	1-3 credits	<a href="http://bulletin.vcu.edu/undergraduate/vcu-life-sciences/center-environmental-studies/environmental-studies-bs/#coursestext">http://bulletin.vcu.edu/undergraduate/vcu-life-sciences/center-environmental-studies/environmental-studies-bs/#coursestext</a>
Life Sciences	Environ Studies	ENVS 307	Service Learning	3 credits	<a href="http://bulletin.vcu.edu/undergraduate/vcu-life-sciences/center-environmental-studies/environmental-studies-bs/#coursestext">http://bulletin.vcu.edu/undergraduate/vcu-life-sciences/center-environmental-studies/environmental-studies-bs/#coursestext</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Wilder	Criminal Justice	CRJS 491	Service Learning	3 credits	

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Community Engage	Comm Studies	CMST 301	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 391	Service Learning	1-3 credits	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 400	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 401	Service Learning	1.5 credits	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 410	Service Learning	1.5 credits	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 411	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMST 492	Service Learning	1 credit	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>
Community Engage	Comm Studies	CMAT 493	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/azcourses/cmst/">http://bulletin.vcu.edu/azcourses/cmst/</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Global Ed	Global Ed	GLED 201	Community Service	1 credit	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>
Global Ed	Global Ed	GLED 202	Community Service	1 credit	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>
Global Ed	Global Ed	GLED 301	Community Service	1 credit	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>
Global Ed	Global Ed	GLED 302	Community Service	1-3 credits	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>
Global Ed	Global Ed	GLED 391	Community Service	1-3 credits	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>
Global Ed	Global Ed	GLED 493	Service Work	1-3 credits	<a href="http://bulletin.vcu.edu/azcourses/gled/">http://bulletin.vcu.edu/azcourses/gled/</a>

School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
DaVinciCenter		HCDN 353	Service Learning	2 credits	<a href="http://bulletin.vcu.edu/graduate/da-vinci-center-innovation/#coursestext">http://bulletin.vcu.edu/graduate/da-vinci-center-innovation/#coursestext</a>



School/Program	Department	Course	Type/Description of Experience	Credit/Non-Credit	Website/URL
Comm Engagement ASPIRE			Co-Curricular Experience	Non-Credit	<a href="http://www.aspire.vcu.edu/learning/co-curricular-experience/">http://www.aspire.vcu.edu/learning/co-curricular-experience/</a>
Comm Engagement ASPIRE			Student Fellows Program	Non-Credit	<a href="http://www.aspire.vcu.edu/learning/student-fellows-program/">http://www.aspire.vcu.edu/learning/student-fellows-program/</a>
Comm Engagement ASPIRE			Community Fellows Program	Non-Credit	<a href="http://www.aspire.vcu.edu/community-engagement/community-fellows-program/">http://www.aspire.vcu.edu/community-engagement/community-fellows-program/</a>
LEAD	LEAD		Community Service	Non-Credit	<a href="https://students.vcu.edu/vculead/about-us/">https://students.vcu.edu/vculead/about-us/</a>
Global Ed Office	GLOBE		Partnerships	Non-Credit	<a href="http://global.vcu.edu/outreach/partnerships/partners/">http://global.vcu.edu/outreach/partnerships/partners/</a>
Global Ed Office	GLOBE		Local and Intl Comm Service	Non-Credit	<a href="http://global.vcu.edu/globe/">http://global.vcu.edu/globe/</a>
Honors College	Honors College		Research Opportunities	Non-Credit	<a href="http://www.honors.vcu.edu/research/opportunities.html">http://www.honors.vcu.edu/research/opportunities.html</a>
Honors College	Honors College		Research Abroad	Credit/Non-Credit	<a href="http://www.honors.vcu.edu/research/abroad.html">http://www.honors.vcu.edu/research/abroad.html</a>
Honors College	Honors College		Undergrad Research Confs.	Non-Credit	<a href="http://www.honors.vcu.edu/research/conferences.html">http://www.honors.vcu.edu/research/conferences.html</a>
Honors College	Honors College		Undergrad Summer Fellowship	Non-Credit	<a href="http://www.research.vcu.edu/ugresources/fellowship-instructions.htm">http://www.research.vcu.edu/ugresources/fellowship-instructions.htm</a>
Honors College	Honors College		VCU Launch	Non-Credit	<a href="http://www.honors.vcu.edu/research/launch.html">http://www.honors.vcu.edu/research/launch.html</a>
School of the Arts	School of the Arts		Research Grants	Non-Credit	<a href="http://www.honors.vcu.edu/research/launch.html">http://www.honors.vcu.edu/research/launch.html</a>
Honors College	Honors College		Travel Grants	Non-Credit	<a href="http://www.honors.vcu.edu/research/travelgrant.html">http://www.honors.vcu.edu/research/travelgrant.html</a>
Comm Engagement	GreenSTEM		Service Learning	Non-Credit	<a href="http://www.community.vcu.edu/outreach/greenstem.html">http://www.community.vcu.edu/outreach/greenstem.html</a>
Student Affairs	Student Affairs		Leadership Exp--Into the Streets	Non-Credit	<a href="http://www.usca.vcu.edu/slic/the-leadership-experience/">http://www.usca.vcu.edu/slic/the-leadership-experience/</a>
Student Affairs	Student Affairs		Vol Opp. Community Service	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/">http://www.usca.vcu.edu/slic/volunteer-opportunities/</a>
Student Affairs	Student Affairs		Vol Programs Community Service	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/upcoming-volunteer-programs/">http://www.usca.vcu.edu/slic/volunteer-opportunities/upcoming-volunteer-programs/</a>
Student Affairs	Student Affairs		Signature Events Comm Service	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/signature-events/">http://www.usca.vcu.edu/slic/volunteer-opportunities/signature-events/</a>
Student Affairs	Student Affairs		Service Organizations Comm Serv	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/service-organizations/">http://www.usca.vcu.edu/slic/volunteer-opportunities/service-organizations/</a>
Student Affairs	Student Affairs		Rampantry Comm Service	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/rampantry/">http://www.usca.vcu.edu/slic/volunteer-opportunities/rampantry/</a>
Student Affairs	Student Affairs		Volunteer Resources Comm Serv	Non-Credit	<a href="http://www.usca.vcu.edu/slic/volunteer-opportunities/resources/">http://www.usca.vcu.edu/slic/volunteer-opportunities/resources/</a>
School of Business	School of Business		Community Partnerships	Non-Credit	<a href="http://business.vcu.edu/center-for-corporate-education/">http://business.vcu.edu/center-for-corporate-education/</a>
School of Business	School of Business		Business Connections	Non-Credit	<a href="http://business.vcu.edu/about-the-school/our-location/business-connections/">http://business.vcu.edu/about-the-school/our-location/business-connections/</a>
School of Business	School of Business		Mentoring Program	Non-Credit	<a href="http://business.vcu.edu/office-of-student-and-alumni-engagement/ram-to-ram/">http://business.vcu.edu/office-of-student-and-alumni-engagement/ram-to-ram/</a>
School of Business	School of Business		Volunteer Opportunities	Non-Credit	<a href="http://business.vcu.edu/career-services/students/vcu-business-career-services-ambassador-program/">http://business.vcu.edu/career-services/students/vcu-business-career-services-ambassador-program/</a>
School of the Arts	School of the Arts		Internships--May be tied to a credit??		<a href="https://arts.vcu.edu/about/internships/">https://arts.vcu.edu/about/internships/</a>
School of Dentistry	School of Dentistry		Community Outreach	Non-Credit	<a href="http://www.dentistry.vcu.edu/community/">http://www.dentistry.vcu.edu/community/</a>
School of Nursing	School of Nursing		Student Outreach	Non-Credit	<a href="http://www.nursing.vcu.edu/about-us/community-engagement/student-outreach/">http://www.nursing.vcu.edu/about-us/community-engagement/student-outreach/</a>
School of Nursing	School of Nursing		Community Outreach	Non-Credit	<a href="http://www.nursing.vcu.edu/about-us/community-engagement/key-initiatives/">http://www.nursing.vcu.edu/about-us/community-engagement/key-initiatives/</a>
School of Nursing	School of Nursing		Community Parnters	Non-Credit	<a href="http://www.nursing.vcu.edu/about-us/community-engagement/key-initiatives/">http://www.nursing.vcu.edu/about-us/community-engagement/key-initiatives/</a>
VCU Life Sciences	VCU Life Sciences		Comm and Vol Opportunities	Non-Credit	<a href="http://lifesciences.vcu.edu/community-engagement/">http://lifesciences.vcu.edu/community-engagement/</a>

## APPENDIX D: REAL THEMES

APPENDIX D: SERVE

REAL ACTIVITIES IN THE SERVE THEME OCCUR WHEN A STUDENT’S KNOWLEDGE AND SKILLS ARE APPLIED, TESTED, DEVELOPED, AND EVEN TRANSFORMED DURING COLLABORATION WITH COMMUNITY PARTNERS, WHILE CREATING MUTUALLY BENEFICIAL AND ETHICAL RELATIONSHIPS THAT ADDRESS SOCIAL ISSUES AND ENVISION SOCIAL JUSTICE.

PROPOSED CRITERIA

DEEPEN CONNECTIONS	NSEE QUALITY STANDARDS	SERVICE-LEARNING
1. DEEPEN STUDENTS’ CONNECTIONS TO ACADEMIC WORK DONE IN THEIR MAJORS, BROADEN CONNECTIONS TO KNOWLEDGE AND SKILLS BEYOND THEIR MAJORS , AND CREATE OPPORTUNITIES TO PRACTICE AND IMPROVE COMMUNICATION, MANAGEMENT, AND LEADERSHIP SKILLS	2. BE MONITORED AND EVALUATED BY FACULTY MEMBERS WHO CAN ENSURE THAT THE EXPERIENCE MEETS THE QUALITY STANDARDS OUTLINED BY THE NATIONAL SOCIETY OF EXPERIENTIAL EDUCATION IN THEIR REPORT, EIGHT PRINCIPLES OF GOOD PRACTICE FOR ALL EXPERIENTIAL LEARNING ACTIVITIES (INCLUDING THE PRINCIPLES OF INTENTION, PREPAREDNESS AND PLANNING, AUTHENTICITY, REFLECTION, ORIENTATION AND TRAINING, MONITORING AND CONTINUOUS IMPROVEMENT, ASSESSMENT AND EVALUATION), AND ACKNOWLEDGEMENT.	3. TAKE THE FORM OF SERVICE-LEARNING COURSES (VARIABLE CREDITS, 1-3) THAT INCLUDE A MINIMUM OF 20 HOURS OF SERVICE AND THAT MEET THE STANDARDS OUTLINED BY THE OFFICE OF SERVICE LEARNING IN THE DIVISION OF COMMUNITY ENGAGEMENT: CLEAR DEFINITION, QUALITY CONTROL DESIGNATION CRITERIA, BANNER ATTRIBUTE, FACULTY TRAINING, STUDENT ORIENTATION, RESOURCES FOR INSTRUCTORS, LINKS TO RESEARCH/SCHOLARSHIP, AND ASSESSMENT AND PROGRAM EVALUATION

EXAMPLES

ACADEMIC SERVICE-LEARNING

## APPENDIX D: DISCOVER

REAL ACTIVITIES IN THE DISCOVER THEME ARE DRIVEN BY THE CONCEPTS OF INQUIRY, EXPLORATION, AND INVESTIGATION. STUDENTS WHO PURSUE A DISCOVER EXPERIENCE ARE COMPELLED BY A SENSE OF INQUIRY TO ENGAGE WITH NEW KNOWLEDGE AND TO DEVELOP LIVING/LEARNING SKILLS THROUGH AN EDUCATION ABROAD EXPERIENCE, UNDERGRADUATE RESEARCH ACTIVITY, OR BOTH. AS PART OF THEIR ENGAGEMENT WITH A DISCOVER EXPERIENCE, STUDENTS WILL EXPLORE IDEAS, EXPERIENCES, AND INFORMATION THROUGH A CRITICAL LENS, ENGAGE WITH NEW KNOWLEDGE THROUGH AN ACADEMICALLY-ANCHORED INVESTIGATION, AND WILL ULTIMATELY SHARE THEIR LEARNING OUTCOMES WITH MEMBERS OF THEIR LEARNING COMMUNITY AND BEYOND.

PROPOSED CRITERIA – GROUNDED IN THE NSEE PRINCIPLES “EIGHT PRINCIPLES OF GOOD PRACTICE FOR ALL EXPERIENTIAL LEARNING ACTIVITIES”		PROPOSED OUTCOMES
EDUCATION ABROAD	UNDERGRADUATE RESEARCH	
<p>EDUCATION ABROAD IS DEFINED AS EDUCATION OUTSIDE THE PARTICIPANT’S HOME COUNTRY AND MAY INCLUDE STUDY ABROAD (RESULTING IN PROGRESS TOWARDS THE ACADEMIC DEGREE), WORK, VOLUNTEERING, INTERNSHIPS, AND DIRECTED TRAVEL, PROVIDED THAT THESE EXPERIENCES ARE DRIVEN BY LEARNING GOALS.</p> <ul style="list-style-type: none"> <li>FACULTY-GUIDED</li> <li>SELF-GUIDED</li> <li>FOR-CREDIT</li> <li>NON-CREDIT</li> <li>PRE-DEPARTURE AND ON-SITE PREPARATION/ORIENTATION/TRAINING</li> <li>MONITORED, EVALUATED, ASSESSED, AND/OR DOCUMENTED</li> <li>CRITICAL REFLECTION AND ACKNOWLEDGEMENT OF LEARNING (E.G. THROUGH RETURNEE ORIENTATION)</li> </ul>	<p>A MENTORED INQUIRY, INVESTIGATION, OR EXPLORATION CONDUCTED BY AN UNDERGRADUATE STUDENT THAT INVOLVES CRITICAL REFLECTION AND COMMUNICATION OF RESULTS. POTENTIAL TO MAKE AN INTELLECTUAL OR CREATIVE CONTRIBUTION TO THE DISCIPLINE OR DISCIPLINES.</p> <ul style="list-style-type: none"> <li>FACULTY-MENTORED</li> <li>GRADUATE-MENTORED WITH FACULTY OVERSIGHT</li> <li>THREE LEVELS OF STUDENT ENGAGEMENT; EXPLORATION, INVESTIGATION, STUDENT SCHOLARSHIP</li> <li>FOR-CREDIT</li> <li>NON-CREDIT</li> <li>CRITICAL REFLECTION</li> <li>COMMUNICATION OF RESULTS</li> <li>EXPLORATORY LEVEL OF STUDENT ENGAGEMENT AIMS TO BUILD SKILLS, DEVELOP RESEARCH AND SCHOLARLY ACTIVITIES, LEARN THE RESEARCH PROCESS IN A DISCIPLINE(S)</li> <li>SCHOLARLY LEVEL OF STUDENT ENGAGEMENT AIMS TO MAKE AN INTELLECTUAL AND/OR CREATIVE CONTRIBUTION TO THE DISCIPLINE(S)</li> </ul>	<p>PROPOSED OUTCOMES: DISCOVERY STUDENTS, THROUGH THEIR RIGOROUS PURSUIT OF KNOWLEDGE, COMMITMENT TO INQUIRY, AND DEMONSTRATED ENGAGEMENT WITH LOCAL AND GLOBAL LEARNING COMMUNITIES WILL:</p> <ul style="list-style-type: none"> <li>DEVELOP, THROUGH EXPERIENCE, LEARNING AND PROFESSIONAL SKILLS RELEVANT TO THEIR DISCIPLINE(S) AND FUTURE</li> <li>DEMONSTRATE CRITICAL REFLECTION RELATED TO THEIR INTELLECTUAL, ACADEMIC, AND PERSONAL GROWTH</li> <li>ACTIVELY SHARE THEIR KNOWLEDGE AND EXPERIENCE WITH PEERS</li> <li>DEMONSTRATE THE ABILITY TO ARTICULATE THE BROADER IMPLICATIONS OF THEIR ENDEAVORS TO DIVERSE AUDIENCES</li> <li>POTENTIALLY CONTRIBUTE NEW KNOWLEDGE TO THEIR DISCIPLINES</li> </ul>

### EXAMPLES

UNDERGRADUATE RESEARCH, EDUCATION ABROAD, WORK STUDY

## APPENDIX D: CREATE

REAL ACTIVITIES IN THE CREATE THEME PROVIDE STUDENTS OPPORTUNITY TO INNOVATIVELY IMPLEMENT AND REFLECT ON AN APPLICATION OF THEIR ACADEMIC FOUNDATION TO A REAL WORLD SETTING OR CHALLENGE THAT MEETS ONE OR MORE OF THE FOLLOWING CRITERIA AND INCLUDES AN EXPECTED RESPONSIBILITY TO REFLECT AND REPORT

### PROPOSED CRITERIA

SOCIALLY EMBEDDED	PROMOTES PROFESSIONALISM	COMMITMENT TO PROGRESS	ENGAGE MULTIPLE PERSPECTIVES	REFLECT AND REPORT
ALL REAL ACTIVITIES MODEL THE VALUES, SKILLS AND RELATIONSHIPS THAT FOSTER A SPIRIT OF INQUIRY AND FAIRNESS WITHOUT DISCRIMINATION, OR DISEMPOWERMENT AND ADHERE TO THE DEVELOPMENT OF PERSONAL AND SOCIAL RESPONSIBILITY.	STUDENTS IN REAL ACTIVITIES HAVE THE OPPORTUNITY TO LEAVE CAMPUS AND MEET WITH CORPORATE PARTNERS AS PART OF THEIR CULMINATING EXERCISE. NEW PARTNERSHIPS WITH UNIVERSITY CAREER SERVICES PROVIDE OPPORTUNITY TO FURTHER PREPARE STUDENTS FOR THESE TYPES OF EXPERIENCES BEYOND THE CLASSROOM. THE ENTIRE CURRICULUM IS GEARED TOWARD PREPARING GRADUATES TO JOIN THE WORKFORCE. FOR SENIORS PREPARING TO GRADUATE, EXPERIENCES ARE GEARED TO PROVIDE THE STUDENTS WITH BOTH A REAL EXPERIENCE, EXPOSE THEM TO PROFESSIONALS IN THE FIELD AND EXPECT THEM TO APPROACH THE COURSE IN A PROFESSIONAL MANNER. COURSES PREPARE STUDENTS FOR INTERNSHIPS, PLUS INTERVIEW SKILLS WORKSHOPS WHICH TRAIN STUDENTS HOW TO BEHAVE IN A PROFESSIONAL MANNER.	A COMMON THEME OF THESE PROJECTS IS THAT STUDENTS COMMIT TO PROGRESS BY CO-CREATING DEMONSTRABLE BENCHMARKS AND CAN ANSWER QUESTIONS ABOUT WHAT PROGRESS LOOKS LIKE AND SOUNDS LIKE. FOR EXAMPLE, FOR SOME STUDENTS 10 PROTOTYPES MAY BE AN APPROPRIATE LEVEL OF PROGRESS AT MID-TERM AND IN ANOTHER CASE IT MAY BE 50 CUSTOMER INTERVIEWS. THE GOAL IS NOT TO ENFORCE A COMMON STANDARD, BUT TO HAVE A STUDENT DRIVEN PROCESS FOR SETTING HIGH STANDARDS AND TIMELINE FOR DELIVERABLE. PROGRESS IS EVIDENCED BY HIRING RATES AT TIME OF GRADUATION, GROWTH IN ENROLLMENT AND FACULTY, AND INCREASED FUNDED RESEARCH. STUDENTS ENGAGE IN CAPSTONE PROJECTS THAT PROVIDE A FRAMEWORK WITH FLEXIBILITY FOR A WIDE ARRAY OF CULMINATING PROJECTS.	HUMAN CENTERED DESIGN TECHNIQUES ENCOURAGE STUDENTS TO EXPLORE MULTIPLE POINTS OF VIEW AND DIVERGENT SOLUTIONS TO A PROBLEM. IN ADDITION TO STUDENTS SHARING THEIR DIFFERENT ACADEMIC BACKGROUNDS THEY ARE ALSO ENCOURAGED TO EVALUATE THEIR ASSUMPTIONS AND BIAS AS PART OF THE PROCESS OF GENERATING SOLUTIONS TO CHALLENGES FOR COMMUNITY BASED PROJECTS. THIS APPROACH FREQUENTLY YIELDS MORE ROBUST SOLUTIONS THAT ARE ALSO MINDFUL OF MULTIPLE PERSPECTIVES.	STUDENT TEAMS ENGAGE IN 360 DEGREE EVALUATIONS AND PROVIDE IN-DEPTH REFLECTIONS ON THEIR PERSONAL CONTRIBUTIONS TO A TEAM, THEIR TEAM'S STRENGTHS AND WEAKNESSES, AND THEN SHARE FEEDBACK ON POTENTIAL CHANGES TO THE COURSE/OR LEARNING ACTIVITY FOR FUTURE SEMESTERS. THIS LEVEL OF REFLECTION LEADS TO SIGNIFICANT IMPROVEMENTS TO COURSE AND SERVICE LEARNING DESIGN AS WELL AS IMPROVED TEAM COMMUNICATION. STUDENTS ALSO PROVIDE WRITTEN AND ORAL REPORTS TO THE ENTIRE CLASS WITHIN MULTIPLE MEDIUMS TO PROVIDE FOR DIFFERENT OPPORTUNITIES TO EVALUATE AND SHARE OUTCOMES.

### EXAMPLES

## APPENDIX D: CAREER

REAL ACTIVITIES IN THE CAREER THEME ARE DESIGNED TO PROVIDE STUDENTS WITH EXPOSURE TO THE WORK ENVIRONMENT IN A POSSIBLE FIELD OF EMPLOYMENT. FOR EACH REAL CAREER ACTIVITY, STUDENTS SHOULD HAVE AT LEAST ONE MENTOR FROM THE FIELD (UNIVERSITY AND/OR SITE SUPERVISOR) TO GUIDE THEIR LEARNING. THE STUDENT AND MENTOR(S) SHOULD ENSURE THE FOLLOWING CRITERIA ARE MET:

PROPOSED CRITERIA				
INTENTION	PREPARATION	REFLECTION AND INTEGRATION	EVALUATION AND GRATITUDE	CONTINUING THOUGHTS
THE STUDENT AND MENTOR(S) SHOULD BE CLEAR ABOUT THE STUDENT'S ACADEMIC GOALS FOR THE EXPERIENCE AND HOW THIS EXPERIENCE FITS WITHIN THOSE GOALS AND THE STUDENT'S FUTURE CAREER. THE EXPERIENCE SHOULD PROVIDE AUTHENTIC, REAL WORLD WORK THAT ADVANCES THE STUDENT'S CAREER DEVELOPMENT.	THE STUDENT SHOULD BE PREPARED TO MAKE THE MOST OF THEIR REAL EXPERIENCE. THIS PREPARATION INCLUDES THE MENTOR(S) ENSURING THE STUDENT HAS THE REQUISITE ORIENTATION AND TRAINING FOR THE EXPERIENCE. COMPLETION OF THE PRE-WORK REQUIREMENTS FOR FIELD PLACEMENT MUST BE COMPLETED IN A CONSCIENTIOUS AND TIMELY MANNER.	THE STUDENT SHOULD COMPLETE ONGOING AND FINAL REFLECTION ACTIVITIES TO BE REVIEWED AND DISCUSSED WITH THE MENTOR(S). REFLECTION SHOULD BUILD UPON GOALS DEFINED IN THE INTENTION PHASE. ONGOING REFLECTION ACTIVITIES SHOULD BE PROMPTS FOR IDENTIFYING AREAS FOR IMPROVEMENT OR FUTURE GROWTH WITHIN THE EXPERIENCE WHILE FINAL REFLECTIONS SHOULD FOCUS ON HOW THE STUDENT'S ACADEMIC CAREER SHOULD CONTINUE TO EVOLVE IN ORDER TO SUPPORT LONGER-TERM CAREER DEVELOPMENT AS WELL AS THE RECOGNITION OF THE IMPACT OF THE PLACEMENT ON THE LARGER COMMUNITY.	THE STUDENT SHOULD EVALUATE THE OVERALL LEARNING EXPERIENCE AND EXPRESS THE VALUE OF THIS OPPORTUNITY TO THE MENTOR(S) THROUGH FORMAL ACKNOWLEDGEMENT. MID AND FINAL EVALUATION DATA SHOULD ALSO GUIDE FUTURE CHOICES OF MENTORS AND EXPERIENCES.	<ol style="list-style-type: none"> <li>1. QUALIFICATIONS OF THE SITE SUPERVISOR MUST RELATE TO THE GOAL OF THE EXPERIENCE.</li> <li>2. MUST BE CLEAR RIGHTS AND RESPONSIBILITIES FOR THE STUDENT, SITE SUPERVISOR, AND THE UNIVERSITY SUPERVISOR.</li> <li>3. WORK STUDY SHOULD FALL INTO THIS PROGRAM, COMMUNITY AGENCIES. POSSIBLE DESIGNATION OF WORK STUDY OPTIONS FOR REAL ACTIVITIES. THIS WOULD ALLOW THAT SOME DESIGNATIONS ARE NOT COURSE RELATED, BUT EXPERIENCE.</li> <li>4. UNITS MUST DESIGNATE HOURS FOR EACH EXPERIENCE.</li> </ol>
EXAMPLES				
INTERNSHIPS, PRACTICA, CO-OPS, WORK STUDY				

## Faculty Report for BOV May 2018

<b>PRESENTATION TITLE:</b> Faculty Representative Report	
<b>Presenter Name and Title:</b> Holly Alford, Faculty Representative; Scott Street, alternate	
<b>Responsible University Division:</b> Faculty Senate	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b>	
<b>Key Presentation Messages</b>	<ol style="list-style-type: none"> <li>1. The Faculty Senate has completed work on reviewing and revising the <i>Bylaws of the Faculty</i> and is hopeful for Board approval.</li> <li>2. Under the leadership of Faculty Senate Vice President Nancy Jallo (School of Nursing), the Faculty Senate Symposium, “Academic Freedom and Freedom of Speech: How Do We Think About It? How Do We Live It?” was a huge success. The Faculty Senate would like to thank Dr. Jack DeGioia, President of Georgetown University, and panelists Madelyn Wessel, University Counsel of Cornell University (formerly University Counsel of VCU) and Dr. Brian Turner, National Executive Committee of the American Association of University Professors (and from Randolph-Macon College) for speaking at the symposium. We would also like to thank Provost Hackett and her team for their support.</li> <li>3. Holly Alford and Scott Street, along with the Provost and other key administrators, were able to participate in the Strengthening Virginia Transfer Outcomes Institute — a two-day event designed, in collaboration with The Aspen Institute and presented in partnership with SCHEV, to promote best practices in transfer, particularly from community colleges to four-year institutions. Scott and Holly were extremely pleased to see the respect and appreciation shown to the VCU transfer team by the attending community colleges.</li> <li>4. The Faculty Senate would like to congratulate Senator Carmen Rodriguez (Dept. of Biology) who was elected Vice President of the Faculty Senate of Virginia.</li> <li>5. The Faculty Senate would like to congratulate Scott Street on being elected to a second term as VCU Faculty Senate President. As Immediate Past President, Holly Alford will</li> </ol>

	<p>continue as the liaison and faculty representative to the VCU Board of Visitors.</p> <p>6. The Faculty Senate wants to thank Enoch Hale for his hard work and efforts towards reviving and redefining the Center for Teaching Excellence and Learning at VCU. We want to express our gratitude for his dedication to the Faculty of VCU, and we wish him continued success as he and his family return to California.</p>
<b>Governance Implications</b>	TBA
<b>Governance Discussion Questions</b>	TBA
<b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b>	TBA
<b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b>	Faculty Senate consideration extending through the 2018–2019 academic year.



**Staff Report for  
BOV May 2018**

<b>PRESENTATION TITLE:</b> Staff Senate Report	
<b>Presenter Name and Title:</b> Lauren Katchuk, Staff Representative	
<b>Responsible University Division:</b> Finance and Administration	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes	
<b>Key Presentation Messages</b>	<ul style="list-style-type: none"><li>• Updates regarding: Shared Governance, Professional Development &amp; Awards and Recognition</li><li>• Introduction of new Executive Committee</li></ul>

# Student Report to the Board of Visitors

May 2018

<b>PRESENTATION TITLE:</b> Report from the Student Representatives	
<b>Presenter Name and Title:</b> Sarah Izabel and Katherine Pumphrey, Student Representatives to the Board of Visitors	
<b>Responsible University Division:</b> Student Affairs	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All	
<b>Key Presentation Messages</b>	<ol style="list-style-type: none"><li>1. MCV Wellness Block Party</li><li>2. 2018 Leadership and Service Awards and Student Organization Awards</li><li>3. Introduction of 2018-2019 Potential BOV Student Representatives: Dhruv Sethi and Jacob Parcell</li><li>4. Katie and Sarah Reflect on Their Journey with the BOV</li></ol>